



The More House School Pupil Premium Vision:

The Pupil Premium was introduced by the Government in April 2011. From September 2012, schools have received specific funding to support students from low income families who are eligible for free school meals (FSM) or have been at any point in the last six years (Ever 6), looked after children (LAC) and those from families with parents in the Armed Forces (SC), under the umbrella, Pupil Premium (PP).

Schools have autonomy to spend the funds as they wish, with the aim of reducing the attainment gap between Pupil Premium and non-Pupil Premium students. The government and governors hold schools to account with regards to the impact of this spending and all schools are required to publish this information on their website (Department for Education, 2019).

More House School provides exceptional and transformative education and pastoral care, empowering boys who are intelligent, and thrive in a specialist learning environment, due to Specific Learning Difficulties, Developmental Language Disorders and associated conditions.

All students have high quality education through whole school strategies that benefit all students individually. The specific, targeted and strategic use of Pupil Premium will help support students regardless of their starting point.

The Vision:

The three-year plan for the expenditure of Pupil Premium surrounds the following expectations and intends not only to close the attainment gap in terms of academic outcomes, but aims to provide opportunities which extend beyond school-life. The following is necessary to ensure the success of the system and to ensure that aims and objectives are met effectively:

- Work with teachers, parents/carers and governors to ensure students make expected or more than expected progress through high quality teaching and learning
- Ensure that students have personalised intervention to ensure economic disadvantage is not a barrier to success
- Ensure that the profile of Pupil Premium students is high amongst staff members
- Monitor and rigorously track Pupil Premium data to analyse gaps and implement interventions accordingly

In order to maintain a sharp focus on the attainment and progress of Pupil Premium students, a member of the Senior Management Team (SMT) has the responsibility for leading the strategies and managing the provision for this group of students. The support received by Pupil Premium pupils is informed by the latest documentation, providing the most effective ways of reducing the attainment gap in pupil performance.

MORE HOUSE SCHOOL

Moons Hill, Frensham, Farnham. Surrey, GU10 3AP

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The support that Pupil Premium students receive is informed by the latest documentation and research from: The Department for Education, Ofsted, Education Endowment Foundation, the Westminster Briefing and the Sutton Trust. In unison, they advocate that the most effective ways for reducing the attainment gap in student performance, include the following:

- Ensuring highly effective teaching
- Small group tuition
- Setting high quality homework
- Transition support

In light of these recommendations for best practice, the strategies implemented, thus far, by the school include:

- An increase in staffing focusing on numeracy support, also impacting literacy support
- Additional tuition in English and Maths
- Use of electronic systems to record, organise and complete homework tasks
- Holiday revision interventions
- Careers support

Due to the Coronavirus pandemic of 2019/2020, the vision of the expenditure of Pupil Premium has more broadly considered the opportunities for development of English and mathematics, to ensure that no pupil has been disadvantaged by the pandemic itself and school closure.

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Planned expenditure based on previous funding and impact of Coronavirus (Covid-19) pandemic:

Planned Expenditure – 2020-2021				
Aim and Objective:	Action/Approach:	Evidence and Rationale:	Review of Implementation:	Staff Lead:
Develop numeracy support through Years 7-11	Funding of additional staff member (continuation of 2019-2020) to support numeracy across the school, focusing largely on PP pupils.	Quality First Teaching (QFT) is provided for pupils in small group settings, developing inclusion and understanding. Continuity is retained from previous year where PP students will have accessed this support.	Regular learning walks to experience the classroom environment alongside review and monitoring of pupil data produced on the School's Management Information System. Review on half-termly basis.	Lewis Clarkson – Assistant Head (Pupils) alongside Frances Hudson (Head of Mathematics)
Improve transitional support for Year 6 into 7	Additional time afforded to transitional lead in order to support those moving from Year 6 into Year 7.	A number of pupils who command PP funding will be moving from Year 6 into Year 7, this method will support that transition and close the attainment gap which can be exacerbated at this stage.	Key involvement of transitional leads throughout the year in preparation for Trinity Term, providing opportunities to experience different classroom environments prior to transition. Ongoing review of progress.	Adele Williams – Deputy Head of Junior School and Chloe Durrant – Head of Year 7.
Improved distance learning provision	Development of existing systems to support all pupils to access work from home, both as 'homework' but also during periods of potential absence due to quarantine/isolation.	Some members of the cohort had difficulty accessing online learning during lockdown. They therefore require additional support in order to do so, in the form of both hardware and staff support.	Implemented by all staff , overseen and monitored by Assistant Head (Pupils), Deputy Head, Curriculum and Deputy Head Wellbeing and Pastoral Care.	Lewis Clarkson – Assistant Head (Pupils)

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Provide revision opportunities and support	Provision of revision material, as well as revision clubs for targeted subject areas, specifically mathematics, English and science.	Additional provision, particularly for senior year groups for which we have a significant number receiving PP payments.	Predominantly core subject areas but an extension of this where possible. Access to Seneca and GCSEPod, where monitoring is included and shared with teaching leads. Ongoing monitoring and intervention, four-weekly cycle.	Lewis Clarkson – Assistant Head (Pupils) and Antoinette Newman – Head of E-Learning
Develop careers guidance and support	Support for pupils in senior year groups to develop an understanding of careers and further opportunities. Surrey Choices Careers Advisor	Guidance provided to all senior pupils for next steps, a small cohort of Sixth-Form pupils supported to develop aspirations by experiencing the work place.	Qualitative data offered by providers and communicated with the School and parents. Regular interaction following initial meeting.	Iain Yeoman – Head of Sixth-Form
Increase cultural capital	Trip funding for residential, day trips and incursions.	Ensure an inclusive environment and opportunity by subsidising opportunities for learning outside of the classroom.	Monitored by teaching staff aligned with particular school trips/incursions.	Lewis Clarkson – Assistant Head (Pupils)
Total budgeted expenditure: £36,000				

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