

# St. Mark's CE Primary School

## Pupil Premium Strategy 2016-17

The Government is concerned that, nationally, there is an attainment gap between those who are eligible for benefits based Free School Meals (FSMs) and those who are not. The Pupil Premium Grant is designed to support schools in narrowing that gap.

PP Funding 2016-17	£112, 236
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### Funding for this year (2016-17)

The table below provides a summary of the main barriers to educational achievement faced by eligible pupils at St. Mark's School. Please note not every barrier is applicable to every eligible child.

Barriers	Planned expenditure	What we will do	How will impact be measured?	Desired outcome	Impact
Attainment and progress of PP pupils does not always compare favourably with their peers	£20, 000	<ul style="list-style-type: none"> <li>- TAs in KS2 employed in the afternoons to deliver interventions that focus on improving progress rate</li> <li>- PP a focus for Performance Management targets to continue to keep their profile a high priority</li> <li>- Regular, dedicated 1:1/ small group (quality) teaching support provided by a teacher to focus on gaps/ consolidate learning/ prepare for 'new' learning</li> </ul>	<ul style="list-style-type: none"> <li>- Each intervention session evaluated</li> <li>- (At least) Half termly pupil progress meetings to monitor progress of all pupils, including PP</li> </ul>	<ul style="list-style-type: none"> <li>- Improved progress for PP pupils</li> <li>- Continue to narrow the gap between attainment of PP and their peers</li> </ul>	<p>At the end of KS2, progress and attainment data were lower in all subjects for Ever 6 FSM pupils compared to Non-Ever 6 FSM. This is against the school results and also national results.</p> <p>At the end of KS1, progress and attainment data were comparable for both PP and non-PP when SEND pupils are removed from the data. 5/12 PP pupils had SEND, significantly skewing the data.</p> <p>At the end of EYFS, on average 73% of the 5 PP pupils had either met expected or exceeded across the 17 areas. This is lower than</p>

					<p>the average of 83% for the 85 Non-PP pupils.</p> <p>By the end of Y5 (13 pupils): PP vs non-PP progress and attainment are similar when SEND removed. 5/13 pupils were SEND.</p> <p>By the end of Y4 (9 pupils): PP vs non-PP progress and attainment are similar when SEND removed. 4/9 pupils were SEND.</p> <p>By the end of Y3 (2 pupils): PP vs non-PP progress and attainment are similar, despite the needs of the pupils.</p> <p>By the end of Y1 (6 pupils, 2 with SEND): PP vs non-PP attainment is similar, when considering the needs of the small number of pupils.</p> <p>We recognise that there is further work to do to close the gap for our PP pupils by the end of KS2.</p>
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Phonics attainment of PP pupils is sometimes lower than their peers	£5, 000	<ul style="list-style-type: none"> <li>- Teachers/ TAs new to the school continue to be trained in delivering phonics teaching using Read Write Inc programme</li> <li>- Children requiring additional phonic support targeted to receive interventions</li> </ul>	<ul style="list-style-type: none"> <li>- Children regularly assessed (at least 6 weekly) on their phonics knowledge</li> <li>- Children's reading ability is tracked at least half termly</li> </ul>	<ul style="list-style-type: none"> <li>- All children continue to progress rapidly through the phonics teaching programmes</li> <li>- The % of PP children passing the phonics test continues to improve year on year, and compares favourably with county and national figures</li> </ul>	<p>Phonics attainment of Year 1 PP pupils increased this year. 50% of PP pupils were 'working at' the correct level, compared with 44% the previous year.</p> <p><u>This year</u> PP(6 chn) = 50% 'working at' Non PP = 89% 'working at'</p> <p><u>Last year</u> PP (12 chn) = 44% 'working at' Non PP = 90% 'working at'</p> <p><u>Next steps:</u> Gaps in phonics knowledge identified to ensure focussed phonics support in small groups continues in Year 2.</p>
Some pupils entry assessment data to Year R is lower than their peers	£15, 000	<ul style="list-style-type: none"> <li>- Additional (EYFS trained) staff employed to support children to develop social skills, foster independence, etc ...</li> <li>- Targeted levels of support provided for children to achieve age-related goals</li> <li>- Additional trained TA employed to assess and deliver Language Link S and L programme to pupils</li> </ul>	<ul style="list-style-type: none"> <li>- EYFS data is monitored at least half termly, with vulnerable groups being a focus</li> <li>- (At least) Half termly pupil progress meetings to monitor progress of all pupils, including PP</li> </ul>	<ul style="list-style-type: none"> <li>- PP children's attainment at the end of the year is near to that of their peers (or the gap has lessened)</li> </ul>	<p><u>This year</u> 60% of PP pupils compared with 81% of non PP pupils achieved GLD. 29.4 was the APS of PP pupils compared with non PP scoring 33.8.</p> <p><u>Last year</u> 50% of PP pupils compared with 87% of non PP pupils achieved GLD. 27.2 was the APS of PP pupils compared with non PP scoring 37.</p>

<p>Social and communication skills for some PP pupils are not in line with their peers</p>	<p>£14, 000</p>	<ul style="list-style-type: none"> <li>- Employ additional ELSA to support specific PP children with BESD needs</li> <li>- Continue to host lunchtime nurture group (Lunchtime Lions Club) to provide a structured environment for children to develop these skills</li> </ul>	<ul style="list-style-type: none"> <li>- Informal feedback (discussions with teachers and parents) and formal feedback (ELSA reports) provided for children undertaking ELSA programme</li> <li>- Lions Register monitoring attendance at the lunchtime club</li> </ul>	<ul style="list-style-type: none"> <li>- Children are able to manage their emotions and deal in social situations more confidently and independently</li> </ul>	<p>Additional ELSA employed to cater for BESD needs across the school with a focus on PP pupils. Waiting list times for ELSA support decreased. 30 PP children accessed ELSA support last year. This support ranged from daily check-ins, to weekly sessions for fixed/ unlimited times.</p> <p>Intake to Lions Club was able to be increased due to increase in staff numbers, thus supporting more children. 10 PP children attended throughout the year.</p>
<p>Attendance and punctuality of a small group of PP pupils is lower than expected</p>	<p>£8, 000</p>	<ul style="list-style-type: none"> <li>- Attendance Panel analyse attendance data to identify and work with parents</li> <li>- Meetings held with parents to highlight severity of problem if no improvement has been made</li> <li>- Breakfast Club offered</li> <li>- Daily milk funded</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly Attendance Panel meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance and punctuality figures for the school remain at least at the expected level</li> <li>- Attendance and punctuality figures for individual families improve</li> </ul>	<p>Attendance rate of the majority of PP children did not fall below 95%. Attendance panel continued to meet weekly to review pupils attendance and tackle concerns quickly to enable attendance rate to remain at an acceptable standard. Breakfast Club continued to be offered to 7 PP children thus ensuring their attendance rate remained at an acceptable level.</p>

<p>Lack of aspiration, engagement and support from some PP families. Reduced opportunities for participation in life experiences and extra-curricular activities.</p>	<p>£5, 000</p>	<ul style="list-style-type: none"> <li>- Funding provided to enable children to attend school trips, residential visits</li> <li>- Providing opportunities for children to participate in activities e.g. learning a musical instrument, attending a sports club, school-run competitions/ events</li> <li>- Key personnel investing in time to develop positive relationships with these particular families</li> <li>- CPD: -Staff trained on Growth Mindset philosophy</li> <li>- Trained staff member in P4C</li> </ul>	<ul style="list-style-type: none"> <li>- All PP children to attend visits</li> <li>- PP Tracking Form details the extra-curricular activities taken up by individuals</li> <li>- Class teachers (and parents) may report increased self-esteem of children</li> <li>- Attendance rates at parents evening and other meetings is good</li> <li>- Growth Mindset Questionnaires completed by children, analysed and findings shared</li> <li>- Pupil conferencing</li> </ul>	<ul style="list-style-type: none"> <li>- PP children are not excluded from accessing varied life experiences</li> <li>- Children throughout the school from a range of backgrounds participate in enrichment opportunities</li> <li>- Possible ‘talents’ of children identified</li> <li>- These families develop a positive relationship with the school and attend events regularly</li> </ul>	<p>All PP children attended visits throughout the year, including the Y6 residential.</p> <p>Parents evening attendance continues to be good.</p> <p>Observations show pupils are engaged in their learning..</p>
<p>Individualised home- factors and/ or educational support programmes required</p>	<p>£5, 000</p>	<ul style="list-style-type: none"> <li>- Training additional member of staff to become DSL</li> <li>- Programmes identified to support individual children/ families</li> <li>- CPD training of all/ some staff as required to deliver specialist support (e.g. OT, S and L, therapeutic intervention, ...)</li> <li>- Additional ELSA to offer support and guidance to parents</li> <li>- Working with a range of outside agencies and specialist services</li> </ul>	<ul style="list-style-type: none"> <li>- The gap in attainment and progress is improved</li> </ul>	<ul style="list-style-type: none"> <li>- Children are well supported in their school environment</li> <li>- Continued good communication between home, school and outside agencies</li> </ul>	<p>Additional DSL trained. Staff have attended specific training to ensure specific children are supported effectively (attachment theory, moving and handling, special school outreach support, ...).</p> <p>The school has continued to work with a large number of outside agencies to ensure children are supported effectively.</p>

**Interventions programmes run within school include:**

Language Link, handwriting, times tables, numeracy booster, speech and language, writing groups, reading comprehension, phonics, 1:1 reading, spelling, fine motor, maths homework, social groups, nurture groups, managing feelings groups, SEN targets, arithmetic support, paired reading, SPAG intervention, debating skills, vocabulary-building, thinking skills, Language Lizards, Talking Ted

**Additional expenditure**

<b>Other planned actions</b>	<b>Planned expenditure</b>
Staff release time to support the leadership and management of pupil premium strategies	£10, 000
Staff release time to monitor the effective provision of PP strategies and track the expenditure of PP funding	£10, 000