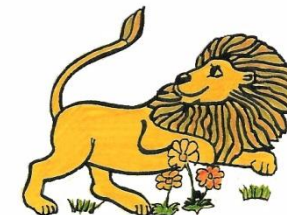


## St. Mark's CE Primary School – Pupil Premium Plan 2017-18



### The key aims of our Pupil Premium Plan are to:

- To further improve the overall quality of teaching and learning in order to accelerate progress for our Pupil Premium children
- To ensure that additional support and guidance is given to our PP in order for them to make accelerated progress, including having access to activities in and after school.
- To ensure that the Leadership of the School articulates a clear vision with expectations on the standard of provision and pupil outcomes for PP children.
- To ensure that our PP parents are communicated with and involved with their child's learning and progress.

### Objective – TEACHING AND LEARNING – CPD

To further improve the overall quality of teaching and learning in order to accelerate progress for our PP children

	Action/Provision	Milestones/ Outcomes	Cost	Who / When	Monitored By	Update / Impact / Next Steps
1	PP Champion to support quality of teaching through supporting/coaching of vulnerable PP children in class. Monitoring: CA/ CC Evidence: data, learning walks, book sampling, teacher discussions, observations and pupil profiles (regularly updated).	PP children have appropriate provision to ensure good achievement.		CC Focus PP time once a week	CA, PP Governor	
2	SENCO to work with PP/SEN children and their teachers to ensure the pupils' needs are met and their progress gaps are closing. Monitoring: CC Evidence: meeting notes, data, book scrutiny	Actions for SEN/PP children in place by December 17.		CC SENCO team	CA/SENCo governor	
3	Release time for HoY with a focus on meeting all the needs of PP children through CPD, coaching, intervention programmes Monitoring: CC, HoY Evidence: data, coaching notes, CPD training notes, intervention plans	PP children are provided for in every aspect of school life		CC, HoY  Weekly	CA, PP governor	

**Objective - INTERVENTION AND SUPPORT**

To ensure that additional support and guidance is given to our PP children in order for them to make accelerated progress towards closing the gap with their non-PP peers.

	<b>Action/Provision</b>	<b>Milestones/ Outcomes</b>	<b>Cost</b>	<b>Who / When</b>	<b>Monitored By</b>	<b>Update / Impact / Next Steps</b>
1	Provide focussed intervention and key skills. Monitoring: CC, HoY Evidence: Book scrutiny, Head of Year intervention records and planning, data	Children with gaps in learning/ not at expected standard for R, W or M rapidly acquire skills in order to catch up.		PPA staff  Weekly	CA	
2	Purchase CLICKER package (10 computer licence) and train staff to work with vulnerable PP children in literacy Monitoring: CC Evidence: CPD training notes, intervention timetables, data	Increased confidence, greater learning enjoyment and improved literacy levels.		SENCo to provide training as needed. LSAs/teachers to use with vulnerable pupils.	CA	
3	Continue to run Language Link screening programme and deliver intervention if required Monitoring: CC Evidence: Language Link printouts, intervention programmes	Identified children make progress in their language development		SENCO team  As required, Autumn 2 onwards	CA	
4	Provide ELSA sessions for vulnerable PP children. Monitoring: CC Evidence: ELSA session notes, ELSA timetable, ELSA request forms, teacher feedback	Targets met by end of provision, improved Boxall scores, greater engagement with learning		ELSA, SENCO team  Weekly	CA	
5	Provide a subsidy for PP children as needed towards trips, visits, uniform, PE kit etc. Monitoring: CC Evidence: invoices	All PP children included in trips and visits.		Office and CC  As required	PP governor	
6	Provide 1/3 of cost of Y6 residential trip (approx. £70) Monitoring: CC Evidence: invoices	All Y6 PP children participate in PGL.		Office and CC.  Annually	PP governor	

7	Provide cost of Breakfast Club Monitoring: CC Evidence: registers, invoices	All PP children attend school and start the day with a nutritious breakfast		CC, CA Breakfast Club staff  As required	PP governor	
8	Continue to offer musical tuition subsidy for KS2 PP children (£80/ term) Monitoring: CC Evidence: invoices, attendance registers, attendance at summer music concert and orchestra	PP children have the opportunity to learn a musical instrument		CC, RB (Music Co-ord)  Termly	PP governor	
9	Provide 'Relax Kids' sessions to help children learn techniques to manage emotions. Monitoring: CC Evidence: observations, pupil/ parent/ teacher feedback, behaviour book monitoring	Improved wellbeing and positivity		KR (RelaxKids), CC  When required	CA	
10	Purchase THRIVE programme and train staff to boost vulnerable PP childrens' resilience, self-esteem and self-confidence. Monitoring: CC Evidence: staff training, THRIVE assessments and session notes, pupil/ parent/ teacher feedback, observations	Improved resilience and self-belief		RA, CC, CA, THRIVE-trained staff  When required (6-10 week course)	CA	
11	Provide additional Educational Psychologist time to determine the more complex learning needs of PP pupils. Monitoring: CC	Appropriate targets and support in place to support SEN/PP pupils.		CC SENCO team  Termly	CA and SEN Governor	

**Objective – LEADERSHIP AND MANAGEMENT**

To ensure that the Leadership of the School articulates a clear vision with expectations on the standard of provision and pupil outcomes for PP children.

	Action/Provision	Milestones/Outcomes	Cost	Who / When	Monitored By	Update / Impact / Next Steps
1	Regularly discuss targets, gaps and needs of PP children in staff meetings (standard agenda item), progress meetings, year group meetings and performance management Monitoring: CA, CC, NF and RA Evidence: meeting notes, subsequent actions carried out, performance management reviews	All PP children are securely on track to meet their targets and appropriate interventions and support are in place to ensure this.		Staff, SLT and SENCo  At least termly	CA, PP governor	
2	Monitoring to ensure expectation and progress is planned for and delivered. Monitoring: CC Evidence: books and planning	Actions and next steps acted upon and checked during next monitoring.		Subject leaders and PP Champion  At least termly	CC, SLT, HoY	
3	Co-ordinate and monitor activities and assess the impact in order to support the PP provision across the school. Monitoring: CA Evidence: PP profiles, observations, learning walks, data	Actions are carried out and impact measured.		CC  Ongoing	PP governor	

**Objective – PARENTAL ENGAGEMENT**

To ensure that our PP parents are supported and involved with their child's learning and progress.

	Action/Provision	Milestones/Outcomes	Cost	Who / When	Monitored By	Update / Impact / Next Steps
1	Pastoral/inclusion support for key families. Key families are supported by one member of SLT who takes responsibility for overseeing work with outside agencies and maintaining good relationship and communication between school and family. Monitoring: CA / CC Evidence: conversation and meeting notes, action plans, parent/ outside agency feedback	Children are supported in all ways possible.		CC  Ongoing	CA, SLT, PP governors	

2	<p>Parents are informed about the extra support their child is receiving in school and the progress they are making.</p> <p>Monitoring: CC</p> <p>Evidence: parent meeting feedback, parent surveys</p>	<p>Parents know how their child is progressing and the level of support they are receiving.</p>		<p>All staff</p> <p>In parents meetings and other arranged meetings when necessary.</p>	<p>CA, PP</p> <p>Governor</p>	
3	<p>Termly parent workshops on developing basic skills so that they know how to support their children.</p> <p>Monitoring: CC</p> <p>Evidence: attendance registers, parent feedback, parent survey</p>	<p>PP parents attend workshops.</p>		<p>DG/ HC (Maths), RP/ JR/ FC (Eng), FT (Yr R)</p>	<p>SLT and PP</p> <p>Governor</p>	

Budget allocation: £72, 137

Total cost: £92,850