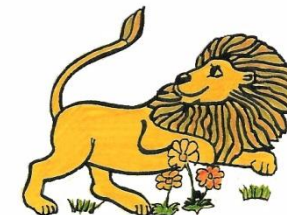


St. Mark's CE Primary School – Pupil Premium Plan 2017-18



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.	£14, 000	CC Focus PP time once a week	CA, PP Governor	Learning Walks have taken place throughout the year. PP has become more of a relentless focus in all aspects of T & L (lesson planning, lesson delivery, marking, lesson observations, data analysis). PP Profiles continue to be updated termly with inclusion of interventions taking place and their impact. Contextual data is updated when required. The profile of PP children making progress has been raised through teachers taking ownership of completing and submitting these forms half termly. PP Review took place in March.
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	Actions for SEN/PP children in place by December 17.	£22, 000	CC SENCO team	CA/SENCo governor	SENCO has performance management target with a focus on vulnerable pupils with PP& SEND. SENCO reviewing data.

	Evidence: meeting notes, data, book scrutiny					<p>38% of our PP children have SEN. January INSET provided an opportunity for SENCO to work alongside each year group (Ts and LSAs) to discuss provision for PP children with SEN. Attainment, impact of intervention and how to measure were all a focus for discussion and analysing performance of these pupils.</p> <p>Profile of PP children has been raised by ALL staff understanding the importance of these children closing the gap in their attainment.</p> <p>SENCO support this year has included gaining evidence for EHCP; working alongside EP, OT, SALT, counsellor; inviting children to participate in Dynamic Assessment.</p>
3	<p>Release time for HoY with a focus on meeting all the needs of PP children through CPD, coaching, intervention programmes</p> <p>Monitoring: CC, HoY</p> <p>Evidence: data, coaching notes, CPD training notes, intervention plans</p>	PP children are provided for in every aspect of school life	£8, 000	CC, HoY Weekly	CA, PP governor	HoY timetable planned to ensure all HOY given regular time each term to focus on attainment and progress of vulnerable groups. Reports written include a focus on PP. Interventions for PP and other vulnerable pupils are planned accordingly.

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.

	Action/Provision	Milestones/ Outcomes	Cost	Who / When	Monitored By	Update / Impact / Next Steps
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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.	£12, 000	PPA staff Weekly	CA	Year Groups continue to create interventions based on need of PP children. These interventions are reviewed regularly and changes made as appropriate to ensure progress is made.
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.	£900	SENCo to provide training as needed. LSAs/teachers to use with vulnerable pupils.	CA	Clicker package has been purchased. Staff training has taken place introducing the programme. Teachers now plan to use this resource as part of their daily teaching for those children who are PP and/ or SEN. 2 x staff members have attended training and are using the resource regularly with the children they support. Children using the package are more confident to write (type) their ideas down and can do this with increasing independence.
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	£1, 500	SENCO team As required, Autumn 2 onwards	CA	17 PP children have been assessed this academic year on Language Link or a dyslexia screening programme. Intervention programmes have been put into place if required.
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	£1, 500	ELSA, SENCO team Weekly	CA	Throughout the year 17 PP children have accessed ELSA/ Pastoral support. This has taken on a variety of forms including specific tailored sessions dealing with anxiety, recognising emotions, friendship and social skills, self-esteem, managing change and keeping safe. Other support has been in the form of 'check-ins' to enable children to access support as and when required. A small number of children have accessed a counselling programme provided by an external professional.

						11 out of 17 of these children have been signed off their pastoral programme by the end of the academic year, implying that their pastoral needs have been met. The other children will continue with some form of support into the next academic year due to the complexity of their needs.
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.	£3, 800	Office and CC As required	PP governor	27 PP children have received subsidies to enable them to attend Year Group curriculum trips throughout the academic year. Trips are planned to enable children to learn more about a topic they are studying through first-hand experience. All PP children have attended their relevant Year Group trip.
6	Provide 1/3 of cost of Y6 residential trip (approx. £70) Monitoring: CC Evidence: invoices	All Y6 PP children participate in PGL.	£850	Office and CC. Annually	PP governor	3 Year 6 PP children were provided with a subsidy to enable them to attend the residential trip. 1 Year 5 PP child has received a subsidy to enable them to attend the Year 6 residential trip next academic year – this number is likely to increase before the trip takes place.
7	Provide cost of Breakfast Club Monitoring: CC Evidence: registers, invoices	All PP children attend school and start the day with a nutritious breakfast	£3, 000	CC, CA Breakfast Club staff As required	PP governor	11 PP children have had their Breakfast Club place funded for either all or some of the academic year. In most cases a substantial amount of funding has been paid – providing children with a nutritious breakfast and improving their attendance and punctuality.
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	£2, 500	CC, RB (Music Co-ord) Termly	PP governor	2 PP children have been funded to enable them to access music tuition for the entire academic year.

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	£3, 300	KR (RelaxKids), CC When required	CA	5 PP children have participated in RelaxKids sessions provided by an external agency. These have taken on different forms – a block of 6 sessions on either a group or individual basis.
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	£6, 500	RA, CC, CA, THRIVE-trained staff When required (6-10 week course)	CA	THRIVE purchased. 5 x PP children have been assessed using the Thrive approach. Results have been shared with parents and action plans created for support at home and at school. Re-assessments have shown that all these pupils have made progress in their emotional needs due to the support they have received through the THRIVE programme.
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.	£4, 000	CC SENCO team Termly	CA and SEN Governor	5 children have received EP support throughout the academic year. This support has taken a variety of forms including observations, meeting with parents, report writing and dynamic assessment. Some EP time has been used for evidence towards an EHCP. In all cases these applications have been successful.

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.	No additional cost	Staff, SLT and SENCo At least termly	CA, PP governor	PP children have been a focus for discussion as part of performance management meetings. Year group action plans include a focus for children belonging to 'vulnerable groups'. PP Profiles have been created and maintained throughout the year, tracking the progress and attainment of each PP child individually.
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.	No additional cost	Subject leaders and PP Champion At least termly	CC, SLT, HoY	Data analysis has regularly taken place throughout the academic year with a focus on: PP and non-PP FSM and non-FSM PP and SEND Non-PP and SEND PP and Non-SEND. See data analysis of pupil groups.
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.	£7, 000	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	Children are supported in all ways possible.	No additional cost	CC Ongoing	CA, SLT, PP governors	Continued support provided for PP families specifically. Nearly 50% of PP children have some contact with Childrens Services at Level 2 or higher throughout this academic year.

	Evidence: conversation and meeting notes, action plans, parent/ outside agency feedback					Additional support is in place for our 6 LAC children. These parents are supported at various levels including general support, welfare checks, TAF meetings, CIN and CP support.
2	Parents are informed about the extra support their child is receiving in school and the progress they are making. Monitoring: CC Evidence: parent meeting feedback, parent surveys	Parents know how their child is progressing and the level of support they are receiving.	No additional cost	All staff In parents meetings and other arranged meetings when necessary.	CA, PP Governor	Parents of all pupils have received end of term progress reports in the Autumn and Spring term. In the summer term all parents received a detailed report summarising their child's academic attainment and progress as well as information regarding their personal, social and emotional attainment.
3	Termly parent workshops on developing basic skills so that they know how to support their children. Monitoring: CC Evidence: attendance registers, parent feedback, parent survey	PP parents attend workshops.	£2, 000	DG/ HC (Maths), RP/ JR/ FC (Eng), FT (Yr R)	SLT and PP Governor	This has not taken place this year – deferred until next year.

Budget allocation: £72, 137

Total cost: £92,850