



1. Summary information					
<b>School</b>	St Marks (C of E) Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£65,986	<b>Date of most recent PP Review</b>	May18
<b>Total number of pupils</b>	633	<b>Number of pupils eligible for PP</b>	46	<b>Date for next internal review of this strategy</b>	March 2019

2. Current attainment		
Progress of disadvantaged pupils in KS2 <b>without</b> Bridge Pupils in 2017/2018: R: 0.46 W: 3.13 M: -1.25	<i>Current Pupils eligible for PP (your school)</i>	<i>Current Pupils not eligible for PP (national average)</i>
Progress of disadvantaged pupils in KS2 <b>including</b> Bridge Pupils: R: -4.71 W: -1.86 M: -5.91		
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>45%</b>	<b>64%</b>

3. Barriers to future attainment (for pupils eligible for PP in 2018/2019)		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	A third of PP children are significantly below in Reading, Writing AND Maths.	
<b>B.</b>	A small percentage of children are achieving greater depth in Reading, Writing AND Maths.	
<b>C.</b>	A small percentage of children are just below ARE, and need support to become ARE	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low attendance % for some children.	
<b>E.</b>	Challenging family and social situations.	
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Fine grain targets are set and progress tracked using other assessment systems to show progress. <i>This target has been met.</i>	Half termly progress is shown for these small steps.
<b>B.</b>	Increase % of children reaching greater depth from 7% to 21% in Reading, from 10% to 17% in writing and from 10% to 17% in Maths. <i>This target has mostly been met.</i>	Data shows these children have made the progress.

<b>C.</b>	Increase % of children reaching ARE from 48% to 64% in Reading, from 43% to 52% in writing and from 43% to 60% in Maths. <i>This target has been met.</i>	Data shows these children have made the progress.
<b>D.</b>	Work with individual families to support children's attendance to show a reduction in absence and increase in punctuality. <i>This target has mostly been met.</i>	NG attendance records show higher % of attendance.
<b>E.</b>	Families trust school to support home life and firm up the school-home partnership which in turn leads to a secure nurturing environment for children at home.	

### What were the outcomes at KS2 in 2019?

		Y2			2018-2019	
		Summer 2			Summer 2	
		SAT			SAT Scaled Score	
		# pupils	% pupils at/above expected	% pupils above expected	% pupils at/above expected	% pupils above expected
	Year 6	10				
Reading	Year 6		90%	30%	80%	10%
Writing	Year 6		70%	0%	60%	30%
Maths	Year 6		80%	20%	70%	10%

#### KS2 Average Scaled Score for PP:

Reading: 105    Maths: 103    Grammar: 107

#### National average:

Reading: 104    Maths: 105    Grammar: 106

Progress scores for specific cohorts are not yet available.

### What were the outcomes at KS1 in 2019?

		Y2		
		Summer 2		
		SAT		
		# pupils	% pupils at/above expected	% pupils above expected
	Year 2	6		
Reading	Year 2		67%	17%
Writing	Year 2		50%	17%
Maths	Year 2		67%	17%

		2018-2019	
		Summer 2	
		# pupils	% pupils at/above expected
		6	
Phonics	Main Assessment		100%

## What were the outcomes for other year groups in 2019?

YrR GLD		2018-2019	
		Summer 2	
		# pupils	% pupils at/above expected
		4	
EYFS GLD	Main Assessment		25%

Y1 Phonics		2018-2019	
		Summer 2	
		# pupils	% pupils at/above expected
		4	
Phonics	Main Assessment		50%

Y1		2018-2019		
		Summer 2		
		Main Assessment		
		# pupils	% pupils at/above expected	% pupils above expected
	Year 1	4		
Reading	Year 1		50%	0%
Writing	Year 1		50%	0%
Maths	Year 1		50%	0%

Y3, 4, 5		Y2			2018-2019	
		Summer 2			Summer 2	
		SAT			Main Assessment	
		# pupils	% pupils at/above expected	% pupils above expected	% pupils at/above expected	% pupils above expected
	Year 3	10				
	Year 4	12				
	Year 5	2				
Reading	Year 3		50%	10%	50%	10%
	Year 4		50%	17%	75%	25%
	Year 5		50%	50%	50%	50%
Writing	Year 3		50%	0%	50%	10%
	Year 4		50%	8%	50%	17%
	Year 5		50%	50%	50%	0%
Maths	Year 3		40%	0%	50%	10%
	Year 4		58%	17%	58%	33%
	Year 5		50%	50%	50%	0%

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
PP children highlighted in PPA sessions weekly and good quality teaching focuses on targets.	Raise the profile of PP children so that every child makes individual progress. PP children have appropriate provision to ensure good achievement.	Knowledge of children's learning is deep and leads to high quality purposeful interactions with children.	Monitor planning and keep professional dialogue moving along within PPA sessions.	CT/ HOY PP team	<i>PP Pupils have been a focus within PPA and planning; this has resulted in improved outcomes for PP pupils.</i>
Thorough marking of PP books and response time.	Children have time to respond to marking to further their learning.	Having a systematic yet manageable approach to move individual learning forward.	During book scrutiny evidence the children are being targeted through marking and response to marking. Learning walks.	CT PP lead	<i>Book scrutiny and monitoring by SLT demonstrates that children are responding to feedback well. The quality of work and the progress seen demonstrates that this has a positive impact.</i>
Regularly discuss targets, barriers, gaps in progress meetings, year group meetings and Performance Management.	Individuals are being tracked and monitored to ensure progress is made and the gap is narrowing.	Meeting notes, Performance Management reviews, subsequent actions carried out.	PP children are tracked thoroughly to identify progress and children who are well below use tracking systems to ensure progress is made/ shown.	CT PP Lead SLT	<i>PP pupils have been a focus in progress meetings and data reviews.</i>  <i>Data outcomes from July 2019 demonstrate that the positive impact of the relentless focus on PP pupils.</i>
<b>Total budgeted cost</b>					<b>£3,000</b>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
PP Profiles – every child has a profile created showing barriers to learning (AFL) and a running commentary of dialogues.	All children are securely on track to meet their targets. Narrow the gap in learning with PP children. Identifying specific barriers to learning.	We need to narrow the gap in vulnerable groups to ensure they are making good progress. In order to do this, we need to identify why the children are not making progress and identify these barriers.	Class teachers to use dedicated PP time (Half an hour weekly) to update profiles. PP lead and champion to monitor and support teachers where needed in identifying barriers. PP lead and champion to regularly pupil conference to continue the dialogue into learning.	Class Teacher  PP team	<i>PP profiles have enabled staff to know their PP more pupils deeply, and reflect carefully on the actions needed and taken to improve outcomes for PP pupils. These reflections and actions range from pastoral actions, direct work with the child, liaison with parents, and more.</i>
Provide an additional teacher in Year 6 in order to provide focus on disadvantaged and vulnerable pupils so as to increase progress and attainment.	Disadvantaged and vulnerable pupils achieve or exceed their targets in Year 6.	Precision teaching and emotional wellbeing are key to achievement.	Progress will be tracked half-termly.  PP team will review Year 6 pupils.	Class Teachers  PP Team	<i>The outcomes for PP pupils in Y6 are very positive due to the bespoke and targeted support put in by the teaching and support team. This has enabled pre-tutoring and quick feedback to happen, both of which are highly effective forms of support.</i>
Weekly individual PP time where class teachers works on particular action.	Individuals make better progress than before. The gap is narrowed.	Group interventions are not necessarily appropriate for making good progress for individuals. The gap in learning as targeted individual children should narrow and GDS pupils are extended to firm deeper understanding.	Class teachers complete weekly dialogue with PP child and activities completed. Any discussions taking place are added and initials of staff member next to comments. PP lead and champion to add their conferencing to this too.	Class Teacher PP lead and champions	<i>This direct work with PP children on a weekly basis has had a significant impact in supporting PP pupils and raising outcomes.</i>

Provide ELSA, Young carers, Lions club, sessions for vulnerable children.	Vulnerable children are given the correct level of support for pastoral side of school life. Targets are met by the end of provision.	ELSA session notes, ELSA timetable, ELSA request forms, teacher feedback, PP profiles added to by Pastoral Team.	Monitor PP profiles to look at notes written about the Pastoral care offered to each child where appropriate.	ELSA, SENCO, Pastoral team	<i>The pastoral provision has been excellent for our vulnerable pupils. Access to support through the pastoral team, young carers, and lions helps children to process emotions and regulate themselves. This in turn has resulted in improved engagement in lessons and better outcomes.</i>
Monitor attendance and support parents in understanding the importance of being at school.	Weekly attendance monitored and tracked.	Attendance meetings to be added to the PP profiles as and when they happen.	Regular discussions with key staff and families to support attendance.	NG	<i>Whilst there are a few key families with multiple children who can have seasons of lateness or absence, the overall statistics for punctuality and attendance for PP children has improved compared to last year.</i>
<b>Total budgeted cost</b>					<b>£55,000</b>

<b>iii. Intervention and Support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
PP team formed to raise the profile of PP children and to support class teachers.	A forensic approach to narrowing the gap in learning.	Support from PP team for teachers to identify barriers and conference children on their views of education	PP lead to monitor what activities the PP champions are doing and that conferencing and profiles are being completed.	PP lead	<i>The team has been formed, and good processes have been setup, and are in place for subsequent years. The team need to further their efforts next year. PP profiles are being updated in staff training sessions on an almost weekly basis, or often more frequently. In addition, our pastoral team lead has provided feedback sessions to PP pupils in Year 4 and 6 each afternoon. Work has been tailored to the child, and frequently on what the child has struggled with that day. This immediate feedback and support has enabled improved outcomes.</i>
Provide a subsidy for PP children as needed towards trips, year 6 residential visits, uniform, PE kit etc.	All children are included in trips and visits and have correct kit to take part in school activities.	Invoices provided for each item/ trip. Inclusion of all.	Monitor PP families involvement in trips and residential. Check all kit is provided for PE etc.	PP lead PP governor	7% of applications for clubs were from PP families.  £1400 was spent on other items.

Continue to offer musical tuition subsidy for KS2 PP children (£80) per term.	PP children have the opportunity to learn a musical instrument.	Invoices, attendance registers, attendance at summer music concert and orchestra. Inclusion of all, equal opportunities for all children.	Music subject lead to monitor number of PP children participating in music lessons.	RB PP lead	Uptake across the school in music lessons has dropped. However, funding is available where requested. £700 was spent on this area.
Provide 'Relax Kids' sessions to help children learn techniques to manage emotions.	Improved well being and positivity.	Observations, pupil/ parent/ teacher feedback, monitoring of classroom attitudes and behaviour.	Relax Kids registers and lead	RA PP lead	7 Relax Kids groups have been run across the year for a variety of year groups and needs. Excellent feedback is given by parents and pupils, and contribute to improved outcomes.
Provide THRIVE programme to boost vulnerable PP children's resilience, self esteem and self confidence.	Improved resilience, self esteem and self confidence and self belief.	Staff training, THRIVE assessments and session notes, pupil/ parent/ teacher feedback, observations.	THRIVE trained staff	RA PP lead	All PP pupils who would benefit from Thrive have been assessed, and work in this area is ongoing.
Parental/ inclusion support for key families.	Key families are supported by Pastoral team and SLT who takes responsibility for overseeing work with outside agencies and maintaining good relationship and communication between school and family.	Conversation and meeting notes, adding to the PP profiles, action plans, parent/ outside agency feedback.	NG CA	NG CA	A strength of our pastoral team is in creating and establishing positive relationships, especially with parents. This has been done successfully this year, and has contributed to improved attendance/punctuality, pastoral support, mental health, and academic standards.
<b>Total budgeted cost</b>					<b>£10,000</b>

Total budgeted cost - £66,180