



1. Summary information					
School	St Marks (C of E) Primary School				
Academic Year	2018-19	Total PP budget	£65,986	Date of most recent PP Review	May18
Total number of pupils	633	Number of pupils eligible for PP	45	Date for next internal review of this strategy	July 2019

2. Current attainment		
Progress of disadvantaged pupils in KS2 without 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 including Bridge Pupils: R: -4.71 W: -1.86 M: -5.91		
% achieving expected standard or above in reading, writing & maths	45%	64%

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

C.	Increase % of children reaching ARE from 48% to 64% in Reading, from 43% to 52% in writing and from 43% to 60% in Maths.	NFER scores show progress.
D.	Work with individual families to support children's attendance to show a reduction in absence and increase in punctuality.	NG attendance records show higher % of attendance.
E.	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.	

5. Planned expenditure

Academic year	2018-2019
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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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	Weekly discussions
Specific actions written on planning grids.	Individuals being carefully planned for and tracking of actions over the week.	PP children are a higher priority within lessons and all staff know the academic targets for individuals and address these on an ongoing basis.	Monitor planning, book sampling, teacher discussions, learning walks.	CT/HOY PP team	HOY fortnightly PP team half termly

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	Daily Half Termly
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 separate tracking systems to ensure progress is made/ shown.	CT PP Lead SLT	Weekly PM Termly review
Develop Quality of teaching for vulnerable pupils through coaching and mentoring	Quality of teaching and learning is improved for vulnerable learners. This includes AfL, Modelling and scaffolding.	Quality of teaching is key for learning. Support through coaching/mentoring is needed for long term, effective improvement.	Regular learning walks and planning and coaching sessions demonstrate improved teaching and learning. Observations by SLT demonstrate improved AfL, modelling and scaffolding, which have an impact on vulnerable learners. Academic targets are met.	RA	Weekly coaching and mentoring. £15,000
Total budgeted cost					£15,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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	Weekly review of profile Termly PM review of CT <i>(Equivalent cost is £35,000)</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	Half Termly £32,000
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	Weekly Half termly £14,000
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	Weekly Half Termly £12,000

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	Weekly £7,000
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Total budgeted cost £65,000

iii. Intervention and Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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	Termly £5,000
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	Termly £3,000
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	Termly £1,680 (7 pupils)

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	Termly £2,000
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	Approximately 6 weekly (dependent on course length) £3,000
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	When required (included within monitoring attendance role)
Total budgeted cost					£14,680

Total budgeted cost - £94,680