



| 1. Summary information        |                                  |   |         |   |          |
|-------------------------------|----------------------------------|---|---------|---|----------|
| <b>School</b>                 | St Marks (C of E) Primary School |   |         |   |          |
| <b>Academic Year</b>          | 2019-20                          | <b>Total PP budget</b>                  | £57,620 | <b>Date of most recent PP Review</b>                  | July 19  |
| <b>Total number of pupils</b> | 616                              | <b>Number of pupils eligible for PP</b> | 51      | <b>Date for next internal review of this strategy</b> | Dec 2019 |

| 2. Current attainment   |  |                      |                     |                   |                     |
|---|--|----------------------|---------------------|-------------------|---------------------|
| <b>KS2 Progress (10 pupils)</b>   |  |                      |                     |                   |                     |
| Progress of disadvantaged pupils in KS2 in 2018/2019: R: -0.24 W: -0.04 M: -2.57 (all pupils: R: -0.98 W: -1.64 M: -2.22)                     |  |                      |                     |                   |                     |
| <b>KS2 Attainment (10 pupils)</b>   |  | <b>School EXS</b>    | <b>National EXS</b> | <b>School GDS</b> | <b>National GDS</b> |
| <b>Attainment of disadvantaged pupils in KS1 in 2018/2019</b><br><br>Combined: School: EXS: 50% GDS: 10%<br>National: EXS: 65% GDS: 11%       |  | Reading<br>Avg Score | 80%<br>103.9        | 73%<br>104.4      | 10%<br>27%          |
|   |  | Writing              | 70%                 | 78%               | 30%<br>20%79%       |
|   |  | Maths<br>Avg Score   | 70%<br>102.4        | 79%<br>105.0      | 10%<br>27%          |
| <b>KS1 Attainment (4 pupils)</b>  |  | <b>School EXS</b>    | <b>National EXS</b> | <b>School GDS</b> | <b>National GDS</b> |
| <b>Attainment of disadvantaged pupils in KS1 in 2018/2019</b><br><i>(National figures taken from Perspective Lite, and are for PP pupils)</i> |  | Reading              | 75%                 | 62%               | 25%<br>13.8%        |
|   |  | Writing              | 75%                 | 55%               | 25%<br>7.2%         |
|   |  | Maths                | 75%                 | 63%               | 25%<br>11.8%        |

### 3. Barriers to future attainment (for pupils eligible for PP in 2019/2020)

#### Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

|    |  |
|----|--|
| A. | 16/43 PP children are SEND; of these, 7/16 have EHCPs. Only 13% are EXS in Reading, 0% in Writing, 7% in Maths |
| B. | For Non-SEND pupils, 68% are EXS in writing and 14% are GDS.   |
| C. | For Non-SEND pupils, 71% are EXS in maths and 21% are GDS.   |

#### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

|    |   |
|----|---|
| D. | Low attendance % for some children.       |
| E. | Challenging family and social situations. |

#### Intended outcomes *(specific outcomes and how they will be measured)*

|    |  |
|----|--|
| A. | Finely track the progress of SEND pupils who are PP. ProvisionMap tracks IEP target progress more clearly, leading to improved outcomes against targets.<br>Increase % to 26% EXS in Reading, 13% in Writing, 13% in Maths<br>Children who are 'Below' show a positive increase in their standardised score assessments. |
| B. | Increase % of EXS writers from 68% to 75%<br>And % of GDS writers from 14% to 25%  |
| C. | Increase % of EXS maths from 71% to 79%<br>And % of GDS maths from 21% to 29%  |
| 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.   |

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<br>PP lead   |               |
| 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<br>PP lead        |               |
| 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<br>PP Lead<br>SLT |               |
| <b>Total budgeted cost</b>  |  |   |   |                      | <b>£5,000</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<br><br>PP lead     |               |
| 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/<br>PP lead        |               |
| 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,<br>SENCO,<br>Pastoral team |               |

|  |  |   |  |    |  |
|--|--|---|--|----|--|
| 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 |  |
|--|--|---|--|----|--|

**Total budgeted cost** £42,620

### iii. Intervention and Support

| <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> |
|--|---|---|---|------------------------|---------------|
| 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<br>PP governor |               |
| 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<br>PP lead          |               |
| 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<br>PP lead          |               |

|   |   |   |                      |               |         |
|---|---|---|----------------------|---------------|---------|
| 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<br>PP lead |         |
| 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<br>CA             | NG<br>CA      |         |
| <b>Total budgeted cost</b>  |   |   |                      |               | £10,000 |

**Total budgeted cost - £57,620**