



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

2. Current attainment					
KS2 Progress (10 pupils)					
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)					
KS2 Attainment (10 pupils)		School EXS	National EXS	School GDS	National GDS
Attainment of disadvantaged pupils in KS1 in 2018/2019 Combined: School: EXS: 50% GDS: 10% National: EXS: 65% GDS: 11%		Reading Avg Score	80% 103.9	73% 104.4	10% 27%
		Writing	70%	78%	30% 20%79%
		Maths Avg Score	70% 102.4	79% 105.0	10% 27%
KS1 Attainment (4 pupils)		School EXS	National EXS	School GDS	National GDS
Attainment of disadvantaged pupils in KS1 in 2018/2019 <i>(National figures taken from Perspective Lite, and are for PP pupils)</i>		Reading	75%	62%	25% 13.8%
		Writing	75%	55%	25% 7.2%
		Maths	75%	63%	25% 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. Increase % to 26% EXS in Reading, 13% in Writing, 13% in Maths Children who are 'Below' show a positive increase in their standardised score assessments.
B.	Increase % of EXS writers from 68% to 75% And % of GDS writers from 14% to 25%
C.	Increase % of EXS maths from 71% to 79% 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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>PP children highlighted in PPA sessions weekly and good quality teaching focuses on targets.</p>	<p>Raise the profile of PP children so that every child makes individual progress. PP children have appropriate provision to ensure good achievement.</p>	<p>Knowledge of children's learning is deep and leads to high quality purposeful interactions with children.</p>	<p>Monitor planning and keep professional dialogue moving along within PPA sessions.</p>	<p>CT/ HOY PP lead</p>	<p><i>Some year groups are working really effectively for their PP children and highlight them at the start of each PPA session. This evidence is on the profiles. Other year groups more work could be done in Spring Term with PP lead to raise profile of these children further.</i></p> <p><i>Jan-March continued support for year groups to raise profile of PP children and be their voice. Impact showed in learning progress and views of the children.</i></p> <p><i>March – May COVID – 19. FT took on role to support</i></p>

					<p><i>Families of PP children to ensure they were able to access the learning from home. This involved weekly emails and arranging for work to be delivered to the houses, providing in school provision for some children who are key families struggling at home. The impact has been vulnerable children have accessed learning that they may not have done therefore ensuring the gap is not as wide as it could be.</i></p>
<p>Thorough marking of PP books and response time.</p>	<p>Children have time to respond to marking to further their learning.</p>	<p>Having a systematic yet manageable approach to move individual learning forward.</p>	<p>During book scrutiny evidence the children are being targeted through marking and response to marking. Learning walks.</p>	<p>CT PP lead</p>	<p><i>PP lead carried out book look with the children. There was a mix of feelings from the children if marking was useful or positive. Some suggestions were made to individual class teachers about trialling smileys with certain children to boost self esteem.</i></p> <p><i>Jan-March some book scrutiny and pupil conferencing had started and there was a difference in children's presentation and self esteem from the Autumn.</i></p> <p><i>March-May – COVID 19.</i></p> <p><i>Since lockdown our PP</i></p>

					<i>Children have been monitored by FT and NG to ensure they are accessing the work set. Packs have been delivered and computers loaned so that every child has similar opportunities. In school provision has been provided for some vulnerable PP families.</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>Individual barriers identified and targets set Autumn 1. Close links with SENCo about children who are well below and on SEN register. Class teachers have been spoken to about just below children and interventions in place to try and get them to ARE. Jan-March – FT had ongoing conversations with SENCO to ensure children's progress is being monitored in even the small steps. Focused discussions with CT about those children who are just below and how to reach ARE. March-May COVID 19 change of focus for learning.</i>
Total budgeted cost					£5,000
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	Review
<p>PP Profiles – every child has a profile created showing barriers to learning (AFL) and a running commentary of dialogues.</p>	<p>All children are securely on track to meet their targets. Narrow the gap in learning with PP children. Identifying specific barriers to learning.</p>	<p>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.</p>	<p>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.</p>	<p>Class Teacher PP lead</p>	<p><i>Profiles have been set up and regularly monitored by PP lead to ensure these are filled in. HOY informed where there are gaps and these have been completed. Supported new staff to understand the method behind profiles. Pupil conferencing successful for PP pupils. Jan-March profiles working well and fine tuning AFL. Reminders needed to update AFL's for some year groups. Continuous raising of the profile with emails and monitoring year groups. March-May – COVID 19 different monitoring system for whole school.</i></p>
<p>Weekly individual PP time where class teachers works on particular action.</p>	<p>Individuals make better progress than before. The gap is narrowed.</p>	<p>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.</p>	<p>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.</p>	<p>Class Teacher/ PP lead</p>	<p><i>Different year groups have settled in a routine where either class teachers are working with PP children or PPA teacher. In some year groups pastoral social groups have taken priority this term in this time which has led to class confidence and academic progress.</i></p>

					<p><i>Jan-March – this has been more challenging in some year groups where the time has had to be reallocated temporarily, but there has been some consistent year group work working on emotional intelligence in year 3. Impact has been children are more secure with their feeling and therefore class learning has been more successful.</i></p> <p><i>Mar-May – COVID 19 school closure.</i></p> <p>1:1 tuition £1992.00</p>
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	<p><i>Close links between PP lead and Pastoral lead to ensure the best support is offered to children who need. Weekly catch up meeting between PP and Pastoral leads.</i></p> <p><i>Jan-March – More children are needing ELSA support and HG has offered time to work with groups of children who are having similar issues and will work well together. Groups were organised and a couple started before closure March.</i></p>

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>Attendance has been tracked over the past term and families supported where necessary. In certain families there has been a higher % of attendance due to the support the child and parent has received from Pastoral lead. Jan-March – NG was working closely with families to ensure attendance remained at the higher level. This was a relentless focus for NG. March-May COVID 19 Closure</i>
Total budgeted cost					£42,620
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	Review
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	<i>Subsidy was given for a current y5 to support attendance on y6 residential. Jan-March Making sure teachers know we can support families in this area. March – May – COVID 19 School closure. One trip and no y6 support total cost £20.40 Milk and breakfast club: £300.22</i>

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	<i>Subsidy was given for a couple of ks2 children for music lessons so far. Jan-March FT had discussions with RB about how to</i>
					<i>encourage more PP children to take up instruments. March-May - COVID 19 School Closure £ 540.00 subsidiary</i>
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	<i>Known strategies are being used by trained staff but no new assessments. No cost</i>
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	<i>Thrive subscription has expired. Known strategies are being used by trained staff but no new assessments. No cost</i>

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	<p><i>NG is lead in some families TAF to ensure continuity and support in a trusting relationship.</i></p> <p><i>Ongoing conversations with class teachers where there is a need to support key families.</i></p> <p><i>Jan-March NG working closely with food bank</i></p> <p><i>March-May School closure - Key families are being supported and EHH is being accessed as and when appropriate. Food bank has also been into school to arrange facilitating families.</i></p>
Total budgeted cost					£10,000

Total budgeted cost - £57,620