



1. Summary information			
<b>School</b>	St Marks (C of E) Primary School		
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£66,780
<b>Total number of pupils</b>	618	<b>Number of pupils eligible for PP</b>	65

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. Further Improve Quality of Teaching to enable all disadvantaged pupils to strive for their best.**

<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>
<p>Ensure effective teaching of basic skills through whole class, group and 1:1 teaching.</p>	<p>Disadvantaged children are able to catch up gaps and then keep up with the learning</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, using links with SENCO to enable the best potential for all.</p>	<p>CT/LSA/ HOY</p>	<p><i>All staff are informed of children's needs and contextual information so that appropriate support is put in place.</i></p> <p><i>Lockdown Jan 21: Vulnerable children are in school and taught in small bubbles. Children at home are monitored for attendance on meets by CT. All children return to school</i></p> <p><i>8.3.21 Gaps identified and assessments completed by the end of spring term. Gap analysis to inform teaching.</i></p> <p><i>4.5.21 Class teachers where relevant are running interventions for PP children and extra support in class for specific needs reflected on Learning Plans.</i></p>

Pupils see themselves as successful learners and have strategies for learning and dealing with challenge.	Children will become more resilient to their learning and be able to ask for help from the class teacher.	Having a systematic yet manageable approach to move individual learning forward.	Through conversations with CT children are positive and resilient to their learning. Those who need pastoral support will work with NG.	CT PP lead NG pastoral	<i>Ongoing work with individual children about self esteem. Pastoral role key here to check in with these children. NG leading online pastoral work through The Ark in lockdown All children return to school 8.3.21 Summer term – pupil questionnaire to get child's view.</i>
Regular professional discussions looking at 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. Gaps in prior learning are identified and support is put into place to minimise these gaps	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>With the introduction of Edukey to focus on barriers to learning class teachers should have a clear idea to support in class. All children have a learning plan with Edukey and intervention groups or class support were set up where relevant Jan 21. FT offered support to class teachers in preparation of children returning to school 8.3.21 4.5.21 Learning plans updated</i>

**ii. Targeted 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>
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<p>Barriers to learning are identified and addressed quickly, reviewed by class teachers and the wider team around the child.</p>	<p>Children's gaps and barriers are addressed so pupils see themselves as successful learners.</p>	<p>Gaps in learning are particularly vital this year to identify from pre lockdown as well as larger gaps during lockdown so children are reaching close to their potential.</p>	<p>Staff to identify barriers and share with staff working with the children. Use SENCO links and previous year groups curriculum where appropriate.</p>	<p>Class teachers  PP lead to monitor</p>	<p><i>Class teachers' knowledge will inform children's individual barriers to learning and a plan made to work through these. Home learners to be monitored for progress and submitting of work in GC during lockdown. SEND/ Vulnerable groups in school. Knowledge of children's learning barriers secure with class teachers. Key is summer transition.</i></p>
<p>Use of Edukey for each child to have a learning plan to be reviewed half termly</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 update learning plan on Edukey half termly in line with SEN schedule. PP lead to monitor and support teachers where needed in identifying barriers.</p>	<p>Class Teacher  PP lead SENCO</p>	<p><i>Edukey was introduced Autumn 2 as a new tool for PP children in line with SEN. These learning plans are being completed by the end of term and will be reviewed in line with SEN review. PP lead has supported staff to get Edukey up and running, interventions set and ready for Jan 21. Review delayed till return to school. 4.5.21 Updated in line with SEN</i></p>

Provide Pastoral support 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.	Pastoral session notes, Pastoral timetable, Pastoral 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.	SENCO, PP/ Pastoral lead	<i>NG supports a range of different children's needs through ongoing pastoral sessions. Referrals can be made by class teachers.</i> <i>NG continuing pastoral work with some children during lockdown Jan 21. The Ark classroom was set up. Pastoral sessions continue once school re opens on 8.3.21</i> <i>4.5.21 This is an ever increasing area of need for PP children and requests for pastoral and support is given where necessary. No limits counselling also used.</i>
Monitor attendance/punctuality and support parents in understanding the importance of being at school. If a child is absent from school through self isolation, then support given to use GC.	Weekly attendance monitored and tracked. Covid register monitored for children who are self isolating.	Attendance meetings to be added to the PP profiles as and when they happen. Self isolation periods added to profiles and work completed.	Regular discussions with key staff and families to support attendance. Offer support on GC for parents and the requirement of work to be submitted regularly. Improved attendance and a readiness to learn.	NG Class teachers	<i>NG monitors attendance plus self isolating children. Class teachers are setting work for children who are self isolating on GC.</i> <i>Tracking of children who are in school, attending when they should be and monitoring those at home and submitting work through GC.</i> <i>NG and CT monitor absence and liaise where needed.</i>

### 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
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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>Currently no trips are taking place due to COVID. Breakfast club payment for one family £45 Lockdown Jan 21 Summer activities supported</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 for 1 music pupils 4 private music pupils Online music lessons during lockdown. Music lessons subsidy continues.</i>
Pastoral lead to develop strategies to support the mental health of vulnerable children and their families. Mental Health First Aid course completed.	Improved well being and positivity.	Observations, pupil/ parent/ teacher feedback, monitoring of classroom attitudes and behaviour.	Register of support offered and taken up with outcome discussed with parents and class teachers.	NG PP lead	<i>Mental health is a key area of support for NG and is working alongside children who are accessing this type of support. NG offering some pastoral support through The Ark. NG continues to offer 1:1 sessions and No limits online.</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.	Trained staff and known strategies are being used. Session notes, pupil/ parent/ teacher feedback, observations.	THRIVE trained staff	RA PP lead	<i>Used strategies applied where appropriate by trained staff.</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 learning plans, action plans, parent/ outside agency feedback.	NG CA	NG CA	<p><i>Good relationships are maintained through contact with NG and liaising with outside agencies where support is in place or needed.</i></p> <p><i>Liaison is vital during lockdown Jan 21 to ensure families have support and know where to seek help if they need.</i></p> <p><i>Vulnerable families supported with transition back into school.</i></p>
Lack of technology access	Children who are required to self-isolate have access to technology, and thereby able to access learning remotely.	Children who have no access to technology are unable to engage in home learning via Google Classrooms.	FT to monitor COVID absences and liaise with class teachers about engagement with home learning. FT to work alongside NG to develop home learning engagement. Laptops to be provided for children at home.	FT NG	<p><i>Ongoing monitoring of COVID register to check families who are self isolating have correct technology.</i></p> <p><i>Jan 21 – Lockdown, laptops offered to families who need. A range of other materials, learning packs are being offered to suit families.</i></p>
PP Lead to monitor the provision across the school for PP families.	PP lead to liaise with class teachers and NG to ensure a variety of provision is offered to our vulnerable families.	Use of EDUKEY to monitor provision and targets for individual children. Professional dialogues with staff.	FT to ensure Edukey targets are updated regularly, reviewing and setting new ones as needed.	FT	<p><i>Edukey launched to staff Autumn 2 and each PP child who is not SEN has a learning plan with targets. Historic contextual information entered on to CPOMS.</i></p> <p><i>FT support class teachers to get contextual information on CPOMS. Support given to create learning plans. 4.5.21 FT supported CT to update EDUkey and set new targets.</i></p>

**Total cost - £66,780**