St Marks Pupil Premium Strategy

2018 - 2019

Summary Information

- The Pupil Premium Grant for 2018/2019 is £85 (including LAC pupils)
- Pupil Premium Grant for 2017/18 was £67
- In July 2018, overall 19% of pupils were eligible for the Pupil Premium Grant although mobility affects this score.

Current Attainment

	St Mark's 2018 disadvantaged ARE	2017 National disadvantaged ARE (for comparison)	2017 National other ARE	St Mark's 2018 disadvantaged GDS	2017 National disadvantaged GDS (for comparison)	2017 National other GDS
EY (GLD)	40%	56%	73%			
Year 1 phonics	67%	70%	84%			
KS1 reading	67%	63%	79%	17%	14%	28%
KS1 writing	76%	54%	72%	17%	8%	18%
KS1 maths	67%	62%	79%	17%	11%	23%
KS1 CRWM	67%	****	****	17%	4%	15%
KS2 reading	86%	60%	72%	43%	14%	29%
KS 2 writing	57%	66%	76%	29%	10%	21%
KS 2 SPG	100%	66%	77%	43%	21%	36%
KS 2 maths	71%	63%	75%	43%	13%	27%

KS 2 CRWM	57%	48%	61%	29%	4%	11%

In Early years there significant numbers of late entries to reception with disadvantage who affected attainment overall.

Identified barriers to educational achievement

- Pupils who are in receipt of Pupil Premium funding, can also have additional vulnerabilities eg. SEND and families in crisis (CP through to Early Help, bereavement, eviction, divorce and poverty).
- Pupils with specific social and emotional needs which affect their learning
- Lack of access outside of school to a broad range of activities. There are no play facilities in the local area, limiting access to play and facilities to develop social skills.

- Poor attendance and/or poor punctuality - PA (which is above national) is predominantly PPG children and SEN . Family support worker is funded to tackle this and measures currently have improved attendance Oct 2018.

- High degrees of social and emotional need due to very long waiting lists at CAMHS (currently 4 years) and high degrees of transience into school. This often brings family issues and social need in the wider family.

Key focus areas

In order to address the identified barriers to learning and hence close gaps, we focus on the following key areas:

- Setting non-negotiables Staff have high ambitions for all pupils and embed strong learning behaviours and resilience in pupils with disadvantage.
- Providing a well- rounded, exciting and knowledge-rich curriculum which ensures that pupils encounter wide ranging experiences, so that they can develop skills and personal attributes.
- Constant revision of pedagogical effectiveness to ensure teaching is the most effective, including training for interventions and a deep understanding of each student's range of specific needs. We are using Growth Mindset techniques to ensure children develop resilience and a greater sense of self worth. In lesson dynamic assessment is the expectation for all children but focussing particularly on those eligible for PPG
- Targeting resources specifically to high areas of need . In 201819 this will be at those year groups with greatest PPG eligible children and those with high transience.
- Constantly monitoring progress so Quality First Teaching and interventions are effective. Senior leaders review the impact of all work, to enable precise tracking of each individual student's academic performance, allocating key staff to respond swiftly if falling back, supporting in a variety of ways – whatever the child needs (additional trips, 1:1, special roles/jobs within school…)
- Attendance is rigorously tracked and challenged and improving.
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Ambition for our children in receipt of Pupil Premium

At St Marks Church of England Primary we aim for all of our children:

- To be successful: PPG means that we can support some of our most vulnerable children so that they can fully access school in a successful way.
- To achieve their potential; PPG means that additional support can remove barriers and accelerate learning readiness at each phase.

- To be active citizens; PPG means that we can help targeted groups to develop social skills in order to have successful friendship groups and be able to take full responsibility that comes with being an active member of Pentland School.
- To manage a successful transition to their next phase in education; PPG allows us to plan more transitional work with secondary schools so children who are most anxious know how to cope.

Key Actions

Improvement Plan	Action	Cost	Outcome
Increase the % of disadvantaged children at ARE and Greater Depth so that the gap between st Marks disadvantaged and national other narrows.	Pupils to be set challenging targets by staff and agreed by SLT so that the disadvantaged CWRM will increase in each year group. Pupils to make good progress against their targets. Pupil progress to be monitored and acted upon through pupil progress meetings with overall monitoring by the Deputy Headteacher. Progress will be evidenced through half-termly data checks, planning checks, book scrutinies and moderation and pupil progress meeting minutes. Additional adults and resources to be targeted specifically to support areas of need including both academic and pastoral: • Additional adults to lead booster / intervention classes or release class teachers to lead their own booster; • Additional adults to reduce the size of teaching sets • Additional LTS to help ensure targeted pupils make good behaviour choices • Additional adults to provide mentoring and pastoral support as required • Additional adults to provide absence cover internally	£30k overall	PPG GLD in all year groups will increase. Variable amounts of PPG eligible pupils so based on individual targets. See cohort targets for 2019.
Ensure that disadvantaged pupils attend school and arrive on time	Home school worker and office staff to address attendance and punctuality issues, so that pupils are in school consistently and on time. •	£18k overall	• *Attendance for disadvantaged pupils to increase from 95.2% currently to 97% national.* • *Disadvantaged pupil punctuality to improve to be close to nation expectations. .*
Support disadvantaged pupils in ensuring that	Two additional teaching assistant in Nursery to ensure that the ability to use the toilet is not a barrier to learning, and personal skills are enhanced.	£10k	• Toiletting and social

they are able to fully and fairly access their learning	.		skills should not be a barrier to learning.
Ensure that pupils are ready to start learning at the start of the school day	Run an after school and Breakfast Club, which is open to all pupils including disadvantaged pupils. PPG eligible pupils may be allowed in free but also those experiencing temporary disadvantage not eligible for PPG . There is indentical provision in nursery.	£3.4k breakfast club £2,8k after school club £3k early years	Calm start and healthy breakfast for pupils.
Ensure that stability is established around each disadvantaged pupil in order to minimize negative and/or disruptive influences on learning	Home School Workers to • Provide families with practical support and signposting to services available (parenting support, housing advice, crisis support and debt management). Home school worker and Senior leaders to • Attend safeguarding and social care meetings including TAFs, CiNs and sometimes CP meetings. • Provide mentoring support as required so that social issues that could impact on a child's wellbeing are supported Support provided through arrange of therapeutic support in cluding Theraplay and drawing therapy.	£10,000	
Lunchtime support	Support at lunchtime where it is acknowledged that vulnerable pupils could be most at risk of social and emotional exclusion. Lunchtime manager will ensure all pupils are included and work with sports staff funded by Sport premium to ensure there is coherent safeguarding and wellbeing practice for all pupils. Lunchtime manager will liaise with parents where necessary about healthy eating habits, hygiene and lunchtime welfare.	£3k	Improving lunchtime behaviour and reducing social isolation.
Sundry provision	This amount is used variable yt to ensure all PPG eligible pupils have access to funding fo r additional time sot overcome barriers to learning, such as ICT equipment and other items necessary for good learning.	£5k	

How will the school measure the impact of Pupil Premium monies

Academic

To monitor progress on attainment, we will look at how our PPG children achieve when compared with other non PPG children nationally. We will also compare them with the performance of other PPG children nationally (using data in DfE National Curriculum Assessments at Key Stage 2 2018 from National Statistics, December 2018).

Impact of Measures to close the gap for disadvantaged pupils 2017 and 2018

Measure	Action	Impact
To narrow the gap between school and national other To improve the standards achieved by disadvantaged pupils. Pupils to make good progress against their targets	See the Key focus areas Appoint additional staff to areas of high need Provide breakfast club and lunchtime clubs for targeted disadvantaged pupils.	At all levels disadvantaged pupils outcomes have risen apart from EY where there were a number of later starters and in Y1 Phonics where 1 pupils arrived 1 week before the test.
To support pupils in need through the school's KS1 and KS2 nurture bases to make good progress against their targets (academic and pastoral).	• To provide academic and pastoral support for children who have been exposed to a variety of family crises/chaos leaving them struggling to cope in large classes and who may present with challenging behaviours, withdrawal and/or little academic progress. • To use Boxhall to track emotional recovery and provide evidence for referral to further support. • To build strong links with parents to support and discuss key issues (ie parenting concerns, learning accessibility)	• Improved parenting/improved family relationships with school • Pupil behaviour in the ARB good • Pupil behaviour in mainstream classes is exemplary Integration of ARB pupils is successful in school and in returning to local mainstream schools. Impact evidenced through case studies
To support families in need with the Home School Workers	• To provide families with practical support and signposting to services available (parenting support, housing advice, crisis support and debt management). • To attend safeguarding and social care meetings including TAFs, CiNs and sometimes CP meetings. • Provide mentoring support as required so that social issues that could impact on a child's wellbeing are supported	Impact evidenced through case studies Efficient management of child protection/LAC/CiN workload
To widen pupil experiences	Individual PPG has been used to fund individual music lessons to increase pupil self esteem. It also funds individual tuition where relevant but als in class support to avoid social isolation and enhance the expectation that in class success is available	Pupil voice – children love it with very positive responses from the sessions and the after school club

	for all children. LAC pupils participate in LA activities to increase social opportunities and encourage pupils to try new activities.	Pupil voice shows that pupils love these sessions and their uptake of activities is strong.