

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|-----------------------------|----------------------------------|----------------------|------------------------|----------|
| School | St Mark's RC Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget | £60080 | Date of most recent PP | July '17 |
| Total number of pupils | 220 | Number of pupils eligible for PP | 44PP 3 Service 1 LAC | Date for next internal | July '18 |

| 2. | | 3. Current attainment | | | | | | |
|--|--|---|--------------|---------------|-------------|---------------|-------------|--|
| | | EYFS All 30 | EYFS PP 8 | KS1 ALL 30 | KS1 PP 5 | KS2 ALL 27 | KS2 PP 7 | |
| % Achieving ELG | | 76.7 | 62.5 | - | - | - | - | |
| % achieving expected standard or above in reading, writing & maths | | - | - | 70 | 60 | 67 | 57 | |
| % Expected standard in reading | | 83.3 | 75 | 73 | 60 | 70 | 50 | |
| % Expected Standard in writing | | 80 | 62.5 | 70 | 60 | 81 | 67 | |
| % Expected standard in Maths | | 80 | 62.5 | 77 | 80 | 93 | 83 | |
| % Expected standard in EGPS | | - | - | - | - | 93 | 83 | |
| % Reading Progress Measures | | - | - | - | - | 0.5 | 0.3 | |
| % Writing Progress Measure | | - | - | - | - | 1.4 | 0.6 | |
| % Maths Progress Measure | | - | - | - | - | 3.2 | 0.6 | |
| 4. | | 5. Barriers to future attainment (for pupils eligible for PP) | | | | | | |
| | | In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | | | | | |
| A. | Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. | | | | | | | |
| B. | Lack of enrichment activities at home to support language skills. | | | | | | | |
| C. | Mind set and resilience of prior low attaining pupil premium children to face the challenges of new higher curriculum expectations | | | | | | | |
| D. | 53% of pupils in school are eligible for PP, in addition to 20% having SEN. | | | | | | | |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | | | | | | | | |

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| D. | Parental support and partnership: understanding curriculum expectations; supporting with homework; significance of attendance | |
| E. | Low attendance rates for disadvantaged pupils. (2016-17 = 5.9% and 20% PA) | |
| Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | Improve oral language skills for pupils eligible for PP in Reception class. | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations. |
| B. | Cultural and social experiences contribute to wider life experience and support the development of a rich and varied vocabulary based on first - hand experience | Cultural experiences contribute to children meeting ARE from prior low attaining starting points |
| C. | Children receiving the pupil premium have a positive view of themselves as a learner matched with self-motivation and high aspirations for their future. | Increased percentages of children, particularly from low attaining starting points, achieve ARE |
| D. | All KS2 PP pupils make progress in reading in line or above all children nationally from the same starting point. | SMT & Governors will meet with KS2 PP pupils and discuss individual barriers to learning and in partnership plan for support and entitlement. This will be monitored termly to ensure every year KS2 PP pupil is on track to make progress at least in line with other children nationally of same starting points. |
| E. | Pupils are motivated to attend school regularly. Parents support their child to attend school regularly. Increased attendance rates for pupils eligible for PP. | No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. Reduce the number of persistent absences from PP children by using incentives such as attendance awards / certificates for classes and individuals weekly / termly. Attendance Officer also available to speak with parents to help tackle persistent absence. |

| 6. Planned expenditure | | | | | |
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| Academic year | 2017-18 | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented | Staff lead | When will you review implementation? |
| Improved oral language skills in Nursery and Reception | Staff training on Talk Boost. | Ofsted found that schools effectively using their pupil premium made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve. | Courses selected using evidence of effectiveness. Nursery teacher and EYFS TAs to be trained in Early Talk Boost | C Smith | January 2018 |

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| Improved attainment in KS2 Reading | <p>A team of staff to develop and implement reading comprehension strategies across the school.</p> <p>Teachers and Teaching Assistants to access reading subject knowledge courses. Staff training at Gateshead LA.</p> <p>Employ an extra P/T teacher to support lower attainers in Y6.</p> <p>Audit and purchase of quality reading resources.</p> | <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. (Education Endowment Foundation)</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Evidence indicates that the type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment.</p> | <p>Staff to have a reading comprehension focus throughout years 1-6 to improve provision.</p> <p>Vulnerable groups will be focused on to improve their attainment leading to SATS; enabling them to perform at their best and to ensure a positive start for transition to Secondary school.</p> | <p>JS, ET & AP</p> <p>AM, SLT ET</p> | <p>Summer 2018</p> <p>October 2017</p> <p>Then every half term until July 2018</p> |
| | | | | | £23,000 |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Close the gap between pupil premium eligible children and non-pupil premium eligible children in reading, writing and maths. | Actively involve parents in supporting their children's learning and development. Workshops for parents – reading, maths, phonics, Talk Boost, Values etc. 1:1 support for target parents. | Parental Engagement – Education Endowment Agency | Parent views, meeting notes, pupil progress. Tapestry Learning Journals. | Leadership Team and CS | Termly |
| | Specialist support to aid diagnostic assessments and target structured interventions. Employ dyslexia support teacher, broker autism support, Sp & Lang support, Educational Psychologist. | British Dyslexia Association: - Being able to identify signs of dyslexia & dyscalculia in the education environment is beneficial for both the student and the teacher/tutor. | Parent views, SEN minutes, pupil progress, pupil voice, parent voice. | MH & AB SEN Team RC – Dyslexia support teacher | Termly |
| | TAs to add value to what teachers do, not replace them. TA's to deliver high quality 1:1 and small group support using structured interventions. | Making the Best of Teaching Assistants – Education Endowment Foundation. | Pupil voice, planning, learning walks, scrutiny of work. | AM, MH & AB | Termly |
| | | | | | £15,800 |

| iii. Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve attendance so it is in-line or better than the national average: especially for pupil premium pupils. | Employ Attendance Officer 1:1 support/ consultations with parents. Breakfast Club Provision for target families. Newcastle United Foundation prizes and incentives | Unseen children: access and achievement 20 years on Evidence report | Half Termly attendance reports Half termly meetings with attendance officer Varied approaches used to improve attendance: letters, phone calls, parenting contracts etc. Regular evaluations completed of outcomes and impact on pupil attendance. | AM, LW & HJ | Half Termly £3000 |
| Improved parental participation in school life. | To provide parent workshops across year groups and subjects to support parents to support their children Parent Support Adviser Time increased | Parental Involvement (+ 3 months) This covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills, general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis. | Parent workshops are offered at variety of times to suit needs of working parents. Clear and simple strategies given to support parents to support children – strategies / learning do not assume prior knowledge or confidence with subject areas. | AM, MH & PSA | Termly £3000 |

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| Building values, attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that underpin success in school and beyond. | Living Values Education Programme | <p>Living Values: An Education Programme.</p> <p>Building values, attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that underpin success in school and beyond.</p> | <p>Review PSHCE curriculum in line with Values Education.</p> <p>Half termly Value, newsletters, assemblies and awards certificates.</p> <p>Curriculum Review – end of year.</p> <p>Pupil Voice</p> <p>Parental Voice</p> | AM, MH & CS | <p>Termly</p> <p>£500</p> |
| A rich curriculum to support learning. | <p>Kielder Residential Trips and visits</p> <p>Arts & Music activities.</p> | <p>Education Endowment Foundation</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning.</p> | | | |
| | | | | | £10000 |
| Total budgeted cost | | | | | £60,100 |

| Previous Academic Year | | | |
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| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) |
| Marking and Feedback accelerates pupils' progress. | Marking and Feedback Training for all staff. Greater Depth in Writing Training | Termly Monitoring, pupil discussions, pupil progress meetings shows that children understand how to make improvements in their work and next steps to success. | Achievement Partner, leadership team and governor learning walks show that marking and feedback has an impact on pupil achievement.. Cluster Head Teachers commented on effectiveness of marking and feedback. Marking and feedback systems are embedded and will continue. |
| Professional Development for Subject Leaders. | Mastery in grammar and spelling training Maths Mastery | Literacy Leader is fully trained and able to support whole school in raising standards in literacy. Raise attainment in Reading across the school so it is in line with National. Maths Leader is fully trained and able to support whole school in raising standards in maths. Raise attainment in Maths across the school so it is in line with National. | Year 1 phonics test 86% of PP pupils passed. Year 2 SATs 60% of PP pupils achieved Y2 expected in R,W & M. No PP pupils achieved at Greater Depth. (This is a focus for 2017-18) Year 6 SATs 2017 data shows that *3% of PP pupils achieved expected standard in EGPS; 50% of PP pupils achieved expected standard or better in RW&M. 50% of PP children achieved expected standards in Reading and 67% in Writing and 83% in Maths. We will continue with the EGPS, writing and maths systems. (Reading Comprehension is a key focus for 2017-18) |
| Early Talk Boost training for Key staff. | Early Talk Boost training and pack EYFS TA | TA able to support pupils with S&L – all children made rapid progress in at least 1 of the 4 target strands. 80% made at least rapid progress in 2 or more of the strands. | Reception This year 63% of PP pupils achieved GLD compared to 40% in 2016. 63% of PP children achieved expected level or greater in Reading 25% are (working at a higher level. We will continue to train all EYFS staff on Talk Boost. |

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| Parents understand how to support their children at home so they make rapid and sustained progress in reading, maths and Sp & Lang | Parent workshops/ mornings. Reading Challenge | The profile of reading and maths has been raised across the school with an emphasis on comprehension and vocabulary and basic number skills. Progress in reading is accelerated so attainment is in line with national standards. (see EYFS data, phonic test results, KS2 SAT results and internal data.) Achievement in reading is raised in KS1. All stakeholders have had a chance to voice opinions and share ideas that help the school to develop further. Maths, reading and phonics open mornings. EYFS and Year 1 parents supported through Talk Boost workshops and 1:1 phonic support sessions. | Continue to develop approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting. Continue to develop programmes across the school that focus directly on parents themselves, for example, providing training in supporting their child with numeracy and literacy. |
| Speech and Language Support in Early Years | Intervention in EYFS | Support from S&L team and 1:1 sessions from staff have shown that pupils are making rapid progress | Continue and develop further links with S&L team to support throughout school. |
| Reading, writing, maths support in across the school. | 1:1 & small group support. Read, write Inc – Fresh Start intervention introduced in Year 4, 5 & 6 Basics in maths across the school. Toe by Toe intervention for Y4, 5 & 6 pupils. Small group support in Year 2. Phonics booster support. Purchase group reading books and home reading books. | Interventions are targeted at individual pupil's needs. Teaching & Learning of Reading is at least good with much that is outstanding. M&F is consistently good or better across the school. Focused feedback for pupils. TAs confident and competent using M&F strategies and pupils know how to improve their work through focused feedback. A larger proportion of children achieve above expected standards in R,W&M across the school. Underachieving pupils make rapid progress. | Continue with focused interventions whilst ensuring:- The needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Use TAs to add value to what teachers do, not replace them Use TAs to help pupils develop independent learning skills and manage their own learning Provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. Fresh Start is no longer effective as curriculum expectations have been raised. – Key focus on quality classroom teaching. |

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) |
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| Improved attendance | <p>Attendance Officer recruited.</p> <p>1:1 support for key families</p> <p>Prizes and incentives. (OTIS)</p> | <p>Overall attendance is 95.3%. Attendance for PP pupils is 94.1% an improvement from 93.2% in 2016</p> <p>Persistent absence i.e. a child with attendance less than 90% dropped from 9.4 to 8.9%. However PA for PP pupils increased.</p> <p>Attendance officer home visits and termly meetings with target families also take place. SEN reviews and behaviour reviews also support our attendance initiatives.</p> | <p>Continue to employ School Attendance Officer.</p> <p>Continue with the approach with more regular parent/family meetings to support/ challenge. Attendance incentives work extremely well for the children in school but not all parents engage with certain incentives so they do not always reach or impact upon their target audience. Work towards this particular outcome will be ongoing so that attendance levels of Pupil Premium children do not dip further. Continue to monitor and track vulnerable families.</p> |
| <p>Interventions to increase pupils' resilience and readiness to learn, as well as developing strong partnerships with parents and carers.</p> <p>A rich curriculum to support learning.</p> | <p>Draw and Talk Therapy Parental Support individual & small groups</p> <p>Trips and visits ICT resources and Art activities.</p> | <p>Parents have been supported through a range of strategies including coffee mornings with the PSA including;, Dealing with Behaviour at Home, Healthy Eating, Sleep and Bedtime Routines, E Safety. Parents have been very supportive of these events and continue to offer ideas for future events.</p> <p>Pupils are confident, self-assured learners. Their very good attitudes to learning have a strong, positive impact on their progress. (See AP learning walk notes, governor monitoring and pupil interviews)</p> <p>Kielder Residential, Enterprise week, World Book Day, Trips and Visits to a range of locations: Literacy through Art.</p> | <p>Continue with Draw and Talk therapies approach, 1:1 sessions and Parent Workshops</p> <p>Continue to engage with hard-to-reach parents.</p> <p>Continue with range of enrichment activities.</p> |