

Pupil premium strategy statement (primary)

1. Summary information					
School	St Mark's RC Primary School				
Academic Year	2018/19	Total PP budget	£80,480	Date of most recent PP Review	July '18
Total number of pupils	220	Number of pupils eligible for PP	59PP 1 Service 1 post LAC	Date for next internal review of this strategy	July '19

2.		3. Current attainment					
		EYFS All (%) 30	EYFS PP (%) 6	KS1 ALL (%) 30	KS1 PP (%) 9	KS2 ALL (%) 27	KS2 PP (%) 11
% Achieving ELG		79	100				
% achieving expected standard or above in reading, writing & maths				62		75	64
% Expected standard in reading		86	100	79	56	86	73
% Expected Standard in writing		82	100	66	50	82	82
% Expected standard in Maths		82	100	72	44	82	73
% Expected standard in EGPS						89	82
% Reading Progress Measures						2.0	
% Writing Progress Measure						1.4	
% Maths Progress Measure						1.2	
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.	Limited life and cultural experiences for some HA PP children restricts understanding of some curriculum areas.	
C.	30% of pupils in school are eligible for PP, in addition to 18% of these pupils having SEN.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Parental support and partnership: understanding curriculum expectations; supporting with homework; significance of attendance	
E.	Low attendance rates for disadvantaged pupils. (2017-18 = 5.7% and 16% PA)	
Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Continue to 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.	The gap is narrowed for PP pupils at the end of KS1 so more pupils achieve expected standards in reading, writing and maths (especially at Greater Depth)	The gap is narrowed for PP pupils at the end of KS1 PP pupils achieve in line with other pupils nationally (especially at Greater Depth)
D.	All KS2 PP pupils make progress in reading, writing and maths in line or above all children nationally from the same starting point.	The gap is narrowed for PP pupils at the end of KS2. PP pupils achieve in line with other pupils nationally (especially at Greater Depth)
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					
Academic year	2018-19				
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	Rolling programme of 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	S Kerr	April 2019

Improved attainment in KS2 Spelling and vocabulary	A team of staff to develop and implement spelling, vocabulary and handwriting strategies across the school.	Research indicates that low levels of vocabulary can have an impact on reading and therefore writing.	Direct instruction also includes the analysis of word roots, suffixes and prefixes. Vocabulary to be taught directly and indirectly. Repetition and multiple exposure to vocabulary. Learning in rich context is valuable for vocabulary learning. Teachers should not be dependent on a single vocabulary learning strategy.	JS, ET & AP	Summer 2019
	Teachers and Teaching Assistants to access reading subject knowledge courses. Staff training at Gateshead LA. Employ an extra p/t teacher to support lower attainers in Y6. Audit and purchase of quality literacy resources.	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.	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.	AM, SLT ET, AP	October 2018
					£23,000

ii. Targeted support					
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
					£18000

iii. Other approaches					
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?
Continue to 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 £6000
Improved parental participation in school life.	Parent Support Adviser to support hard to reach parents and vulnerable families. To provide parent workshops across year groups and subjects to support parents to support their children	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 vulnerable families.	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. Parent support booklets per year group. Hard copies and also electronic on website.	AM, MH & PSA	Termly £18000

Previous Academic Year			
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)
Professional Development for Subject Leaders.	Leading for Impact 3 day course Literacy Leader Mathematics Leader Deputy Head Teacher	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. Leaders have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	Year 1 phonics test 70% of PP pupils passed. Year 2 SATs 50% of PP pupils achieved Y2 expected in R,W & M. No PP pupils achieved at Greater Depth. (This is a focus for 2018-19) Year 6 SATs 2017 data shows that 64% of PP pupils achieved expected standard in R,W & M We will continue with the EGPS, writing and maths systems especially at Greater Depth (Vocabulary and spelling is a key focus for 2018-19)
Early Talk Boost training for Key staff.	Early Talk Boost training and pack EYFS TA	TA able to support pupils with S&L All have made progress in every category, except for one pupil.	Reception The number of PP pupils achieving GLD has risen year on year with 100% of PP pupils achieving GLD in 2018 compared to 40% in 2016. We will continue to train all EYFS staff on Talk Boost.
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. Parent information booklets.	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. Reading and phonics sessions. Parent information evenings. EYFS and Year 1 parents supported through Talk Boost workshops, reading 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 has 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	S&L programmes devised by EYFS staff in place. 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.	<p>1:1 & small group support.</p> <p>Read, write Inc – Fresh Start intervention introduced in Year 4, 5 & 6</p> <p>Basics in maths across the school.</p> <p>Toe by Toe intervention for Y4, 5 & 6 pupils.</p> <p>Small group support in Year 2.</p> <p>Phonics booster support.</p> <p>Purchase group reading books and home reading books.</p>	<p>Interventions are targeted at individual pupil's needs.</p> <p>Teaching & Learning of Reading is at least good with much that is outstanding.</p> <p>M&F is consistently good or better across the school. Focused feedback for pupils.</p> <p>TAs confident and competent using M&F strategies and pupils know how to improve their work through focused feedback.</p> <p>A larger proportion of children achieve above expected standards in R,W&M across the school.</p> <p>Underachieving pupils make rapid progress.</p>	<p>Continue with focused interventions whilst ensuring:-</p> <p>The needs of all pupils are addressed, first and foremost, through high quality classroom teaching.</p> <p>Use TAs to add value to what teachers do, not replace them</p> <p>Use TAs to help pupils develop independent learning skills and manage their own learning</p> <p>Provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>New Fresh Start programme to be introduced to support targeted KS2 pupils.</p> <p>Read Write Inc Spelling Programme to be introduced to support spelling and vocabulary across the school.</p>

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)
Improved attendance	Attendance Officer recruited. 1:1 support for key families Prizes and incentives. Newcastle United Foundation	End of 2018 Overall attendance is 95.5%. Attendance for PP pupils is 94.3% an improvement from 93.2% there has been a year on year rise for the 3 years. Persistent absence i.e. a child with attendance less than 90%, increased in 2018. However PA for PP pupils dropped by 5% Attendance officer home visits and termly meetings with target families also take place. SEN reviews and behaviour reviews also support our attendance initiatives.	Continue to employ School Attendance Officer. 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. Continue to monitor and track vulnerable families.
Interventions to increase pupils' resilience and readiness to learn.	Draw and Talk Therapy Parental Support individual & small groups	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)	Continue with Draw and Talk therapies approach, 1:1 sessions. Continue to engage with hard-to-reach parents.
A rich curriculum to support learning.	Trips and visits ICT resources and Art activities.	Kielder Residential, Enterprise week, World Book Day, Trips and Visits to a range of locations: Literacy through Art.	Continue with range of enrichment activities.