

Pupil premium strategy statement (primary)

1. Summary information					
School	St Mark's RC Primary School				
Academic Year	2016/17	Total PP budget	£63617	Date of most recent PP Review	July '16
Total number of pupils	220	Number of pupils eligible for PP	44	Date for next internal review of this strategy	July '17

2. Current attainment		
End of KS2	<i>Pupils eligible for PP 30 cohort (12 PP) 40%</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths	42%	40%
% achieving EGPS	58%	63%
Reading Progress Measures	-3.42	(School all) -2.8
Reading Average Score	97.9	(National all) 102.6
Writing Progress Measures	-1.5	(School all) -0.75
Mathematics Progress Measures	-0.51	(School all) +0.22
Maths Average Score	101.5	(National all) 103

3. 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.	Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech, Making Relationships and Managing Feelings and Behaviour being significantly below for those children eligible for PP.
B.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading.
C.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Pupil absence, although improving, is a weakness and is below the national average for 2015 and 2016 (13.6% and 9.4% respectively)	
E.	Living Environment and Employment deprivation indicators are falling (IDACI Score 0.41 in 2015 – 0.34 in 2016), however, many of our families who do not meet the criteria for FSM are struggling financially.	
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve the rate of progress for eligible pupils in Reception Class.	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking and Making Relationships and Managing Feelings and Behaviour elements of the Early Learning Goal expectations by the end of their Reception year
B.	Raise attainment in reading for eligible pupils across the school.	Attainment and progress in reading is at least in line with National 75% in KS1 with 24% GDS 68% at expected 20% at greater depth in KS2 with progress measures above 1.0+ Percentage of pupils achieving ARE in reading increases across all year groups. Percentage of pupils working above the expected standard increases across all year groups.

<p>C.</p>	<p>A wide and rich curriculum to support language development</p>	<p>Pupils with speech and language difficulties make rapid and sustained progress.</p> <p>Pupils develop a wider and richer vocabulary and grammatical awareness.</p> <p>Percentage of pupils achieving ARE in writing and English Spelling and Grammar increases across all year groups. Percentage of pupils achieving ARE in reading increases across all year groups.</p>
<p>D.</p>	<p>The school's open culture actively promotes all aspects of pupils' welfare.</p>	<p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. Increase the % of families (pupils) eligible for the grant who engage with family support services so that basic needs are met.</p>
<p>E.</p>	<p>Increased attendance for disadvantaged pupils.</p>	<p>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 % of Persistently Absent pupils who are eligible for grant so it matches other groups.</p>

4. Planned expenditure

Academic year **2016-17**

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 well?	Staff lead	When will you review implementation?
Marking and Feedback accelerates pupils' progress.	Marking and Feedback Training for all staff.	Sutton Trust report <u>Teaching and Learning Toolkit</u> ,	Termly Monitoring, pupil discussions, pupil progress meetings.	AM, MH, SB & JS	Termly
Professional Development for Subject Leaders. Pupils with speech and language difficulties make rapid and sustained progress.	Greater Depth in Writing Training Mastery in grammar and spelling training Maths Mastery Early Talk Boost training and pack-SK Words Alive - CS	Teachers' Matter Invest in Good CPD Research by Professor Robert Coe Early Years Intervention – Sutton Trust. Unseen children: access and achievement 20 years on Evidence report. - Investing in high quality early years education and care for the most disadvantaged children...	In school training sessions. Performance Management Termly monitoring Pupil Progress meetings Leadership Meetings	AM JS	Termly

Total budgeted cost £4000

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?
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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/ open mornings.	Unseen children: access and achievement 20 years on Evidence report	Parent questionnaires.	AM, MH, JS, SB & CS	Termly
Speech and Language Support in Early Years	Intervention in EYFS	Unseen children: access and achievement 20 years on Evidence report	Monitoring SEN termly reviews Pupils achieving GLD	CS, SK & GK	Termly
Reading, writing, maths support 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. Higher Ability Booster Groups Purchase group reading books and home reading books. Reading Workshops for parents so they understand age related expectations – especially comprehension. Small group support in Year 2 Phonics Booster support	Quality Provision	Intervention records Pupil Progress Meetings Pupil voice Parent voice	AM, CS, MH	Termly
Total budgeted cost					£30000
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?

Interventions to increase pupils' resilience and readiness to learn, as well as developing strong partnerships with parents and carers.	PSA time given to - Draw and Talk Therapy Parental Support individual & small groups	Unseen children: access and achievement 20 years on Evidence report	Parent Voice Welfare audit	AM MH & CS	Termly
Forest School Training to support outdoor learning. A rich curriculum to support learning.	Trips and visits ICT resources and Training Sports and afterschool activities	Improving teaching and learning using the outdoor environment: High expectations in art, craft and design as part of a whole-school approach: Aston Fence Junior and Infant School	Curriculum Review – end of year. Pupil Voice Parental Voice Performance Management reviews	AM, MH, JS SB & CS	End of Year 2016-17
Increased attendance for disadvantaged pupils.	Improving School Attendance conference. 1:1 support/ consultations with parents. On Time In School (OTIS) prizes and incentives.	Prof Ken Reid – Strategies for Improving School Attendance Unseen children: access and achievement 20 years on Evidence report	Half Termly attendance reports Half termly meetings with attendance officer	AM, KB	Half Termly
Total budgeted cost					£30000

5. Review of expenditure				
Previous Academic Year		2015-16 £69100 Pupil Premium allocation		
i. Quality of teaching for all				
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)	Cost
Raise number of disadvantaged pupils achieving GLD	<p>Early intervention strategies</p> <p>Encourage greater parental involvement through workshops designed for them to support their children at home.</p>	69% of pupils achieved GLD compared to 60% the previous year. This was due to the increased number of pupils achieving in Literacy. However PP pupils did less well with only 40% achieving GLD in 2016 compared to 67% in 2015.	Continue to encourage greater parental involvement – more 1:1 and PSA support to engage harder to reach parents.	£5100
Continue to invest in phonics and reading interventions by TA's in KS1	Phonics interventions for key pupils	The number of pupils achieving the required level in Year 1 Phonics has risen year on year. 81% of pupils achieved the Required Level. 66.7% (3 out of 4 pupils) of PP pupils achieved the required level.	<p>Continue with CPD in phonics – sharing good practise.</p> <p>Continue with focused interventions.</p>	£6000

Raise attainment in writing across the school	Quality CPD Curriculum Development Quality Provision Interventions across school	KS1 results show 79% of pupils achieved expected standard in maths. 80% of disadvantaged pupils achieved expected standards. 13% of pupils achieved Greater Depth whilst 20% of disadvantaged pupils achieved greater depth. KS2 results show 67% of pupils achieved expected standard compared to 74% nationally. 58% of disadvantaged pupils achieving expected standards. 8% disadvantaged pupils achieved at greater depth.	Attainment in writing has been raised at KS1 and across other year groups; however attainment in KS2 is still a priority. The new curriculum is having an impact across the school but key intervention is needed in upper key stage 2 to support pupils achieve at higher levels.	£30000
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ii. Other approaches

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)	Cost
Overview of attendance	1:1 support for key families Prizes and incentives. (OTIS)	Attendance has risen over a 3 year period from 94.3% in 2013 to 95.5% in 2016. PA (10%) dropped from 13.6% to 9.4%. For disadvantaged pupils it rose by 3.6% to 95.6%. However it is still too low overall and continues to be a focus in 2016-17	The audit supported schools views and helped identify key areas to target. Continue with the approach with more regular parent/family meetings to support/ challenge attendance.	£5000
Develop pupils first hand experiences	Enrichment activities	A variety of enrichment trips and visits including, visits to farms, castles, museums, theatre, singing groups, music festivals and outdoor residential trip. Supports children's learning experiences and helps develop language skills and written work.	Curriculum is enriched by trips and visits. Pupils first hand experiences help support writing and reading. Residential trip for Year 6 to take place early September to support team building. Continue to develop life skills/experiences linked to curriculum –focuses on arts and outdoor learning.	£13000

<p>Identifying & Developing Quality Provision</p>	<p>I pad, charger & apps purchased</p> <p>Software to support literacy and numeracy.</p>	<p>In order for young people to adjust to and compete in the rapidly changing environment of the modern world they need to have a set of life skills which includes among others, communication, analytical and problem-solving skills for creativity, flexibility, mobility and entrepreneurship. Thus an educational strategy should be oriented on the new lifestyle concept and corresponding skills development alongside technological innovations.</p>	<p>Continue to develop life skills using IT and computing.</p>	<p>£10000</p>
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6. Additional detail

Academic Outcomes

Key Stage 2 2016

	All	Nat	Boys	Nat B	Girls	Nat G	PP	Nat PP
Reading At expected	53.3%	66%	43%	62%	63%	70%	50%	71%
Reading Greater depth	10%	19%	0%	16%	19%	22%	8%	23%

Writing At expected	67%	74%	43%	68%	88%	81%	58%	79%
Writing Greater depth	13.3%	15%	7%	11%	19%	19%	8%	18%

Maths At expected	67%	70%	64%	70%	69%	70%	67%	75%
Maths Greater depth	17%	17%	21%	18%	13%	15%	17%	20%

	RWM	Reading	Writing	Maths	EGPS
School	40%	53%	67%	67%	63%
N/cle	55%	66%	77%	71%	71%
National	53%	66%	74%	70%	72%
Av Score School		99.3		103.1	101.4
Av Score National		102.6		103	104

	Working Towards expected standard	Working at expected standard	Working at greater depth	EXS+
Reading				
School	14%	57%	29%	86%
National		50%	24%	74%
Writing				
School	21%	71%	7%	79%
National		52%	13%	65%
Maths				
School	25%	61%	14%	75%
National		55%	18%	73%

Year 1 Phonics Test	Number achieving expected standard			
	2014	2015	2016	National 2016
All	82.8%	82.8%	82%	81%
Boys	82%	73%	76.5%	77%
FSM	75%	80%	65%	70%
Non FSM	84%	83%	83%	83%

	St M 2016	St M 2015	National	Newcastle
GLD	69%	60%	69.3%	69.5%
Boys GLD	50%	43.7%	58.6%	63%
Girls GLD	72.7%	78.5%	74.3%	76.3%
Pupil Premium GLD	40%	66.6%		58.3%
Average point score across all ELG's	35	34	34.3	34.1