

St Mark's Swanage – Pupil Premium 2017-2018

Pupil Premium / Disadvantaged Pupils

The Pupil Premium is a government grant allocated to each pupil on free school meals, identified as a 'child looked after (CLA)' or whose parents are in the Forces. The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

At St Mark's Primary school we had 65/170 pupils eligible for the Pupil Premium which equates to 33% (September 2016) this is expected to release a grant of £73920.

October 2017 data shows that we currently have 65 pupils eligible with a pupil role of 170 showing 38% of pupils will access the Pupil Premium grant in 2017/2018.

Governors and leaders have a strongly held belief that our best resource is our people. Many of our pupils have troubled home lives and as a result have communication issues, social issues and self-esteem issues. Furthermore, on entry many of our pupils are below national expectations. Therefore, we will ensure that pupil premium spending meets the needs of this group of children, accelerating their learning and closing the difference between them and the other pupils. Outcomes for pupils over the past few years have been significantly below National and since January 2015, there is now evidence that these monies are beginning to have an impact on the outcomes of our dis-advantaged children. There is already clear impact in KS2 that demonstrates pupils are making accelerated progress. This is still developing in KS1.

NFER & DfE Seven building blocks of success for Pupil Premium

1. Whole-school ethos of attainment for all



St Mark's CE Primary school has an ethos of high attainment for all pupils. Through a notion of **collective responsibility** we believe that despite the difficult barriers, over a third of our pupils face, this should not and will not create a ceiling on what they can achieve. Governors and Senior Leaders have reviewed the impact of previous spending and dramatically altered plans and systems across the school so that in future children make rapid progress.

2. Addressing behaviour and attendance



Since April 2016 the school has worked closely with Dorset Attendance team to reduce persistent absence. Within school there is now a new system which quickly identifies children who are at risk of under achievement through non-attendance at school. Although still below National expectations Case studies demonstrate this is having strong impact with both disadvantaged children and others across the school.

3. High quality teaching for all



St Mark's CE Primary school ensures that all children experience high quality teaching both within the class and for interventions and catch up programmes. Outcomes are closely monitored by Senior Leaders with a specific focus on ensuring those who are disadvantaged, are a priority. Teachers regularly plan specific learning pathways for disadvantaged children to ensure their needs are being met both within and outside of the classroom.

4. Meeting individual learning needs



Through regular pupil conferencing, class teachers and leaders at St Marks CE Primary, identify errors of misconceptions in work; at the same time, finding out what interests children so that children are fully engaged in their learning. Since April 2015, the school employed an intervention manager who works with senior leaders and class teachers to identify the next steps for all disadvantaged pupils. These are reviewed and evaluated for their impact, six weekly to ensure rapid progress is being made.

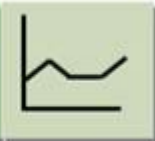
Our Pupil Premium Champion meets with staff across the school to ensure those children identified as disadvantaged have their own personal provision map which is regularly monitored during the champion's release time and during whole school inset.

5. Deploying staff effectively



Governors and the Senior Leadership Team plan strategically to create an ethos of collective responsibility. Performance management is now rigorous and staff are held accountable. There are clear links between whole school development priorities and increasing CPD opportunities for all. Specific roles since April 2016 have been established to ensure disadvantaged pupils receive the support they require in a range of leadership roles across the school.

6. Data driven and responding to evidence



Leaders and teachers have a strong understanding of the schools new tracking system (April 2016) and are able to use this information to regularly analyse and positively discriminate for disadvantaged learners. With a relentless focus on progress, performance targets are set and reviewed at least every 6 weeks. The school acknowledges historic underachievement and the lack of focus on disadvantaged pupils. To ensure progress now is accelerated; specific measurable strategies have been implemented.

7. Clear, responsive leadership



Senior Leaders and Governors have set high aspirations for all children across the school with a specific focus for those identified as disadvantaged. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. Leaders at St Marks CE Primary through an ethos of collective responsibility share their ideas and invest whole-heartedly in CPD. School development priorities are now linked to performance management objectives and together will ensure that outcomes rapidly improve. Leaders and Governors now regularly invite outside challenge and support to ensure the school provides the very best for all pupils.