St Marks CE Primary School
Supporting Disadvantaged Learners

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 our disadvantaged pupils face, this should not and will not create a ceiling on what they can achieve.

1) To know each pupil and meet their individual needs

Quality teaching for all: To ensure all pupils have access to highest quality teaching

3) To make sure all disadvantaged pupils make good or better progress

2) To ensure relationships continue to support families of each disadvantaged child

4) To close the gap as early as possible for children below ARE in Reading and Phonics in KS1

Targeted support: To ensure that those who are behind catch up

5) To provide support for PP children with additional emotional and social needs.

6) To provide extracurricular opportunities for all Pupil Premium children to enrich their life experiences

To address barriers that may affect pupil's ability to access learning and the wider curriculum

Pupil Premium Strategy Statement 2020-21

1. Summary Information

School St Marks CE Primary											
Total number of pupils	150	Number of PP pupils	52	Total PP Budget	£71,285	Date of review of PP strategy		Name of Pupil Premium lead.	Vicky Brierley	Name of Governor	

2. Current Attainment

	EYFS and Key Stage 1 (2019)								Key Stage 2 (2019)								
	% GLD in EYFS	***Phonics Test***	**EXS+ Reading**	**KS1 Progress Reading**	**EXS+ Writing**	**KS1 Progress Writing**	**EXS+ Maths**	**KS1 Progress Maths**	**EXS + Reading**	**GDS Reading**	**KS2 Progress Reading**	**EXS + Writing**	**GDS Writing**	**KS2 Progress Writing**	**EXS +Maths**	**GDS Maths**	**KS2 Progress Maths**
Pupil Premium	43%	57%	17%		17%		17%		100%	0%		100%	0%		100%	0	
2019/20	72%	87%	55%		50%		55%		92%	42%	+4.4	100%	21%	+2.6	96%%	37%	+2.2
National		82%	76%		70%		76%		73%			78%			79%		
Other																	
GAP																	

	Planned expenditure and impact		
Academic year	**2020/21**		

Quality teaching for all: To ensure all pupils have access to best quality teaching ***Core Principles:*** ***1. To know each child and meet their individual needs*** ***2. To ensure relationships continue to support families of each disadvantaged child*** ***3. To make sure all disadvantaged pupils make good or better progress***					Overall Impact		
				2019-20	**2020-21**	**2021-22**	**2022-23**
Desired impact	**Chosen action / approach**	**Rationale**	**Impact measures and milestones**				
1.1 All teachers use data to plan effectively for disadvantaged pupils	To ensure teachers have up to date knowledge of PP pupils, including ability & progress measures in place. Teachers refer to Class Information files, Pupil Tracking Sheets/ DC Pro to know the background, academic pathway and support given to date of each PP child in their class and use that information to plan for them Teachers supported in 1:1 Pupil Progress meetings with Interventions Manager and 1:1 Pupil Premium meetings with PP Lead, to identify barriers for individual pupils and to plan learning that meets these needs	Detailed information from KS1 will enable class teachers, and all involved, to gain a quick overview of the child and make next-steps easier to plan as well as being able to evaluate what has worked/ not worked for the child historically. Using data effectively is an integral part of what makes effective teaching and learning. Supporting teachers in this process will lead to quicker identification of pupils who require extra support both within and outside the classroom.' *Teaching and learning positively effects disadvantaged pupils (John Dunford) EEF cite effective teaching and learning as the priority tier in EEF 'A tiered approach'*	July 2020 – all teachers to have Class Information files ahead of September for their upcoming class. Class information to be updated termly in Pupil Progress meetings with SLT and Interventions Manager PP Tracking Sheets to be updated half-termly in Pupil Premium meetings with PP Lead. Teachers demonstrate high aspirations for their pupils. Teachers are able to identify barriers to attainment and plan actions to overcome them Book scrutiny shows all PP pupils are making good progress because of exposure to consistently good teaching and learning which is matched to their needs	DCPro has taken over as our way of ensuring all teachers and access to all relevant information about a child. Children, often with parents, have completed, twice a year, mind maps and have been part of a discussion about their learning and how they are celebrated and supported in school. Monitoring and subsequent actions have ensured pp children remain at the forefront of all our efforts to improve teaching and learning at St Marks.			
1.2 All pupils are exposed to high quality teaching on a daily basis	Team teaching, coaching and mentoring between class teachers if required, to ensure all children are actively engaged in lessons	"Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all." (Supporting the attainment of disadvantaged pupils Briefing for school leaders DfE, November 2015)	Monitoring by internal and external professionals shows that teaching throughout SSM is good or better in all areas. Teachers who need support are receiving it through subject leaders and practice is improving	OfSTED (May 2018) rated the quality of teaching good. There are no significant areas of concern around teaching. Regular monitoring directs support where needed.			
1.3 Children are engaged and excited about Reading	Magazine subscription for all lower attaining PP children – most delivered to home address.	Children respond positively to the excitement of having a magazine delivered to home and enjoy reading it with a parent/ carer./ sibling. For children who have no one to read with at home, theirs will be delivered to school and shared with a friend or adult.	Children can talk about their magazine with animation. Children's reading ages improve at an accelerated rate Children can recall and talk about some things they've read.	There has been a lot of new reading materials added to what is already available in our school. Children enjoy selecting their books for home and change them as and when needed. We now need to continue to replenish our book banded books.			
1.4 All pupils are exposed to high quality vocabulary	To adopt the Explicit Vocabulary Instruction whole school	Explicit vocabulary instruction can help students learn the meaning of new words, increase their comprehension, and	Children learn a wider range of new words and are able to incorporate them into their spoken language and writing.	Through book scrutinies, vocabulary was found to be good or strong across the school.	In house training		

		develop their ability to communicate effectively in a variety of formats. Helping students develop a strong vocabulary increases their capacity to read, write, discuss, present, and think.		Grammar is being explicitly taught and consistently modelled.			
			Total budgeted cost		£5040	£	£
Targeted support: To ensure that those who are behind catch up ***Core Principles:*** ***4. To close the gap as early as possible for children below ARE in Reading and Phonics in KS1.***					**Overall Impact**		
				2019 - 2020	**2020-21**	**2021-22**	**2022-23**
Desired impact	**Chosen action / approach**	**Rationale**	**Impact measures and milestones**				
2.1 Children who have not passed the phonics screen in Y1 are supported to close the gap in Summer term Y1 or Autumn term Y2 onwards. Those have passed the phonics screen and are not yet ARE are identified and supported as a target group to reach and at least maintain ARE throughout KS1 and 2.	Children who did not pass the phonics screen are supported through high quality class teaching and intervention where necessary -Flexible, targeted phonics teaching to support pupils in the classroom, paired with experienced practitioners (class teachers -Sight word intervention for pupils who cannot learn through a phonics based -Whole School Reading intervention/ Catch Up program – *see SSM English Action Plan 2020/21*	Phonics enables children to learn key skills with letters and sounds. This sets a reader up to be able to decode confidently. Without reading fluency, pupils may be held back from accessing the rest of the curriculum	The % of pupils working below expectation is reduced Repeat phonics screens show improvement from end of Y1 results.	Children using Phonics Bloom were making accelerated progress with their reading and accessing lessons better. This will continue to form the basis of in-school and home reading			
2.2 Children who are below ARE in Reading at the beginning of KS2 are effectively taught and supported to close the gap,	Children in year 2 who still have decoding difficulties are supported with high quality teacher led intervention Y2		Pupil's reading ages and test scores increase at an accelerated rate Pupils show accelerated rates of progress, with a higher proportion of pupils becoming ARE or higher		£8,190		
2.3 Ensure that pupils who need targeted support to catch up receive it	Pupils identified as part of pupil progress meetings. Effective interventions delivered to meet needs of pupils	Some pupils may need more focussed additional support (beyond wave 1)	Each intervention to have impact measures in place – some will be measured through book scrutiny between pupil progress meetings	Catch Up programs and 1:1 conferencing in Reading, Writing and Maths are part of our everyday teaching at St Marks allowing gaps in learning to be addressed quickly.			
2.4 Post LAC receive interventions tailor made to cater for their learning needs, regardless of ability.	Pupils identified as part of pupil progress meetings. Effective interventions delivered to meet needs of pupils	Some pupils may need more focussed additional support (beyond wave 1)	Each intervention to have impact measures in place – some will be measured through book scrutiny between pupil progress meetings	Post LAC children are prioritised for interventions. Catch Up programmes and 1:1 conferencing.			
			Total budgeted cost			£	£
To address barriers that may affect a pupil's ability to access learning and the wider curriculum ***Core Principles:*** ***5. To provide support for PP children with additional emotional and social needs.*** ***6. To provide extracurricular opportunities for all Pupil Premium children to enrich their life experiences***					**Overall Impact**		
					2020-21	**2021-22**	**2022-23**
Desired impact	**Chosen action / approach**	**Rationale**	**Impact measure and milestones**				

3.1 To ensure that no pupil has an attendance of lower than 96%	Provide pastoral support for disadvantaged pupils and their families	Pupils are in school 96% + attendance. Pupils are on time. Parents are signposted to the appropriate support and work in partnership with school and outside agencies. PP children attend breakfast club, upon request from parent/ carer.	Head's report to Governors features pastoral section. Nurture Lead monitors attendance – Home school liaison officer report. Dorset attendance tracking.	Attendance is monitored daily and contact made with parents when attendance drops.			
3.2 To ensure that all pupils are able to fully access the school curriculum (ensuring that social and emotional needs do not become barriers)	Access to daily Nurture Provision (PP children to be positively discriminated when selecting for Nurture Provision) Nurture provision will support children to overcome social and emotional barriers to both attendance and learning. Pupils are able to access 100% classroom time when out of the nurture provision. Boxall profiling demonstrates positive outcomes.	Attainment of pupils improves either whilst in the Nurture intervention period and/or following exit.	Boxall profile highlight areas to focus on and improvements in specified area by the end of the supervision period. All pupils to show at least one positive change on Boxalls / ELSA referral forms / questionnaires All pupils to make at least one positive change	The pastoral team works very well to support families and feedback from regular family contact enables children to be picked up though nurture intervention.			
3.3 All PP children to have the opportunity to attend after school clubs (prioritised on waiting lists)	Children will have resources for clubs supplied and in specific cases transportation to and from events. Clubs run before, during and after the school day. There is a priority for PP pupils to gain places.		Significant increase in the number of disadvantaged children attending non-sports based after school clubs	PP children are prioritised for after school club choices.			
3.4 Hardship fund (at discretion of Executive Head) help towards cost of Trip etc (Wording to be confirmed with SC) max £100 per pp pupil							
Due to the Lockdown commencing 23rd March 2020 and the restrictions regarding interventions on pupils returning to school, the actual expenditure for Pupil Premium for 2019/2020 was as follows: Description / Department / Description / Budget / Actual Value / Commitment / Outstanding Educational Materials / SSM-C400 / Pupil Premium / £ - / £ 1,001.74 / £ - / £ (1,001.74) Uniforms / SSM-C400 / Pupil Premium / £ - / £ 276.50 / £ - / £ (276.50) Vehicle Hire / SSM-C400 / Pupil Premium / £ - / £ - / £ - / £ - Catering Costs / SSM-C400 / Pupil Premium / £ - / £ 1,416.73 / £ - / £ (1,416.73) Furniture and Equipment Minor Purchases / SSM-C400 / Pupil Premium / £ - / £ 785.14 / £ - / £ (785.14) £ - / £ 3,480.11 / £ - / £ (3,480.11)							
			Total budgeted cost		£55,906	£	£
			Overall Total		£92,293		