St Mark's Swanage – Pupil Premium 2018/2019

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 54/170 pupils were eligible for the Pupil Premium which equated to 32% (September 2018). We expect to receive a grant of £83,160 in 2018/19.

NFER & DfE Seven building blocks of success for Pupil Premium



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.





St. Marks CE Primary works closely with Dorset Attendance team to reduce persistent absence. Within school there is a system which quickly identifies children who are at risk of under achievement through non-attendance at school. Case studies demonstrate this is having strong impact with both disadvantaged children and others across the school.

Through regular pupil conferencing, class teachers and leaders at St Marks CE Primary, identify errors of misconceptions in work, finding out what interests children so they are fully engaged in their learning. The school employs 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 half termly, for their impact to ensure rapid progress is being made.

4. Meeting individual learning needs



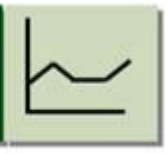
St Mark's CE Primary school ensures that all children experience high quality teaching both within the class and for interventions and catch up programmes. Outcomes are closely monitored by Senior Leaders with a specific focus on ensuring those who are disadvantaged, are a priority. Teachers regularly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

5. Deploying staff effectively



Governors and the Senior Leadership Team plan strategically to create an ethos of collective responsibility. Performance management is rigorous and staff are held accountable. There are clear links between whole school development priorities and increasing CPD opportunities for all. Specific roles 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 school's tracking system and are able to use this information to analyse and positively discriminate for disadvantaged learners. With a relentless focus on progress, performance targets are set and reviewed at least every 6 weeks, with 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 linked to performance management objectives to ensure that outcomes improve. Leaders and Governors now regularly invite outside challenge and support to ensure the school provides the very best for all pupils.

Pupil Premium Plan 2018/2019

Further costings are detailed within the school budget and can be shared on request.

Please note this is not an exhaustive list of interventions and support as ongoing identification of needs will require ongoing changes and in some cases additional funding.

Key Priorities **Aim: To ensure outcomes demonstrate a diminishing difference between all children nationally and disadvantaged children within the school.** *Priority 1* Increase the proportion of PP pupils working at greater depth in Writing across the school by ensuring that there is a sufficient level of challenge in writing for the most able pupils	**Actions**	**Desired Outcome**	**Impact measures & tracking**	**Staff involved/ responsible**	**Budget /Finance**	**Achieved Miles stones**
	To ensure teachers have up to date knowledge of PP pupils targeted to achieve greater depth in writing. All staff understand and plan for, the standards expected at greater depth in writing.	All PP children targeted to reach greater depth in writing achieve the standard.	Pupil Progress Meetings Appraisal meetings Termly PP reviews	SLT Governors Teaching staff Home Liaison Officer Interventions Manager Support staff	1 day half termly requested time for PP management (HLTA cover)	Review termly impact RAG rate PP action plan
	Ensure that Phonics Lead monitors and captures the progress / supports the progress of phonics across Yr R-2. 1 day a term to moderate across the school. Support KS2 teachers to fill the gaps.	Achieve phonics plan intended outcomes. Phonics screening Year 1 target 80%+	Phonics screening End of term phonics tracking summary	SLT Governors Teaching staff Support staff	Leadership release time	Review termly impact RAG rate PP action plan
	Regular and consistent 'Keep Up Catch Up' interventions in EYFS, KS1 and KS2, to support children with misconceptions in Maths and English.	% of children achieving ARE and reflect the outstanding drive Rapidly closing the gap for all PP children	SLT data tracking. Teaching observations. M and E cycle report	PP Lead Class Teachers TAs	Additional salaries and support	Review termly impact RAG rate PP action plan
	Provide Interventions for identified PP children in all year groups through pupil progress meetings.	TAs will deliver effective interventions according to intervention provision maps, which contribute towards positive pupil progress	Data shows positive impact of interventions on targeted curriculum area	SLT Teaching Assistants SENCo Teaching staff	Time allowance Intervention staff salary	Review termly impact RAG rate PP action plan
Priority 2 Increase the proportion of PP pupils working at greater depth in Reading across the school by ensuring that there is a sufficient level of challenge in Reading for the most able pupils	**Actions**	**Desired Outcome**	**Impact measures & tracking**	**Staff involved/ responsible**	**Budget /Finance**	**Achieved Miles stones**
	To ensure teachers have up to date knowledge of PP pupils targeted to achieve greater depth in Reading. All staff understand and plan for, the standards expected at greater depth in Reading.	All PP children targeted to reach greater depth in Reading achieve the standard.	Pupil Progress Meetings Appraisal meetings Termly PP reviews	SLT Governors Teaching staff Home Liaison Officer Interventions Manager Support staff	1 day half termly requested time for PP management (HLTA cover)	Review termly impact RAG rate PP action plan

Priority 3 To improve parental engagement in school	**Actions**	**Desired Outcome**	**Impact Measures and Tracking**	**Staff involved/ responsible**	**Budget /Finance**	**Achieved**
	Provide pastoral support for disadvantaged pupils and their families	Pupils in school 96% + attendance. Pupils are on time. Parents are signposted to the appropriate support and as a school work in partnership with outside agencies. PP children attend breakfast club, upon request from parent/ carer.	Head's report to Governors feature pastoral section. Head monitoring impact half termly to attendance – Home school liaison officer reports. Dorset attendance tracking.	Attendance Lead TA	Salary home liaison office Cost of breakfast ingredient	Review termly impact RAG rate PP action plan
	Ensure communication between school and parents is effective	Teachers liaise directly with parents giving instant feedback via email to their child's day. Additional messages to be sent as and when required. Parents feel more in control and aware of school information and their children's learning.	Parent and Teacher questionnaire end of Autumn term to monitor use and its impact	Headteacher Class Teachers TAs	£550	Review termly impact RAG rate PP action plan
Priority 4 To provide support for PP children with additional emotional and social needs.	**Actions**	**Desired Outcome**	**Impact Measures and Tracking**	**Staff involved/ responsible**	**Budget /Finance**	**Achieved**
	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.	Nurture costs staffing and resources Plus training	Salary home liaison officer	Review termly impact RAG rate PP action plan
	ELSA supervision provided for identified PP pupils	Children will demonstrate an improvement in confidence & social skills.	Improved social skills and accessing class 100% time (in partnership with other interventions) Improved attendance.	Identified ELSA staff	As costs per hour for Elsa staff	Review termly impact RAG rate PP action plan
	Play therapy/Nurture Support provided for Identified pupils (Additional to Nurture Provision)	Nurture Lead is able to offer bespoke support to PP children with emotional / social needs. Programmes are followed eg. Bereavement	Emotional Literacy check lists highlight areas to focus on & improvements in specified area by end of supervision period. Improved social skills and accessing class 100% time (in partnership with other interventions) Improved attendance.	Identified ELSA staff	Staff salary	Review termly impact RAG rate PP action plan
Priority 5 To provide extracurricular opportunities for all Pupil Premium children to enrich their life experiences	**Actions**	**Desired Outcome**	**Impact measures & tracking**	**Staff involved/ responsible**	**Budget /Finance**	**Achieved**
	All PP children to have the opportunity to attend after school clubs (positive discrimination on waiting lists and priority choice of activities in Enrichment Days)	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. There is a priority for PP children to choose their Enrichment activities.	Significant increase in the number of disadvantaged children attending non-sports based after school clubs (Choir, Bushcraft, Forest School, Drama,Survival)	Club leads Enrichment Activity Leaders	Transport as and when activities take place off-site Resource costs	Review termly impact RAG rate PP action plan

	Class Teachers to set home learning projects in every year group.	Pupils and their families engage in joint working to create a project that they bring into school that can be shared Displayed and celebrated across the community. Increase learning at home.	Track % of pupils, per year group undertaking home learning project each term. Those not accessing projects are targeted and supplies are given in order to complete the task.	All Staff	£500 for educational supplies to support projects	Review termly impact RAG rate PP action plan