

St Mark's CE Primary School, Natland

Pupil premium strategy statement July 2021

School overview

Metric	Data
School name	St Mark's CE Primary School, Natland
Pupils in school	173
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£27,555
Academic year or years covered by statement	Reception to Year 6
Publish date	21.09.21
Review date	01.09.22
Statement authorised by	June Grant (Deputy Headteacher)
Pupil premium lead	Peter Barfoot (Headteacher)
Governor lead	Tim Ward (Chair of the Governing Body)

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	100%
Writing	100%
Maths	100%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	Targeted support for individuals and groups to ensure disadvantaged pupils achieve expected progress in maths
Priority 2	Targeted support for individuals and groups to ensure disadvantaged pupils achieve expected progress in writing
Barriers to learning these priorities address	Variety of social and emotional issues relating to family circumstances and ACEs Parents requiring support and guidance to be able to help children's learning in the home context

Projected spending	£8,000 (staffing) £2,000 (Educational Psychology support) £5,555 (material support to families)
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	85% to achieve expected progress	July 2022
Progress in Writing	80% to achieve expected progress	July 2022
Progress in Mathematics	85% to achieve expected progress	July 2022
Phonics	80 – 90% of children in Year 1 achieving expected level	June 2022
Other (Year 4 Multiplication Tables Check)	75 – 80% of children in Year 4 achieving expected level	June 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Provide high level of TA support for large group of children in Year 6 cohort who do not meet the threshold for SEND support but are falling behind expected standards
Priority 2	Provide targeted support for small but significant number of PPG children deemed to have fallen behind during Covid-19 pandemic
Barriers to learning these priorities address	Engagement of parents and support for learning at home Emotional support to enable effective learning
Projected spending	£8,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Meetings, workshops, briefing papers and providing books for children in receipt of PPG. To ensure parents and children understand the fundamental importance of reading throughout their child's time in primary school, including learning to read, developing higher order reading skills and continuing to read for pleasure.
Priority 2	Meetings, provision of resources and online access.

	To ensure parents and children understand the importance of learning the multiplication table facts for instant recall by the end of Year 4.
Barriers to learning these priorities address	Lack of parental knowledge and understanding of the importance of reading and times table knowledge Lack of access to good quality books and resources to support reading and learning Low levels of book ownership Parent literacy and numeracy
Projected spending	£4,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time required to manage social and emotional support work with small groups or individuals	Provision of extra TA support in classes as necessary. Work with local 'Listening Services' provision
Targeted support	Identifying specific needs of individual children and providing specialist (i.e. trained teaching staff) to work 1 to 1. Lack of Educational Psychology capacity in local authority	Employment of part-time teaching staff already working with the children identified. Use of private Educational Psychologist for assessments and advice
Wider strategies	Reaching families most in need of support.	Continue to build positive relationships with all families and communicate key messages regularly in a variety of ways. Plan to use wide range of media for communication e.g. online class meetings for parents via Zoom

Review: last year's aims and outcomes

Aim	Outcome
Improve teaching and learning in writing across the school. Close the gap between the outcomes in writing compared to those in reading and maths	EYFS Gap (R & W) 2019 -6% 2021 0% KS 1 Gap (R & W) 2019 -5% 2021 -11% KS 2 Gap (R & W) 2019 -18%2021 -8%
Small group reading and writing support to make a demonstrable difference to attainment and progress in writing of PPG and other vulnerable pupils	KS 2 2021 Writing non PPG 77% PPG 100% gap + 23% Reading non PPG 91% PPG 100%

	Gap +9%
Improved mental health and emotional resilience of identified group of vulnerable pupils	<p>Monitored annually using SDQ</p> <p>Worked with families during spring term lockdown to ensure all vulnerable children had the offer of in school provision (53% PPG children used the provision).</p> <p>Individual children and parents supported as and when necessary.</p> <p>EHCP assessment started for one child.</p> <p>Working on transition of one child to local SEND provision before the end of Year 6.</p>
Improve and sustain good attendance rates of PPG pupils	<p>52% of PPG pupils attended in-school group provision during spring term 2021 school closure</p> <p>PPG attendance 2020 – 2021 95% (Whole school: 97.4%)</p> <p>PPG persistent absentees: 14% (Whole school: 2%)</p>