

St Mark's Pupil Premium Strategy Statement Academic Year 2018 - 2019

| 1. Summary information | | | | | | |
|------------------------|--------------------------------------|----------------------------------|----------|--|--------------------------------------|--|
| School | St Mark's CE Primary School, Natland | | | | | |
| Academic Year | 2018 - 2019 | Total PP budget | £18,440 | Date of most recent PP Review | No external review in academic year. | |
| Total number of pupils | 171 | Number of pupils eligible for PP | 19 (11%) | Date for next internal review of this strategy | June 2020 | |

| 2. Current attainment | | | | | | |
|---|---|-------------|------------------------------|-------------|---|--|
| | St Mark's Pupils eligible for PP (non PP) | | | | Pupils not eligible for PP (national average, 2018 data) | |
| | End of KS 1 (2 pupils) | Gap KS 1 | End of KS 2 (3 pupils) | Gap KS 2 | KS 2 | Non PP St Mark's (gap with national) |
| % achieving EXS in reading, writing & maths | 0 (81) | -81 | 67 (75) | -8 | 70 % | 75 (+5) |
| % achieving EXS in reading | 50 (86) | -36 | 100 (92) | +8 | 80 % | 92 (+12) |
| % achieving EXS in writing | 0 (86) | -86 | 67 (88) | -21 | 83 % | 88 (+5) |
| % achieving EXS in maths | 100 (86) | +14 | 67 (79) | -12 | 81 % | 79 (-2) |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|--|---|
| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A. | Confidence in learning in maths (pupils) |
| B. | Confidence in teaching maths (teaching and support staff) |
| C. | Emotional needs of pupils |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| D. | Attendance rates of children in certain families |

| 4. Desired outcomes | | |
|----------------------------|--|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Close gap between PP pupils' attainment and that of non-PP pupils in Maths (EYFS, KS 1 and KS 2) | Gap between PPG and non PPG pupils remains less than national, and closing over time. |
| B. | Small group maths support to make a demonstrable difference to attainment and progress in Maths of PP pupils | Improvement in progress of PPG pupils |
| C. | Improve relationships between identified group of PP pupils and key adults (parents and school staff) | High levels of engagement of parents of identified PP pupils with the I Matter training programme. Improve emotional development scores in SDQ for identified PP pupils |
| D. | Improve and sustain good attendance rates of PP pupils | All PP pupils to achieve > 90% (ideally >96%) attendance. No PP pupils persistent absentees. |

| 5. Planned expenditure | | | | | |
|--|--|---|--|-------------------------------------|--------------------------------------|
| Academic year 2019 - 2020 | £26,700 | | | | |
| 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? |
| Progress in Maths (B) | Provision of small group and in class maths support | Progress of majority of children involved in small groups support. Ability of staff to focus on specific individual need | Regular assessment of groups receiving support alongside class units of work and termly tests to inform teacher assessment for school tracking | Maths Subject Leader GB T, L & A | July 2020 |
| Total budgeted cost | | | | | £11,000 |
| 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? |
| Close gap (A) | More focussed monitoring of pupil progress | SLT and teachers meeting more regularly to monitor progress and allocate resources | Records of meetings and associated notes over the period of a year. | Headteacher SLT GB T, L & A | July 2020 |
| Total budgeted cost | | | | | £11,000 |
| 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? |
| Relationships with key adults (C) | Referral of certain families to the I Matter programme | I Matter programme now well-established in many schools and other agencies in the area. | Annual SDQ and comparison of results to identify improvements in social and emotional development | PB | July 2020 |
| Attendance (D) | Monitoring of attendance of PG pupils | Attendance data within school management system (Scholar Pack) | Regular analysis of data by SLT and GB Community and Welfare Committee | Headteacher GB C & W | July 2020 |
| Total budgeted cost | | | | | £4,700 |

| 6. Review of expenditure | | | | |
|------------------------------------|--|---|---|--------|
| Previous Academic Year 2018 - 2019 | | £18,440 | | |
| 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 |
| Progress in Maths (B) | Provision of small group and in class maths support | Improved maths outcomes in EYFS, KS 1 & 2 Very small gap (PPG to non-PPG) in maths in EYFS, KS 1 & 2. All smaller than national average | Small group provision for maths to continue across the school Certain children to receive 1:1 support | £6,500 |
| ii. Targeted support | | | | |
| 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 |
| Close gap (A) | More focussed monitoring of pupil progress | KS 2: R (+8), W (-21 above national), M (-12 below national) Specific needs of individual children identified, particular focus on higher attainers maintaining expected progress. | To continue. More focus to be put on the specific emotional needs of PPG pupils and the impact this has on learning | £6,500 |
| iii. 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 |
| Relationships with key adults (C) | Referral of certain families to the I Matter programme | SDQ emotional development scores improved for those children whose parents have engaged with the programme. | Continue to refer families to the I Matter programme. Consider screening of years groups as they enter school. | £4,000 |
| Attendance (D) | Monitoring of attendance of PG pupils | All PPG pupils attendance above 90% Target of 96% attendance for whole school achieved. More proactive process developed to address persistent absenteeism.. New letters developed to send to parents requesting absence in term time. | Continue to monitor | £1,440 |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- Outcomes of SDQ (Strength and Difficulties Questionnaires) for PPG pupil group