

St Mark's CEP School Pupil Premium Strategy for 2016-17

St Mark's Church of England Primary School



Our School promotes a positive ethos within a stimulating and enjoyable learning environment. It is founded on the Christian values of thankfulness, forgiveness, friendship, fellowship and trust in which personal responsibility, self-respect and respect for others are central to our children's growth. Every child is seen as a unique individual loved by God, is equally valued and is fully supported and encouraged to do their very best in everything they do.

Amount allocated £ 63,360

Taken directly from the School Development Plan

Objective	Initiative/ Action	Sutton Trust (EEF) Research	Lead	Monitor	Rational for Initiative	Allocation	Projected impact	Evaluation
Teaching and Learning								
<p>To ensure that all pupils make at least 6 points progress in reading, writing and maths</p> <p>To continue to improve disadvantaged pupils' progress so that it is consistently good across the school</p> <p>To continue to improve opportunities for pupils to investigate real-life situations – especially in maths</p> <p>To continue to improve opportunities for children to</p>	<p>Specialist intervention teacher = JW – teacher – Tuesday groups/1:1</p> <p>KC – HLTA – S&L – groups/1:1 daily</p> <p>Range of interventions – see pupil premium spreadsheet</p>	<p>Med - High cost + 3-4 months</p>	RD/SB	SLT	<p>- Taken from 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' (November 2015): "In more successful schools, there were frequent assessments and decision points. There was also a focus on early intervention rather than waiting till the end of a key stage."</p> <p>- Groups identified by teacher assessment, data analysis, and pupil progress meetings;</p> <p>- Increased opportunity for feedback in small groups and classroom</p> <p>- Taken from 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' (November 2015): "Schools with larger year groups overall (including both</p>	£ 11900	<p>The gap between disadvantaged and other pupils will continue to narrow.</p> <p>Specific targets set by teachers for termly interventions are achieved.</p> <p>Quality teaching is improved with small groups and smaller class sizes.</p> <p>By July 2017 at least 85% disadvantaged pupils are reaching expected attainment in reading, writing and maths combined.</p>	

<p>develop more independent ways of recording their answers – especially in maths</p> <p>To help pupils to develop healthy lifestyles and reach the performance levels they are capable of by increasing their participation in PE/Sport</p>					<p>disadvantaged and non-disadvantaged pupils) were associated with lower performance among disadvantaged pupils.”</p> <ul style="list-style-type: none"> - Improved feedback between teachers and pupils; - More targeted support available for all groups, in particular middle and higher ability; 		<p>At least 90% disadvantaged pupils are making expected progress of 6 points per year.</p> <p>25% disadvantaged pupils are making better than expected progress in reading, writing and maths.</p> <p>Achievement of disadvantaged pupils in line or above other pupils.</p>	
<p>Improve attendance of disadvantaged pupils</p> <p>Attendance to be outstanding (Target 96%)</p>	<p>Funding places at Breakfast club</p> <p>First day calling</p> <p>Attendance Ted award</p>			SLT	<p>Taken from ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’ (November 2015):</p> <p>“The study found that schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with other similar characteristics.”</p>		<p>The gap between disadvantaged and other pupils will continue to narrow.</p> <p>Specific targets set by teachers for termly interventions are achieved due to improved attendance.</p>	
<p>Provide further opportunities for staff to secure consistently good or better practice</p>	<p>Lesson study (for teachers and TAs)</p> <p>Visiting other local outstanding</p>				<p>Taken from ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice’ (November 2015):</p> <p>“More successful schools ended to</p>		<p>All lessons observed will be good or better.</p> <p>Book scrutinies and learning walks show</p>	

	<p>Schools</p> <p>CPD courses for 'Engaging boys in reading and writing', 'Higher order reading skills' and SPAG.</p> <p>Support for teachers where issues have been identified (including external support) 'Getting to outstanding' course for identified teachers</p> <p>Peer mentoring</p>				<p>develop the skills and roles of existing teachers and support staff rather than bringing in additional teachers and support staff who do not know the pupils."</p> <p>Taken from 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' (November 2015): "In more successful schools, there was a focus on improving the quality of classroom teaching first rather than resorting to bolt on strategies and out of school activities."</p>		<p>that practice is consistently good or better in all classes.</p> <p>All monitoring, including pupil progress meetings, show that progress is good or better.</p> <p>Increased % of outstanding teaching across the school.</p>	
To develop growth mind-sets across the school	<p>Training course: To be arranged/ investigate possibility</p> <p>Development of chilli challenges in lessons</p> <p>Positive praise</p>	Low cost + 8 months		SLT	<p>Growth mind-sets can improve the achievement of pupils and staff.</p> <p>Pupils who believe they can grow their basic abilities have greater motivation and higher achievement.</p> <p>Research by Geoffrey Cohen and</p>		<p>Children are given skills to develop life-long learning, improving long-term outcomes.</p> <p>Pupils with higher expectations of themselves and belief in their own</p>	

	<p>sessions x 6 termly</p> <p>Develop use of mini-plenaries in lessons and checking of pupils' understanding more regularly in lessons</p>				<p>colleagues shows that high expectations (not just high standards) increase motivation in vulnerable pupils.</p>		<p>ability will achieve better and make better progress.</p>	
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Social and emotional support

<p>Improve the mental and emotional well-being of disadvantaged pupils</p>	<p>Nurture Group</p> <p>Attachment training</p> <p>Worry Box/ Trouble Tree</p> <p>Provide opportunities for pupils to be successful and confident, such as celebrating work in books each (short) term with class teacher</p>	<p>Med cost +4 months</p>	<p>SB/RD</p>	<p>SLT</p>	<p>Taken from 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' (November 2015): "More successful schools had strong and well-established behaviour management policies. They also invested in individualized problem solving and emotional support rather than providing access to generic support."</p> <p>In 2014-2015, all children referred for therapeutic play at school showed significant improvement post-therapy in all areas of the SDQ</p>	<p>£5300</p>	<p>Pupils are better able to self-regulate and manage their feelings and emotions more appropriately.</p> <p>Parents who have support from a professional are in a better position to provide better support for their children.</p> <p>Providing pupils with opportunity to improve confidence, self-esteem and behaviour will reduce identified</p>	
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						barriers to learning, therefore improving achievement.	
						Addresses barriers to learning arising from social / emotional and or behavioural difficulties.	
Behaviour to be outstanding	<p>Lego club</p> <p>Lunch clubs</p> <p>SLT 1:1 mentors</p> <p>Nurture Group</p> <p>Playground zoning and games</p> <p>Traffic light behaviour system</p> <p>TRACKS</p> <p>Two Bridges Y6 Transition programme</p> <p>PSPs</p>	Med cost +8 months		SLT	<p>Taken from 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' (November 2015): "More successful schools had strong and well-established behaviour management policies. They also invested in individualized problem solving and emotional support rather than providing access to generic support."</p> <p>Provides small group intervention to develop social skills.</p>	<p>Improved behaviour for learning in all lessons.</p> <p>Reduced incidents during unstructured times of the day.</p> <p>Addresses barriers to learning arising from social / emotional and or behavioural difficulties.</p> <p>Children's own perception of behaviour during lunchtime will improve.</p>	

<p>To fully engage with parents and their child's journey through the school</p>	<p>SLT meeting with all parents of disadvantaged pupils to plan support to overcome barriers</p> <p>SLT meeting with all disadvantaged pupils to plan support to overcome barriers</p>			<p>SLT</p>	<p>Taken from 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' (November 2015): "Interviewees in more successful schools saw pupils from disadvantaged backgrounds as individuals with their own challenges, talents and interests. In contrast, interviewees in less successful schools tended to see disadvantaged pupils as a group with the same challenges and support needs."</p>		<p>Improved engagement from families.</p> <p>Parents feeling more supported will be able to support their children better.</p> <p>Greater engagement from harder to reach families.</p> <p>Addresses barriers to learning arising from difficulties.</p>	
<p>Additional Resources</p>								
<p>Ensure all pupils have equal access to enrichment activities and other essential items for school</p>	<p>Residential Trips/ Visits Uniform Enrichment</p>			<p>SLT</p>	<p>To provide outdoor and enrichment activities for children</p>	<p>£3900</p>	<p>Providing enrichment activities for pupils will ensure greater engagement and achievement.</p>	