

St Mark's CEP School Pupil Premium Strategy for 2017-18

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.

<p>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>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>"More successful schools ended to 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>	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 colleagues shows that high</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>Positive praise sessions x 6 termly</p> <p>Develop use of mini-plenaries in lessons and checking of pupils' understanding more regularly in lessons</p>				<p>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/RC</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>£3 000</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</p>	
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	Educational Psychologist Assessments					£500	<p>reduce identified barriers to learning, therefore improving achievement.</p> <p>Addresses barriers to learning arising from social / emotional and or behavioural difficulties.</p>	
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>	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>	

