



Pupil Premium Review of Expenditure: St Mark's CE(A) Primary School				
Previous Academic Year		2018-2019		
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
Improve the percentage of pupils achieving GLD by the end of Reception.	<p>Deployment of inclusion practitioners to support in Reception with EAL and emotional issues.</p> <p>Targeted children are receiving the interventions 'Time to Talk, Talk books and Early Talk boost'.</p>	The % of PP children attaining GLD by the end of Reception. Pupil premium data still not available.	Approach has worked well and children with emotional issues are accessing the curriculum with support. Support to continue to develop children's oracy, language vocabulary and communication skills. Further steps to develop the whole child by promoting personal development across the school in particular reception.	See 2018/19 expenditure Appendix 1
Pupils who have EAL and are new to English make rapid progress from their starting points and adapt well to school life at St Mark's.	<p>Deployment of Inclusion Lead to ensure that all PP children have access to funding.</p> <p>Nurture Teacher</p> <p>Employ specialist practitioners in a dedicated Inclusion Team of Learning Mentors to address barriers to learning in addition to EAL.</p>	<p>The provision for all children eligible for PP funding is targeted on a provision map. Appropriate strategies or interventions were identified at Pupil Progress and Inclusion meetings. Impact was measured half-termly through pre and post assessments.</p> <p>NASSEA profiles show that children have progressed through the steps.</p>	Continue with approach. Successful integration for mobile population on three-year plan due to context of the school. Impact is evident in the progress the children are making through NASSEA profiles. Pupil Progress and Inclusion meetings identify any PP children and what their needs are so that interventions are put into place.	See 2018/19 expenditure Appendix 1

<p>Pupil premium pupil's attainment in KS2 improves in reading, writing and mathematics.</p>	<p>Train and implement Read Write Inc. to improve attainment in literacy throughout the school.</p> <p>Train and implement inference training throughout KS2.</p> <p>Continue to embed Singaporean to improve maths attainment throughout the school.</p> <p>TSA training to maximise impact of TSAs.</p>	<p><u>KS2</u> The cohort consists of 29/30 disadvantaged pupils, which is over 50%. Of these; 8 are PP and SEN, two of which have EHCPs and did not sit the SATs.</p> <p>One child, who was PP and SEN, achieved expected in reading, writing and maths,</p> <p>The % of PP children achieving EXS in reading was 43% which was below that of all and non - pupil premium pupils.</p> <p>The progress was +0.75 for reading which is higher than other disadvantaged pupils and other pupils nationally (+0.32).</p> <p>The % of PP children achieving EXS in writing was 40% which is below that of All and Non-pupil premium pupils.</p> <p>The progress was +0.76 for writing which is higher than other disadvantaged pupils and other pupils nationally (+0.27).</p> <p>The % of PP children achieving EXS in Maths was 47% which is below that of All and Non-pupil premium pupils.</p> <p>The progress was -0.87 for maths which is slightly lower than other disadvantaged pupils and other pupils nationally (+0.37).</p>	<p>Continue to train and implement RWI spelling programme throughout the school. Ensuring new staff have the training they needed so that it can be delivered successfully.</p> <p>Continue with inference training. Focus on developing reading comprehension including inference skills and reading skills 19/20.</p> <p>Continue with implementation of Singaporean Maths into Y5. Ensuring all staff are trained so that it can be delivered successfully.</p>	<p>See 2018/19 expenditure Appendix 1</p>
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<p>Improved oral and written skills for pupils eligible for PP.</p>	<p>Extra Teaching Assistants and additional Teachers to support children at risk of not making expected progress by the end of KS1 and KS2.</p> <p>Booster groups, small groups and 1:1.</p> <p>Continue with Read, Write, Inc. phonics.</p> <p>Embed Read, Write, Inc. spelling programme to improve spelling and grammar in writing.</p> <p>Continuation of English Speaking Board Exams.</p>	<p><u>Phonics</u></p> <p>In the 2019 phonics screen, pupil premium pupils achieved better (83%) than that of All pupils (80%).</p> <p><u>KS1</u></p> <p>The % of PP pupils achieving EXS in reading was 60% which was slightly higher than school pupils not eligible for PP (59%).</p> <p>The % of PP pupils achieving EXS in writing was 60% which slightly higher than school pupils not eligible for PP (57%).</p> <p><u>KS2</u></p> <p>The cohort consists of 29/30 disadvantaged pupils which is over 50%. Of these 8 are PP and SEN. Two of which have EHCPs and did not sit the SATs.</p> <p>One child, who was PP and SEN, achieved expected in reading, writing and maths,</p> <p>The progress was +0.75 for reading which was higher than other disadvantaged pupils and other pupils nationally (+0.32).</p> <p>The progress was +0.76 for writing which was higher than other disadvantaged pupils and other pupils nationally (+0.27).</p> <p>OFSTED 2017 "Pupils entitled to the pupil premium make good progress in reading and writing from their starting points."</p>	<p>Continue to train and implement RWI spelling programme throughout the school. Ensuring new staff have the training they needed so that it can be delivered successfully.</p> <p>Continue with approach as impact is evident in the progress the children are making. Pupil Progress and Inclusion meetings identify any PP children and what their needs are so that interventions are put into place.</p> <p>Continue with English Speaking Board to improve articulation.</p> <p>Next step: focus on improving oral and listening skills in Early Years.</p>	<p>See 2018/19 expenditure Appendix 1</p>
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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
Improved oral and written skills for pupils eligible for PP.	<p>Targeted children across the school are receiving EAL beginner support.</p> <p>Targeted children across the school are receiving Word Aware vocabulary development interventions.</p> <p>Targeted children receive the Time to Talk intervention.</p> <p>Children across school receive pre-teaching of vocab so that they can access class teaching Continue with Read, Write, Inc. phonics.</p> <p>Embed Read, Write, Inc. spelling programme to improve spelling and grammar in writing.</p> <p>Targeted children are identified and read with by Beanstalk volunteers.</p>	<p>OFSTED 2017 "Pupils' personal development, behaviour and welfare are a strength of the school because of the high priority that leaders place on this aspect of the school's work."</p> <p>NASSEA profiles show that children have progressed through the steps.</p> <p>Pre and post assessment for interventions show progress that pupils make over time.</p> <p>The provision of volunteer readers from Beanstalks had a positive impact on those PP children who had this intervention. All children that had this intervention made accelerated progress in their reading attainment for the academic year. Pre and Post assessment show accelerated progress.</p>	<p>Continue with approach as the systems in place are rigorous and pupils attainment is tracked effectively using NASSEA profiles,</p> <p>Continue with approach. PP children to be identified during Pupil Progress and Inclusion meetings.</p>	See 2018/19 expenditure Appendix 1
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

<p>Children have the confidence to achieve their full potential.</p>	<p>Employ specialist practitioners in a dedicated Inclusion Team of Learning Mentors to address behaviour and emotional barriers to learning.</p> <p>Breakfast club run by the inclusion team staff.</p>	<p>Children have made progress in across the curriculum to narrow the gap with age related expectations.</p> <p>All PP children have made progress better or in line with their peers.</p>	<p>Continue with approach. PP children to be identified during Pupil Progress and Inclusion meetings.</p> <p>Target PP children during monitoring cycle- looking at books and pupil voice focus on writing.</p>	<p>See 2018/19 expenditure Appendix 1</p>
<p>Children engage in a wide range of visits and visitors to expand their life.</p>	<p>Each class took part in a half term; 'WOW' visit/ visitor/experience linked to their Learning Challenge topic.</p>	<p>Reception-year 6. Pupil Premium funding is used to support the cost of a visit or a visitor each half term to support the learning of disadvantaged children. We also use this to support disadvantaged pupils on our residential trip to Shugborough.</p>	<p>Children enjoyed the trips and were able to talk about what was their best part. Continue this approach to develop the pupils' cultural capital/experiences and understanding of the world.</p>	<p>See 2018/19 expenditure Appendix 1</p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Home School Link worker and Education Welfare Officer to work with children and families on a range of issues, including and supporting families to improve attendance.</p>	<p>Attendance remains a key strength of the school. The Home School Link worker and EWO are rigorous in working closely with families to improve attendance. Attendance for PP pupils is 95.4% compared to Non PP 96.9%. Whole School attendance is 96.3%. Gap between PP and whole school attendance narrowed.</p> <p>OFSTED 2017 "You have effective systems in place to ensure and promote good attendance. You have given attendance a high priority and committed time and resources to successfully reducing absence rates among all groups of children."</p>	<p>The systems in place are effective in closing the gap between PP and Non PP pupils. Continue the approach next year as well as looking at persistent absentees.</p>	<p>See 2018/19 expenditure Appendix 1</p>



Appendix 1

Pupil Premium Expenditure 2018 – 2019

PUPILS ELIGIBLE FOR PP GRANT	AMOUNT OF PP	
Allocation (LAC)	Estimated £192,720	Actual £198,386
Residual from 2017-2018	£0	
Total Available	Estimated £192,720	Actual £198,386

SUMMARY OF SPENDING	Estimated AMOUNT	Actual AMOUNT
To retain extra Teaching Assistants (134,424) and additional Teachers (21,977) to support children at risk of not making expected progress by the end of KS2 and KS1 to booster some children working in small groups and 1:1,	£155,401	£180,053
To deploy specialist practitioners in a dedicated Inclusion Team of Learning Mentors to address behaviour and emotional barriers to learning in addition to EAL children transferring in to school.	£46,654	£47,459
Deployment of SENDCo to ensure that all PP children have access to funding and to monitor and track outcomes and Nurture Teacher.	£84,984	£81,275
To continue to pay for a Home School Link Worker and Education Welfare Officer to work with children and families on a range of issues, including supporting families to improve attendance.	£21,188	£21,468
Subsidising educational visits.	£9,000	£16,773

To train and implement Read Write Inc. to improve attainment in literacy throughout the school, Singaporean to improve maths attainment throughout the school, TSA training to maximise impact of TSAs.	£7,659	£6,259
Volunteer Readers.	£1,284	£1,070
Total	£326,170	£354,357