



# 3 Year Pupil Premium Strategy Plan

## SCHOOL SUMMARY INFORMATION: ST. MARK'S CE PRIMARY SCHOOL

Pupil Premium Strategy Plan	2019-2022
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## CURRENT PUPIL INFORMATION: 2019-2020

Total number of pupils:	461	Total pupil premium budget:	£175,560
Number of pupils eligible for pupil premium:	133	Amount of pupil premium received per child:	£1320

## COHORT INFORMATION

	Number of PP pupils	% of PP pupils	Number of Non-PP pupils	% of Non-PP pupils
Boys	58	44%	143	50%
Girls	75	56%	143	50%
SEN support	24	18%	40	14%
EHC plan	1	0.008%	4	0.014%
EAL	96	72%	37	13%

## Assessment Data

EYFS				
	Pupils eligible for PP 2019	All Pupils 2019	National Average - Pupils not eligible for PP funding 2019	PP data from previous academic year 2017-18
Good level of development (GLD)	Not yet available	Not yet available	75%	44%

YEAR 1 PHONICS SCREENING CHECK				
	Pupils eligible for PP 2019	All Pupils 2019	National Average - Pupils not eligible for PP funding 2019	PP data from previous academic year 2017-18
% Year 1 achieving 'Wa' Level	83%	80%	85%	89%

END OF KS1 ATTAINMENT				
	Pupils eligible for PP	Pupils not eligible for PP		PP data from previous academic year
		School average	National average	2017-18
% achieving the expected standard or above in reading	60%	59%	78%	68%
% achieving the expected standard or above in writing	60%	57%	73%	63%
% achieving the expected standard or above in maths	70%	57%	79%	63%

END OF KS2 ATTAINMENT				
	Pupils eligible for PP	Pupils not eligible for PP		PP data from previous academic year
		School average	National average	2017-18
% achieving the expected standard or above in reading	43%	62%	78%	62%
% achieving the expected standard or above in writing	40%	69%	83%	62%
% achieving the expected standard or above in maths	47%	69%	84%	50%
% achieving expected standard or above in reading, writing and maths	37%	62%	71%	50%

END OF KS2 PROGRESS				
	Pupils eligible for PP	Pupils not eligible for PP		PP data from previous academic year
		School average	National average	2017-18
Reading progress measure	+0.75	+3.23	+0.32	+ 0.4
Writing progress measure	+0.76	+1.69	+0.27	+ 3.1
Mathematics progress measure	-0.87	+1.41	+0.37	+ 0.8

**OTHER DATA**

	Early Years Pupils eligible for EYPP	Pupils eligible for PP	Pupils not eligible for PP	
			School average	National average
Attendance	87.7%	95.4%	96.9%	96.6%
Exclusions – Fixed Term	0	0	0	2017-018 0.75%
Exclusions – Permanent	0	0	0	2017-018 0.01%

## Identified next steps for disadvantaged pupils (3 year plan)

LONG-TERM PLAN (3 YEAR TIMESCALE):			
Priority no'	Priority	Rationale	How it links to other school priorities
1.	Developing oracy, language vocabulary and communication skills including written communication	Children typically come into the EYFS with entry data that is significantly below the national average in the area of Communication and Language. If children are not able to communicate effectively, this forms a barrier to their learning in many different areas of development.	SDP
2.	Developing pupils' cultural capital/experiences and understanding of the world.	On entry to school, many children have limited experiences and knowledge of the world	SDP Seven Stars Guarantee Learning Challenge Curriculum
3.	Developing reading comprehension including inference skills and reading fluency	For some children, there is a gap between the children's reading age and comprehension age. Children with poor comprehension skills have difficulty in making inferences to connect ideas and to incorporate their prior knowledge and understanding.	SDP

4.	Successful integration for pupils who are new to school	The school has a high % of mobile pupils, who can start at any point during the academic year. The majority of the pupils have little, some or minimal English as well as little experience of education.	A non-negotiable priority due to the context of the school.
5.	Promote personal development and ensure pupils know how to stay physically and mentally healthy	Some children have barriers to learning because of social and emotional needs. These need to be addressed so the children are ready to learn.	A non-negotiable priority due to the context of the school.
6.	Improving attendance and punctuality	Absence may lead to under-performance and pupils may not reach their full potential. As a result, having a long-term impact on their social and economic future.	Attendance is a non-negotiable priority.

PRIORITY 1: Developing oracy, language vocabulary and communication skills including written communication

Member of staff responsible: English Lead

Desired outcomes	Actions to be taken	What is the evidence and rational for the choice?	How will you ensure it is implemented well?	Success Criteria	Staff Lead	By when
<p>1. Language enrichment: Increase vocabulary and improve articulation of spoken and written language</p>	<p>Quality First Teaching</p> <p>Training and ongoing professional development opportunities for all staff</p> <p>All staff to attend Pie Corbett “Talk for Writing” training</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>Continue to enhance RWI phonics and spelling programmes.</p> <p>1 to 1 RWI for targeted children.</p> <p>All children across the school receive pre-teaching of vocabulary so that they can access class teaching.</p>	<p>OFSTED report on PP 2014 suggests that, <i>“effective deployment of teaching staff was seen as vital in raising standards among disadvantaged pupils, with the best teachers working with those who needed most support and using teaching assistants to support pupils’ learning.”</i></p> <p>All training is purposeful and has proven impact on pupil progress and attainment.</p> <p>Talk for Writing develops key vocabulary and grammar, and impacting positively on children’s speaking, listening and writing.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months’ progress (EEF, Making The Best Use of TAs). EEF guidance Making The Best Use of TAs states that explicit connections need to be made between learning from everyday classroom teaching and structured interventions. EEF Toolkit – Oral language interventions impact + 5 months</p> <p>The programmes are nationally recognised with</p>	<p>Training available to meet Staff needs. New staff receive training.</p> <p>Interventions timetabled, monitored and impact assessed by Inclusion lead.</p> <p>Daily RWI timetabled. Development days to further</p>	<p>Pupils’ vocabulary is increased and they speak and write with clarity.</p> <p>Pupils demonstrate a ‘love of language’, which is evident through their challenging vocabulary choices.</p> <p>Pupils make expected progress in writing by the end of KS1 and KS2.</p>	<p>English Lead</p> <p>Inclusion Lead</p>	<p>Termly monitoring</p> <p>Termly pupil progress meetings</p>

		<p>proven impact in improving children’s phonics and spelling. EEF Toolkit- Phonics teaching impact + 4 months</p> <p>Vocabulary at aged five:</p> <ul style="list-style-type: none"> <li>• There is a 27% gap between the lowest income quantile and the highest.</li> <li>• The lowest quintile have 16% more likely to have conduct problems compared to the highest quintile.</li> <li>• The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile</li> </ul> <p>Waldfoegel and Washbrook, 2010</p> <p>“Children who enter with limited vocabulary knowledge grow much more discrepant over time from their peers who have rich vocabulary knowledge” Baker, Simmons, &amp; Kame'enui. (1997). Vocabulary acquisition: Research bases.</p> <p>“There is a strong and positive correlation between a child’s early development of an academic vocabulary and formative learning. Children who are exposed to and achieve a substantive vocabulary at an early age have real advantages over those who lack an early vocabulary.” Words determine a child’s future by Stephen Seyer, 2014</p>	<p>improve practice in RWI phonics. Masterclass sessions, coaching and monitoring.</p>	<p>Year 1 pupils are in line or above the national average in phonics</p>	<p>Reading Lead</p>	<p>Termly Read Write Inc. Development days led by a Ruth Miskin consultant</p>
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<p>2. Improved articulation</p>	<p>Continuation of English Speaking Board Exams.</p>	<p>ESB is an internationally recognised speaking examination designed to improve pupils' speaking, listening and communication skills. As well as improving their confidence.</p> <p>2018-2019 ESB results showed that the number of children completing exams at the higher level in their year group had increased. There are fewer children taking the lower levelled speaking exams since 2018. This means that more pupils are meeting year group expectations in Speaking and Listening in order to access the exams.</p> <p>Some of the children that have taken and passed the levels below their year group are children with additional needed or who have limited spoken English.</p> <p>29 children Y6 children completed the Junior Medallion of which 97% were graded Merit or higher.</p>	<p>Training for new staff.</p>	<p>All pupils will speak with clarity.</p> <p>A consistent approach across all year groups.</p>	<p>ESB Lead</p>	<p>July 2020</p>
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<p>3. Improved oral and written skills</p>	<p>Quality First Teaching</p> <p>Pupils new to English are supported in their language acquisition e.g. Racing to English</p> <p>Targeted pupils/whole class are receiving 'Word Aware' vocabulary development</p>	<p>'Quality First Teaching impacts most positively on disadvantaged children' (Mark Rowland).</p> <p>Some of the pupils need targeted support to catch up. These programmes have been independently evaluated and shown to be effective in other schools.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months' progress (EEF, Making The Best Use of TAs).</p> <p>EEF guidance Making The Best Use of TAs states that explicit connections need to be made between learning from everyday classroom teaching and structured interventions.</p> <p>EEF Toolkit- Oral language interventions impact is +5 months.</p>	<p>Staff are trained in the interventions and these are monitored.</p> <p>Pupils are identified and their progress followed up in termly Pupil Progress meetings.</p>	<p>Pupils will make rapid progress in spoken and written language to narrow the gap with age related expectations.</p> <p>Pre and Post assessments show good progress</p> <p>Word Aware fully implemented.</p>	<p>SLT and English Lead</p> <p>Inclusion Lead</p>	<p>Termly</p>
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<p>4. Improve oral and listening skills in Early Years</p>	<p>Quality First Teaching</p> <p>Speech and Language therapist to meet regularly with Early Years Lead.</p> <p>Fully implement Early Talk Boost and Talk Boost</p>	<p>'Quality First Teaching impacts most positively on disadvantaged children' (Mark Rowland).</p> <p>Reports such as ' The State of Speaking in Our Schools' highlight the need for an oracy influenced curriculum</p> <p>The EEF reports show that Oracy language interventions improve progress by five months</p>	<p>Early communication screening; completed on entry and post intervention, as well as the end of year.</p> <p>S &amp; L Therapist to work with EYFS Lead to identify referrals.</p>	<p>All EYFS pupils increase their score on the early communication screen</p>	<p>EYFS Lead</p>	<p>Ongoing.</p>
<b>Projected Spending</b>					<p>See current 2019-2020 expenditure plan.</p>	

Priority 2: Developing pupils' cultural capital/experiences and understanding of the world.

Member of staff responsible: SLT

Desired outcomes	Actions to be taken	What is the evidence and rational for the choice?	How will you ensure it is implemented well?	Success Criteria	Staff Lead	By when
<p>1. A curriculum that is aspirational and designed for depth of understanding across all subjects.</p>	<p>Quality First Teaching.</p> <p>Review the curriculum to ensure it is fit for purpose.</p> <p>Subject leaders to develop curriculum maps to ensure a clear progression of knowledge and skills across all subjects.</p> <p>Introduce knowledge mats in Years 1 to 6, which support vocabulary acquisition and understanding as well as pupils' knowledge linked to the Learning Challenge questions.</p>	<p>Children need to develop a deep understanding of all subjects across the curriculum.</p> <p>Children need to make links in their learning as they move through school.</p>	<p>Curriculum maps ensure appropriate/ age related vocabulary is taught and links effectively to each subject and the different Learning Challenge questions.</p>	<p>All pupils acquire knowledge and vocabulary, which will enable them to build on with further vocabulary and knowledge.</p>	<p>MJ LN</p>	<p>Summer 2 2020</p>

<p>2. All pupils engage in a wide range of visits and visitors to expand their life experiences and enhance their learning.</p>	<p>Each class takes part in a half term 'WOW' visit/ visitor/experience linked to their Learning Challenge topic.</p> <p>All pupils have a Seven Stars Guarantee passport which links to a variety of activities which they are expected to complete throughout their time at St Mark's e.g. make a daisy chain, compete in a sporting tournament, etc.</p>	<p>Many children at home have limited life experiences outside of the home and this impacts on their learning in school. The half-termly 'WOW' engages children in their education: enhances their learning and provides them with experiences they may not otherwise have had.</p> <p>As Elliott Major (2015) writing for the Sutton Trust says: "Widening wealth gaps have created a privileged class hell-bent on preserving that privilege for their offspring and armed with ever more resources to enrich their children educationally. At the same time 'working class' kids have been stripped of the traditional places where they once developed cultural capital: the youth club, town hall, local library, or children's centre." He goes on to say "Given this, the role of schools as places of cultural and social as well as academic learning has become even more critical."</p>	<p>Visits/visitors are well planned and have a direct impact on the quality of learning.</p> <p>Visits/visitors are planned into the Learning Challenge Curriculum long term plan</p>	<p>All pupils experience visits, visitors and have the opportunity to attend a residential at the end of KS2.</p> <p>All pupils complete their Seven Stars passport.</p>	<p>SLT</p>	<p>After each visit/ visitors – Evaluations</p> <p>Half Termly</p>
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<p>3. All pupils participate in an extra-curricular club/s.</p>	<p>Teachers and support staff to offer a variety of clubs to widen pupils' experiences.</p>	<p>All pupils need a wealth of opportunities to support them in developing their cultural capital and experiences of the wider world.</p> <p>Extra-curricular clubs enable pupils to identify their strengths e.g. sporting abilities</p> <p>For example, opportunities to watch Manchester United at their stadium.</p>	<p>Ensure clubs are engaging and meet the needs of all pupils.</p> <p>Use pupil voice to evaluate and plan clubs.</p> <p>Extra-Curricular Lead to ensure disadvantaged children are targeted.</p> <p>Analyse the % of pupils who attend each club.</p>	<p>% increase the number of pupils attending clubs.</p>	<p>Extra-Curricular Lead</p>	<p>Termly</p>
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<p>4. Pupils are able to access extra-curricular activities for which there may be a financial barrier.</p>	<p>All pupils are given the opportunity to access instrumental tuition.</p> <p>Offer funded places on clubs if necessary.</p>	<p>All pupils to access all the opportunities available to them and to take part in a wide range of enrichment activities.</p>	<p>Complete pupil voice with disadvantaged pupils before and after block.</p> <p>Music Lead to track pupils accessing the tuition.</p>	<p>An increase in the number of pupils receiving instrumental instruction.</p>	<p>Music Lead</p>	<p>Summer 2020</p>
<b>Projected Spending</b>					<p>See current 2019-2020 expenditure plan.</p>	

PRIORITY 3: Developing reading comprehension including inference skills and reading fluency

Member of staff responsible: SLT and English

Desired outcomes	Actions to be taken	What is the evidence and rationale for the choice?	How will you ensure it is implemented well?	Success Criteria	Staff Lead	By when
<p>1. Parents understand the importance of reading with their child on a daily basis.</p>	<p>Further develop parent workshops both in school and with external agencies/projects.</p> <p>Continue to celebrate Star readers in assembly-pupils who read 5 times a week get a raffle ticket into a draw, which could enable them to choose a book to take home.</p>	<p>Reading is an essential life skill, which has a major impact on outcomes throughout life.</p> <p><u>EEF Toolkit Impact</u></p> <p>Parental Engagement + 3 months.</p> <p>Reading Comprehension Strategies impact + 6 months.</p>	<p>Parent workshops will be held and attendance of parents recorded.</p> <p>Every week, diaries are checked and parents are reminded to listen to their child read.</p> <p>Target pupils for daily readers if they are not reading 5 times a week at home.</p>	<p>All pupils are regularly reading 5 times a week at home.</p>	<p>Reading Leader</p>	<p>Ongoing</p>

<p>2. Pupils make expected progress by the end of KS1 and KS2 in reading.</p>	<p>Quality First Teaching.</p> <p>TSA training to maximise impact of TSAs.</p> <p>Targeted pupils are identified and read with Beanstalk volunteers.</p> <p>Effective feedback and marking helps to move children's learning forward.</p> <p>Green word grids are sent home for pupils (who are on the RWI phonics programme) to practice.</p>	<p>Reading is an essential life skill, which has a major impact on outcomes throughout life.</p> <p>The EEF Attainment Gap Report 2018 states that, <i>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial; therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."</i></p> <p><u>EEF Toolkit Impact</u></p> <p>One to One Tuition + 5 months Small Group Tuition + 4 months Parent Engagement + 3 months Phonics + 4 months Effective Feedback + 8 months</p>	<p>Book bag scans to ensure the books match the children's reading age.</p> <p>Monitoring teaching and learning of Reading.</p>	<p>Improved outcomes for pupils in reading across the school, narrowing the gap with age related expectations.</p>	<p>Inclusion Lead</p> <p>English Lead</p>	<p>6 monthly GL reading assessments</p> <p>Pupil progress meetings termly</p>
<p>3. Improved inference skills of KS2 disadvantaged pupils.</p>	<p>Targeted pupils receive reading interventions in KS2. For example, inference intervention.</p> <p>TSAs to attend inference and Bench Marking training to maximise impact.</p>	<p>Analysis of KS2 SATs for 2019 clearly shows that pupils need to further develop their inference skills.</p> <p><u>EEF Toolkit Impact</u></p> <p>Small Group Tuition + 4 months Reading Comprehension Strategies + 6 months.</p>	<p>KS2 staff trained and use the strategies to develop pupils' inference skills.</p> <p>Coaching and peer to peer support where appropriate</p>	<p>GL assessments pre and post show impact on progress and outcomes.</p> <p>Outcomes for pupils in reading improve across the school, narrowing the gap for chronological ages and age related expectations.</p>	<p>Inclusion Lead</p> <p>Reading Lead</p>	<p>6 monthly GL reading assessments</p>
<b>Projected Spending</b>						<p>See current 2019-2020 expenditure plan.</p>

PRIORITY 4: Successful integration for the mobile population

Member of staff responsible: JT

Desired outcomes	Actions to be taken	What is the evidence and rational for the choice?	How will you ensure it is implemented well?	Success Criteria	Staff Lead	By when
<p>1. All new children adapt well to life at St. Mark's and make good progress from their starting points.</p>	<p>Inclusion team deployed to support new arrivals and ensure that they develop both socially and emotionally.</p> <p>All new arrivals to attend Sunbeams.</p> <p>The Home School Link worker will liaise with the inclusion team and class teachers regarding any identified vulnerabilities.</p>	<p>In 2018-2019, 77 children (17%) arrived or left the school during the academic year.</p> <p>Targeted support to be carried out by practitioners ensuring that those who are new to the school have the opportunity to have a smooth transition from their previous setting/situation into St. Mark's.</p> <p>Behaviour in school is good. OFSTED 2017 "Pupils' personal development, behavior 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><u>Social and Emotional Learning-</u> On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in</p>	<p>Organised timetables to ensure staff delivering the provision have sufficient preparation and delivery time.</p> <p>Data and Inclusion Lead to monitor and track outcomes termly during Inclusion and Pupil Progress meetings. Using NASEA tracking for children new to English and school assessment system for children who are</p>	<p>All new pupils make rapid progress in developing their acquisition of English.</p> <p>All pupils are ready to participate in all aspects of school life.</p> <p>The interventions and strategies enable pupils to access curriculum and maximise learning opportunities.</p>	<p>Inclusion Lead</p>	<p>Ongoing</p>

		school. They also have an average overall impact of four months' additional progress on attainment.	able to access the curriculum.			
<b>Projected Spending</b>						See current 2019-2020 expenditure plan.

**PRIORITY 5: Developing the whole child by promoting personal development and teaching pupils how to stay physically and mentally healthy**

Member of staff responsible: All Staff

Desired outcomes	Actions to be taken	What is the evidence and rationale for the choice?	How will you ensure it is implemented well?	Success Criteria	Staff Lead	By when
1. All children feel safe and know how to keep themselves physically and mentally healthy.	Inclusion team to attend nurture training and implement into school.  Nurture provision to be set up for to address the needs of targeted pupils.	Providing strong social and emotional support for children through working with their families.	Pupils identified during termly pupil progress meetings.  Regular meetings with the Inclusion Lead.  The nurture project ensures that the nurture practitioners are supported by an EWO and an Educational Psychologist.	Pupils make rapid progress across the curriculum to narrow the gap between their current attainment and their age related expectations.  Boxall profiles and SDQ show improvement.	Inclusion Lead	Termly
<b>Projected Spending</b>					See current 2019-2020 expenditure plan.	

PRIORITY 6: Improving attendance and punctuality

Member of staff responsible:

Desired outcomes	Actions to be taken	What is the evidence and rationale for the choice?	How will you ensure it is implemented well?	Success Criteria	Staff Lead	By when
<p>1. School attendance rates are in line with 'All Pupils' nationally.</p>	<p>Continue to monitor attendance on a daily basis.</p> <p>EWO and HSLW to hold attendance clinics with parents for whose pupil's attendance is causing concern.</p> <p>Continue to reward good attendance.</p> <p>Ensure that certificates are given out each half term for attendance, red, amber and green.</p>	<p>Attainment cannot improve for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p><i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school.'</i></p>	<p>Home School Link worker and Education Welfare Officer to work with pupils and families to improve attendance.</p> <p>Continue to reward good attendance for pupils and keep attendance as high profile.</p>	<p>Overall PP attendance improves and is in line with that of non-Pupil Premium pupils.</p> <p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.</p>	<p>MJ/LN</p>	<p>Ongoing</p>

<p>2. Increased punctuality rates and ensuring children are ready to learn.</p>	<p>Disadvantaged pupils have access to the exercise club and breakfast club before school.</p> <p>All children are offered a free bagel on arrival to school.</p>	<p>'Breakfast is a crucial part of every child's day. It affects everything from memory to creativity in the classroom. Children who go hungry are more inclined to become distracted from learning at school, or give up more easily when faced with challenges.'</p> <p>Fleck 2018</p>	<p>Registers to be taken for both clubs and the % of disadvantaged pupils tracked.</p>	<p>Children attend school on time and are ready to learn.</p>	<p>MJ/LN</p>	<p>Ongoing</p>
<b>Projected Spending</b>					<p>See current 2019-2020 expenditure plan.</p>	