



Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	St Mark's C of E Junior School, Salisbury				
Academic Year	2018-19	Total PP budget	£34,320	Date of most recent PP Review	Sep 2017
Total number of pupils	361	Number of pupils eligible for PP	26	Date for next internal review of this strategy	Sept 2018

2. Current attainment 2018 KS2 SATs Data		
	Pupils eligible for PP (7 pupils)	Pupils not eligible for PP (79 pupils)
% attainment in RWM (reading, writing and maths)	57%	77%
% attainment in Reading	71%	86%
% attainment in Writing	57%	87%
% attainment in Maths	57%	81%

3. Barriers to future attainment		
In-school barriers		
A.	Attainment data for all Pupil Premium pupils across the school, particularly Year 3 (2017-18)	
B.	Progress for all PP pupils, particularly Year 5 and 6 (2017-18) who attained highly at KS1	
C.	Progress and attainment of PP who are 'doubly' disadvantaged (PP as well as having an EAL/SEND or other specific need).	
External barriers		
E.	Attendance and punctuality of specific Year 6 children (2018-19)	
F.	Engagement and emotional well-being of specific PP children across the school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment of PP pupils across the school.	<ul style="list-style-type: none"> Individual needs are clearly identified and targeted (Personalised provision plans) Pupils and parents are involved in target setting and reviews of progress Attainment data for PP pupils is in line with or better than non-PP pupils. Attainment data is accurately analysed to monitor attainment at regular points throughout the year.
B.	To ensure PP pupils make good levels of progress from their starting points.	<ul style="list-style-type: none"> Regular feedback is used to inform pupils of next steps in learning. Teachers track progress and personalise learning according to starting points and individual needs. Progress data is accurately analysed to monitor progress at regular points throughout the year. Progress data for PP pupils is in line with or better than non-PP pupils.
C.	To establish higher rates of progress so that PP pupils who also have SEND can achieve levels of attainment that are in line with ARE.	<ul style="list-style-type: none"> SEND and DL leaders work closely to ensure targets are specific in addressing both PP and SEND needs. Parents and pupils are involved in target setting and review cycles. Interventions are planned effectively to address individual needs. Higher rates of progress enables SEND/PP pupils to achieve levels of attainment in line with ARE.
D.	PP pupils with emotional needs are supported effectively in order to maximise their learning potential.	<ul style="list-style-type: none"> Pupils are able to learn effectively in their classroom sessions. (Less time seeking support out of class during lessons) Pupils and parents know how to access emotional support through school channels (teacher, ELSA and PSA) Teachers maintain positive relationships with pupils and agree strategies for in class support.
E.	Attendance for PP pupils will be in line with or better than non-PP data for both our school and nationally.	<ul style="list-style-type: none"> Attendance for PP pupils is in line with or better than non-PP data for both our school and nationally. Ongoing monitoring has enabled intervention at point of concern (Teacher, DL, PSA collaboration)

5. Planned expenditure					
Academic year		2018-19			
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					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality first teaching	Improve attainment and progress for all PP pupils	<p>The National Strategies suggest that the key to success with all learners is quality first teaching. (DfE)</p> <p>Improvements in teaching and learning will improve outcome for all pupils, including PP pupils.</p> <p>Quality first teaching includes a range of planned strategies that can be personalised to meet the needs of individual learners.</p>	<p>Staff training</p> <p>Monitoring of teaching styles and impact on PP learners</p> <p>Regular colleague observations to improve practice. (Video)</p> <p>Pupil conferencing</p> <p>Pupil progress meetings and reflections inc. target setting.</p> <p>Collaborative learning opportunities e.g. learning partners (+ 5 months)</p>	<p>Deputy Head teacher</p> <p>DL leader</p> <p>SLT</p>	<p>Ongoing</p> <p>Final review July 2019</p>
Feedback	Improve attainment and progress for all PP pupils	<p><i>Feedback studies show very high positive effects on learning. (+8 months) Feedback can come from peers as well as adults. Using a range of feedback strategies is low cost. (EEF Toolkit)</i></p> <p>Since updating our school Marking and Feedback policy, we have found instant feedback from both adults, peers and self to be effective in building confidence and giving clear direction for next steps in learning.</p>	<p>SLT monitoring – lesson observations, book looks, pupil conferencing.</p> <p>Feedback opportunities amongst teachers, pupils and parents during completion of Personalised plans</p>	<p>Deputy Head teacher</p> <p>DL leader</p> <p>SLT</p>	<p>Ongoing</p> <p>Final review July 2019</p>
Meta-cognition and self-regulation	<p>Improve attainment and progress for all PP pupils</p> <p>Improve emotional well-being of PP pupils</p>	<p>High impact for very low cost based on extensive evidence. (+ 7 months) EEF toolkit</p> <p>Pupils will develop more control over their own learning, leading to greater motivation and engagement.</p> <p>Children who apply a growth mindset to their learning will strive to improve and learn new things rather than taking easy options. (Carol Dweck)</p>	<p>Growth mindset pedagogies revisited at the start of each academic year and applied throughout.</p> <p>Teach children to select appropriate levels of challenge and support.</p> <p>Clear feedback and pupil involvement in target setting.</p> <p>Self-evaluation opportunities are encouraged in all classes.</p>	All staff	<p>Ongoing</p> <p>Final review July 2019</p>

			Teach and model strategies for planning and completing tasks, so that children can be independent.		
Parental involvement/ communication	<p>Improve attainment and progress for all PP pupils</p> <p>Improve emotional well-being of PP pupils</p> <p>Improve attendance</p>	<i>Developing effective parental engagement to improve their children's attainment is challenging but can have a positive impact. (+3 months) (EEF Toolkit)</i>	<p>Sharing of Personalised plans and targets</p> <p>Parents' Evening and other informal discussions</p> <p>Involving parents in their child's education through curriculum letters, text communications, trips, welcoming environment and open door policy.</p> <p>Parent questionnaires and feedback</p> <p>PSA available daily</p>	<p>All staff</p> <p>DL lead to monitor</p>	<p>Ongoing</p> <p>Final review July 2019</p>
Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Personalised provision plans	Improve attainment and progress for all PP pupils	All teachers can identify needs of individual PP pupils, set targets appropriately, monitor progress and review alongside pupil and parent. These documents will inform planning and allow teachers to plan specific and appropriate interventions.	<p>DL lead to monitor setting and review process on a termly basis.</p> <p>Same document and process used for both PP and SEND pupils. Ongoing collaboration between DL and SEND leaders.</p>	<p>DL leader</p> <p>SEND leader</p> <p>Teaching staff</p>	<p>Ongoing (termly)</p> <p>Final review July 2019</p>
Peer Mentor scheme	<p>Improve attainment and progress for all PP pupils</p> <p>Improve emotional well-being of PP pupils</p>	Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. (EEF toolkit)	<p>Children selected and paired up in accordance with needs (tutee) and strengths (tutors).</p> <p>Teachers to be involved in setting the focus for sessions.</p> <p>Training session for tutors.</p> <p>Monitoring of children's engagement</p>	<p>DL leader</p> <p>Teachers</p>	<p>Ongoing</p> <p>Final review July 2019</p>

			Pupil conferencing with involvement of the DL Governor.		
Social and Emotional learning	Improve emotional well-being of PP pupils Improve attendance	<i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i> <i>SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. (EEF Toolkit)</i>	Specialist adults support 1. ELSA – nurture room available as a supportive environment for pupils Group sessions/ 1;1 sessions run in line with personalised targets. 2. PSA – available throughout the school day to meet with parents at their point of need. Group sessions arranged in response to parental feedback. 3. TA offers in class support, both academically and emotionally as needed. 4. Counsellor – pupils invited as needed for more specialised counselling sessions.	DL lead SEND coordinator	Ongoing Final review July 2019
Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Arts Participation	Access for all pupils, regardless of financial situation. Emotional well-being	<i>Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. (EEF toolkit)</i>	Subsidised music lessons offered to all PP pupils. School systems allow for parents to seek support for funding trips, if required.	Head teacher Music Leader Financial Admin.	Ongoing Final review July 2019
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		2017-18		
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
<p>A. To ensure PP achieve at least expected ARE</p> <p>B. To ensure PP make good levels of progress from their starting points compared to other pupils</p>	<p>Ongoing staff training in relation to quality first teaching (including support staff)</p> <p>Pupil Premium Provision sheets</p> <p>Pupil Feedback</p> <p>Meta-cognition and self-regulation (Learning to learn approaches).</p> <p>Parental communication</p>	<p>MEDIUM/HIGH IMPACT: Attainment data for the year is very positive. PP pupils (minus those with SEN) performed in line with and at times better than non-PP pupils with attainment figures showing that 80 – 100% of PP pupils without any SEN need achieved age related expectations across Years 4 – 6. In Year 3, a lower percentage of pupils attained age related expectations but many of these pupils, although not being on the SEN register, had low starting points and therefore when progress is looked at, over 85% made good or better progress in R, W and M. This cohort will continue to be targeted next academic year. Progress data for Year 3 and 4 is good or better (80% made good or better progress in R, W and M). For Years 5 and 6 there is a more complex story due to the change in curriculum expectations and assessment guidelines. When compared to equivalent expectations from the new curriculum at KS1, progress data shows a generally healthy picture.</p> <p>HOW DID WE GET THERE: Staff training sessions and one-to-one target setting sessions with teachers allowed them time and focus to set appropriate and effective targets for PP pupils from the onset of the year (personal provision plans). Teachers were then able to plan effective teaching interventions and use strategies that would best support the good progress of these pupils. These were evaluated and updated throughout the year.</p> <p>Our SLT developed a smarter and more focused feedback and marking policy which was used by teachers to ensure pupils were receiving feedback and were able to act on targets. The use of group sessions in the afternoons meant class teachers could work with particular groups of pupils to target any areas needed.</p> <p>Every classroom invested time to teach and develop meta-cognition approaches to learning (for example during our 'growth mindset' week. The language of growth mindset was common language throughout the school.</p> <p>Teachers made use of parents evening to share targets for all pupils so that parents were aware of how they could help their pupils. Extra 'book look' sessions were used to allow parents opportunities to come and see their child's progress and speak to the class teacher.</p> <p>Development of a new assessment system made targets and progress easier for teachers to track and address. This enabled teachers and the coordinator opportunities to look at areas for focus easily across the year.</p>	<ul style="list-style-type: none"> - One to one target setting (provision plans to continue and teachers to share at Parents evening). - PP coordinator to continue to monitor targets and plans and work closely with class teachers. - Staff training sessions to be held as needed by DL lead and other SLT member throughout the year to develop areas of teaching of learning - DL coordinator to attend network meetings, complete reading so that they are up to date with latest training - Continuation of new data system with added group filters for PP and SP pupils so that DL progress and attainment can be easily tracked. - SP pupils are performing better than PP pupils overall so continued focus will be on promoting higher outcomes for PP pupils 	

<p>C. For doubly disadvantaged PP pupils to diminish the difference between their progress and attainment in relation to others</p>	<p>SEN strategies/class support to be visible in lessons and on planning</p> <p>Liaison/training/monitoring by SENCO</p> <p>TA/Teacher support within class</p>	<p>MEDIUM IMPACT: Most SEN pupils made expected or better progress relative to their starting points. For those pupils who did not make expected progress, small step progress can be seen in terms of closing and addressing gaps in their understanding and in terms of their emotional well-being and mindset. Some attendance issues were addressed and pupils have become more able to work with increased independence, hopefully the benefits of which we will continue to see year on year (for example, 100% of SEN and PP pupils in Year 5 next year should make EXS).</p> <p>HOW DID WE GET THERE: The SENCO and DL coordinator liaised closely through the year to guide teachers and TAs to best support their SEN pupils. A range of in class and focused individual and group techniques were used, in line with pupil's targets on their provision plans (for example precision teaching, power of 2 and a small teaching group for English and Maths . Various monitoring techniques were used to track small step progress (e.g. a new tracking spreadsheet for pupils working below their age-related expectations and the use of tests to show progress).</p>	<ul style="list-style-type: none"> - Provision plans for SEN and PP pupils to be on the same document - SEN interventions to continue in class - SENCO and PP lead to continue working together. - Continue to use quality first teaching approaches. 	
<p>D. Increasing rates of progress across KS2 for high attaining pupils eligible for PP.</p>	<p>Ongoing staff training in relation to quality first teaching (including support staff)</p> <p>Use of reasoning and problem solving tasks in Maths</p> <p>High expectations for all and use of high level texts/models for writing in English</p> <p>Mastery and challenge approach curriculum</p> <p>Meta-cognition and self-regulation (Learning to learn approaches).</p> <p>Specific children highlighted on planning where needed</p>	<p>MEDIUM IMPACT: Progress for high attainment PP pupils at KS1 is good for Years 3 and 4 where pupils have been working on the new curriculum since then. In Years 5 and 6 it is a more complex picture. For those children attaining a level 3 at KS1, most have continued to attain GDS. Those attaining a 2A at KS1 have been targeted for GDS, with the majority attaining EXS. For St Mark's we believe this is more comparable, despite teaching GDS skills.</p> <p>HOW DID WE GET THERE: Staff training sessions through the year focused on challenge across the curriculum. The adoption of the 'White Rose' Maths scheme has helped to promote the teaching of reasoning and problem solving across the school. Text based English lessons and whole class, quality texts for guided reading sessions have helped to provide good models for writing. Extra focus on grammar teaching and extended writing has helped to consistently promote high expectations across the school. Moderation sessions throughout the year have helped teachers to be more consistent and learning walks from SLT have provided feedback to improve and develop teaching and learning so that all pupils are challenged as much as possible. The culture of being proud of our work and being inspirational has been embedded through assemblies and class displays. Our growth mindset work and focus on 'challenge' has helped support his.</p>	<ul style="list-style-type: none"> - Year 6 to be targeted for progress gap (pupils with 2A+ targeted for GDS). - Time for teachers to work with and target high attaining pupils - White Rose maths scheme to continue to promote high levels of reasoning and problem solving - Extended writing sessions in English and cross curricular links. 	

<p>E. All pupils are emotionally ready to learn.</p>	<p>Meta-cognition and self-regulation (Learning to learn and growth mindset approaches approaches).</p> <p>Clear and relevant feedback</p> <p>Communication with parents</p> <p>TA support within class</p> <p>SEN provision where appropriate.</p> <p>Behaviour interventions</p>	<p>MEDIUM/HIGH IMPACT: Our pupils who have struggled most emotionally have responded well to the group support and many have integrated back into class positively at the end of the year. Pupils who were emotionally unable to learn have now been able to focus themselves more academically and are making steps forward and making progress. Attendance has improved greatly for pupils who have had intervention from ELSA and PSA (for example, one pupil's attendance rose from 94% in terms 1 and 2 to 100% in terms 3 and 4). Class teachers have commented on how these strategies have supported the emotional readiness of these pupils to be able to learn in class and how interventions can be made more appropriately in class at the point of teaching.</p> <p><u>HOW DID WE GET THERE:</u> Our focus on meta-cognition approaches to learning has helped to embed the culture and language and growth mindset across the school. The development of the marking and feedback policy supported this as pupils are expected to respond to their teacher's marking and make improvements in their work. Target setting worked alongside this to ensure pupils knew their next steps and could evidence in their work. Targets were shared with parents at parents' evening/in reports.</p> <p>The provision of a small teaching group for English and Maths (Acorns) has helped to support those pupils who are either struggling to access curriculum coverage in their classrooms due to academic or emotional needs. This has provided a safe environment for pupils to work on individual targets, often from previous years, to help consolidate and close any gaps in their learning. For some pupils this has helped focus them and raise confidence so they are now more emotionally ready to work in their own class settings. Further tutoring after school and peer mentor sessions have helped to support these pupils so they can feel good about their steps of progress.</p> <p>Pupils who have needed it have had access to our ELSA support and some have been referred to our counsellor. Our PSA has helped to support families requiring it. This has been ongoing through the year.</p>	<ul style="list-style-type: none"> - ELSA support to be continued both in and out of class to ensure pupils are ready to learn - PSA to support families - Communication between ELSA, class teacher and PSA to continue to be good so that parents and pupils receive clear support and issues are dealt with efficiently. - Use of Garden room facility at lunchtimes to support those children who need it - School counsellor - Growth mindset language and culture to continue to be developed school-wide. 	
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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
<p>F. To ensure PP achieve at least expected ARE</p>	<p>Collaborative learning Group Tuition for identified children focusing on basic skills</p>	<p>MEDIUM/HIGH See review of target A and B for detailed summary of impact.</p> <p>PP Pupils in Year 4 and 5 attended peer mentor sessions. Here they were able to focus on their particular targets and areas of need with a Year 6 'buddy' who could support and encourage them. This, initially only expected to run for a term, ended up running all year under the supervision of the DL coordinator. A governor</p>	<ul style="list-style-type: none"> - Continuation of peer mentor approaches (both in and out of class) - Use of group tuition with teachers (for example in Year 6 at the beginning of 2018-19 year to focus and target intervention in 	

G. To ensure PP make good levels of progress from their starting points compared to other pupils	Peer tutoring One to one tuition with experienced teacher Study books Inclusion meetings	learning walk showed the positive impact this was having as the pupils spoke about how it helped them on their basic skills and how it was good working with other pupils rather than adults. Teachers spoke favourably about the scheme, often sending class work that the pupils were struggling with. Group tuition for targeted PP pupils took two forms: One group targeted the higher attaining pupils and they worked on problem solving and reasoning style skills in Maths and used good models of text to produce pieces of extended writing collaboratively. Teachers and pupils expressed how engaging this was and pupils spoke about how it helped them to feel more confident in class. The second group targeted pupils working below their expected standard in Year 5 and 6. Here they were able to work on basic skills, sentence structure and reading. The pupils again expressed how it helped their confidence and the teachers commented on the progress they saw over the 8 weeks.	English and Maths). DL coordinator to release teachers to be able to do this. - Pupil progress meetings to be held each term to identify pupils requiring further targeted support.	
H. For doubly disadvantaged PP pupils to diminish the difference between their progress and attainment in relation to others	Collaborative learning (small group provision for targeted children) One to one tuition with experienced teacher/SENCO Inclusion meetings	MEDIUM See review of target C for detailed summary of impact. The SENCO developed a thorough programme of training for TAs at the beginning of the year so that they could best support pupils who needed interventions such as phonics, precision teaching, Numbers Count. Training sessions for teachers were also held which focused on areas of need within the school. Intervention records enabled TAs and teachers to track progress and decided which interventions were working. Diagnostic tests were used to track and show progress. Teachers made use of time to work closely with SEN and PP pupils on a one-to-one or group basis either in class or during assembly times. This again helped teachers to either pre-teach concepts and ideas or address any gaps.	- Training for TAs and teachers to continue as relevant through the year - Interventions to be run in class wherever possible - Group work/individual sessions to be run by teachers - SENCO and DL lead to continue to work closely to track and target pupils	
I. Increasing rates of progress across KS2 for high attaining pupils eligible for PP.	Peer tutoring Collaborative learning	MEDIUM For impact summary, see target D summary. Pupils who attained highly at KS1 engaged particularly well with the peer mentoring and group tutoring sessions. They enjoyed and gained confidence when solving problems and creating extended pieces of writing with a Year 6 coach or a teacher in a smaller group setting. These pupils became more aware of their targets and own abilities and teachers feel more confident that these attitudes and skills will be transferred to their new classes next year so they can build on this and reach GDS.		
J. Attendance and punctuality data for PP children will be	Parent Support Advisor to communicate and support families with	HIGH IMPACT: Attendance for DL pupils for 2017-18 is 97% which is the same figure as our whole school attendance.	- Next year we will target Year 6 to ensure pupil's attendance could be as high as possible.	

Commented [MSF1]:

in line or better than school and national data	attendance and punctuality issues Rewards for good attendance (sticker charts etc) Communication in newsletter regarding attendance	Attendance was highest for Year 3 and 4 (98%) with attendance in Year 5 and 6 being slightly lower (95% and 96% respectfully). Our PSA has worked closely with many families whose children have been struggling with attendance. The main reasons for poor attendance with DL pupils is illness (one pupil had a lot of time off with severe asthma) and emotional issues (one pupil's attendance was low during term 1 and 2 but it improved once the school and social services became involved). Class teachers celebrated attendance within their own classes and shared targets with those parents and pupils needing support with attendance, often providing or supporting advice with strategies.	- We will continue using our PSA and class teacher communication to enable this.	
K. Pupils are emotionally ready to learn.	PSA/SENCO/SSA Social and emotional learning groups/support time (SSA/ELSA) Counsellor Parental involvement	MEDIUM/HIGH For detailed summary of impact, see target E. The ELSA has run social and emotional groups throughout the year to support and develop skills for pupils with emotional needs. This has been a valuable resource as pupils can deal with issues here, rather than letting them affect their ability to learn in class. The ELSA has made direct contact with both class teachers and parents and is visible both in the morning and afternoon for parents. The PSA has continued to run 'The Shack' which is a before and after school café for parents and pupils. Here she has been able to make contact and be available for any parents who have questions or need advice. She has continued to run parenting classes as per the need. The PSA has also continued to communicate well with teachers through the year.	- ELSA to continue to run emotional and social support groups, opening up the garden room as a resource for break and lunchtimes - PSA to continue working closely with parents, running 'The Shack' and liaising with class teachers.	
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
J. Attendance and punctuality data for PP children will be in line or better than school and national data K. Pupils are emotionally ready to learn.	Subsidised school trips for PP pupils Subsidised fees for clubs or music/sports Invitation/encouragement for targeted PP children for school clubs	HIGH: See target J for summary of impact. The school has subsidised the cost of the Year 6 residential trip for Year 6 PP pupils and support has been given to families throughout the year so that no pupil has missed out on attending a school trip due to financial difficulties. The music coordinator offered subsidised music lessons for PP pupils. 6 pupils took up this opportunity during 2017-18 and 14 DL pupils have signed up for these lessons for 2018-19.	- Continued offer of subsidised music lessons for all DL/SEN pupils - Continued subsidised trips for families requiring support	

