



Pupil Premium Strategy 2019-20

1. Summary information					
School	St Mark's C of E Junior School, Salisbury				
Academic Year	2019-20	Total PP budget	£43,860	Date of most recent PP Review	September 2019
Total number of pupils	362	Number of pupils eligible for PP	28	Next review	July 2020

2. Current attainment KS2 SATs Data Y6 Cohort 2019		
	Pupils eligible for PP (10 pupils)	Pupils not eligible for PP (84 pupils)
% attainment in RWM (reading, writing and maths)	EXS+ 60% GDS 10 %	EXS+ 90% GDS 18 %
% attainment in Reading	70%	94%
% attainment in Writing	70%	93%
% attainment in Maths	60%	93%
Progress in Reading	-1.65	+2.23
Progress in Writing	-0.78	+0.85
Progress in Maths	-1.02	+2.03
% attainment in Reading	Y4 - 43% Y5 - 100%	Y4 - 76% Y5 - 92%
% attainment in Writing	Y4 - 43 % Y5 - 100%	Y4 - 72% Y5 - 82%
% attainment in Maths	Y4 - 43% Y5 - 80%	Y4 - 68% Y5 - 88%

3. Barriers to future attainment		
In-school barriers		
A.	Attainment data for all Pupil Premium pupils across the school, particularly Y5 (PP achieving significantly lower than non PP in reading, writing and maths)	
B.	Reading needs to be a focus across the whole school, including vocabulary and phonics knowledge	
C.	Progress and attainment of PP who are 'doubly' disadvantaged (PP as well as having an EAL/SEND or other specific need).	
D.	PP as part of a wider, more complex support network – is 'progress' for some pupils always academic?	
External barriers		
E.	Attendance and punctuality (particularly in Y4 2019-20 who had 95.18% PP and 97.04% Non PP) Overall whole school PP attendance is improving: (2017-18) 92.73% (2018-19) 94.79% (2019 –20) 97.45%	
F.	Engagement of PP children and their families	
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 – measured using school assessment tracking tool, data drops and Carroll diagrams	<ul style="list-style-type: none"> Individual needs are clearly identified and targeted on PSPs (Personal Support Plans) For those children who need individual targets. Pupils and parents are involved in target setting and reviews of progress Attainment data for PP pupils to show an increase during data drops Attainment data is accurately analysed to monitor attainment at regular points throughout the year. (ie termly)
B.	% PP Reading ARE for all year groups to be in line or exceed KS1 – measured termly using tracking tool and data drops	<ul style="list-style-type: none"> Individual targets set for Reading for all PP children on PSPs Evidence of regular reading programs, whole class and individual, observed across the school. Reading data will increase in all year groups Whole school monitoring of home reading will show greater frequency of reading by PP children Successful reading buddy partnerships and whole school Reading Rocks competition will increase enthusiasm for reading for all pupils.
C.	To establish higher rates of progress so that PP+ pupils (who also have SEND and or EAL) can achieve levels of attainment that are in line with ARE.	<ul style="list-style-type: none"> SEND, DL and EAL 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.	To recognise and validate all progress for PP children, including academic, emotional, attitude, attendance etc	<ul style="list-style-type: none"> Targets are set in response to questionnaires and meetings with parents/carers in September 2019. Targets will be relevant and appropriate to addressing the barriers to learning for individual children. Improved attitudes, emotional capabilities etc will be monitored as improved

		<ul style="list-style-type: none"> Regular conferencing of PP children (once per short term) and engagement of parents at Parent Teacher meetings.
E.	Attendance for PP pupils (Particularly current Yr 4) will increase to be in line with non PP data, other yr groups within our school and nationally.	<ul style="list-style-type: none"> Increased Attendance for PP pupils is in line with non PP Ongoing monitoring has enabled intervention at point of concern (Teacher, DL, PSA collaboration) Attendance review at end of every long term. Inclusion team (Weekly meeting) identify trends and target accordingly
F.	To build stronger relationships with parents and families of PP children so that all parties buy into and support the importance of learning.	<ul style="list-style-type: none"> September meetings with new teachers will encourage links between home and school and begin to build a relationship of trust Parents will openly engage with invitations, showing an increase of attendance at meetings e.g. parent meetings

5. Planned expenditure					
Academic year		2019-20			
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					
Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective Quality First Teaching, using a range of strategies to support and challenge all learners	<p>Whole school CPD and focus on teaching and learning. (Reading and phonics)</p> <p>DL training and updates on expectations of catering for PP learners</p> <p>Support for teachers from DL lead, and SLT</p> <p>Effective employment of TAs to support learners</p>	<p><i>The National Strategies suggest that the key to success with all learners is quality first teaching. (DfE)</i></p> <p><i>Improvements in teaching and learning will improve outcome for all pupils, including PP pupils.</i></p> <p><i>Quality first teaching includes a range of planned strategies that can be personalised to meet the needs of individual learners.</i></p>	<p>Staff training</p> <p>Regular Monitoring of teaching standards by DL lead, HT, DHT and Year leaders</p> <p>Regular colleague observations during PPA sessions (to improve practice</p> <p>Termly (short term) conferencing of PP children</p> <p>Pupil progress meetings (per long term)</p> <p>Book scrutiny</p> <p>Data drops to measure improved outcomes and thus effectiveness of provision.</p>	<p>DL lead SLT</p> <p>All teaching staff</p>	<p>Short termly checks</p> <p>End of long term checks on data and progress</p> <p>Dates for observations and scrutiny TBD</p> <p>Final Review July 2020</p> <p>£5000</p>
Effective, quality teaching of Reading with appropriate	Staff CPD to update training on delivery of a whole school reading programme (CPD agenda)	<i>Reading comprehension strategies focus on the learners' understanding of written text</i>	Use of VIPERS to be monitored in all classes	Reading Lead/DL lead	<p>Ongoing</p> <p>Termly review of reading attainment in data drops</p>

support or challenge for all pupils	Reading targets to be included for PP children on PSPs	<i>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i> Whole School ADIP focus	Monitoring of comprehension outcomes through DATA monitoring and regular assessment outcomes Monitoring of questioning strategies by Reading Lead and SLT Monitoring of reading records/ Whole class reading competitions	SLT	Final Review July 2020 £2000
Improve attainment and progress for all PP pupils through maximising feedback opportunities	Giving regular and focused feedback to PP students Give written feedback in books Give regular feedback in lesson (indicated by VF) Short termly conferencing of PP children Carry out Parent interviews and reviews of PSPs	<i>There are a substantial number of reviews and meta-analyses of the effects of feedback. Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information. A recent meta-analysis of studies focusing on formative assessment in schools indicates the gains can be more modest, suggesting that an improvement of about three months' additional progress is achievable in schools or nearer four months when the approach is supported with professional development. However, some areas of the curriculum may benefit more from feedback than others. A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research. (+8 months EEF toolkit)</i>	SLT monitoring – lesson observations, book looks, pupil conferencing. Feedback opportunities amongst teachers, pupils and parents during completion of Questionnaires and personal support plans	DL leader SLT	Ongoing Final review July 2020 £2000
Improve attainment and progress for all PP pupils	Develop metacognition in all pupils Teach learning to learn strategies Encourage and reinforce St Mark's Learning attitudes Teach strategies for planning and organising work within lessons across the curriculum Encourage and enforce self editing and LP editing (Purple and pink pen editing) in all year groups	<i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</i> <i>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. (+7 months EEF toolkit)</i>	Growth mindset pedagogies revisited at the start of each academic year and applied throughout. Clear feedback and pupil involvement in target setting. Self-evaluation opportunities are encouraged in all classes. Teach and model strategies for planning and completing tasks, so that children can be independent.	All staff	Ongoing Final review July 2019 £0 - in-house expectation

Improve emotional well-being of PP pupils	Staff undertake training Identify need for ELSA Support given		Majority of staff undertaking CACHE Young People Mental Health Training Timetabled meeting With ELSA Need only meetings with ELSA Well- being mentors trained to carry out group or individual sessions with pupils	All staff ELSA Mentors	Ongoing Final review July 2020 £5000
Parental involvement/ communication	September meetings to complete questionnaires and establish relationships Parent Meetings (October and July) PSP sent home each term. Annual Report to include April PSP – with the expectation of a reply form parents. PSA as first point of contact for parents on the playground	<i>Developing effective parental engagement to improve their children's attainment is challenging but can have a positive impact. (+3 months) (EEF Toolkit)</i>	Sharing of Personalised plans and targets Parents' Evening and other informal discussions Involving parents in their child's education through curriculum letters, text communications, trips, welcoming environment and open door policy. Parent questionnaires and feedback PSA reports positive relationships between parents and school	All staff DL lead to monitor PSA	Ongoing Final review July 2020 £3000
Total budgeted cost					£17,000
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 Support 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.	DL lead to monitor setting and review process on a termly basis. Same document and process used for both PP and SEND pupils. Ongoing collaboration between DL and SEND leaders.	DL leader SEND leader Teaching staff	Ongoing (termly) Final review July 2019 £3000
Peer Mentor scheme	Improve attainment and progress for all PP pupils Improve emotional well-being of PP pupils	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.	Children selected and paired up in accordance with needs (tutee) and strengths (tutors). Teachers to be involved in setting the focus for sessions.	DL leader Teachers	Ongoing Final review July 2019 £500

		(EEF toolkit)	Training session for tutors. Monitoring of children's engagement 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. 5. DHT/DL/SENCO/ELSA/ PSA attendance at Inclusion team meetings weekly	DLL SENDCo	Ongoing Final review July 2019 £4000
Total budgeted cost					£7,500
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 Funded by Wiltshire Music Connect	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, some funded by Wiltshire Council Grant, some funded by PPG	Head teacher Music Leader Business Manager	Ongoing £1000

Cultural Capital	<p>Inclusion of all PP pupils in wider school experiences</p> <p>Improved self- esteem and mental well-being</p> <p>To ensure all children have access to school residential experience in Year 6</p> <p>Targeted children to benefit from otherwise inaccessible paid clubs</p>	<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>	<p>Subsidised funds authorised by business manager</p> <p>School systems allow for parents to seek support for funding trips, if required</p>	<p>Head Teacher</p> <p>Business Manager</p>	<p>Throughout payment scheme period</p> <p>£2718 OB specific</p> <p>£7,000 'flexible targeted' funding to support PP involvement in clubs, trips etc</p>
Flexible targeted funding to support PP involvement	<p>Inclusion of all PP pupils in wider school experiences</p> <p>Improved academic learning and attitudes based on key gaps</p>	<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>	<p>Subsidised funds authorised by business manager</p> <p>Class teachers and SLT have had an informed and professional say in how funding for PP children is spent on an individual basis, based on children's individual needs and parental feedback</p>	<p>DL Lead</p> <p>Head Teacher</p> <p>Business Manager</p>	<p>Ongoing – by end of July 2020</p> <p>£8642</p>
Total budgeted cost					£19,360

6. Review of expenditure				
Previous Academic Year		2018-19		
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
To raise attainment of PP pupils across the school.	Quality First Teaching Staff training Monitoring of teaching styles and impact on PP learners Regular colleague observations to improve practice. (Video) Pupil conferencing Pupil progress meetings and reflections inc. target setting. Collaborative learning opportunities	All teachers completed Personalised provision plans with focused targets and close tracking of attainment in reading, writing and maths. Targets regularly reviewed and monitored. Parents involved in discussing plans www ebis at parent's meetings. End of year targets/plans written by current teacher and new teacher together to ensure continuity PP attainment broadly in line with no PP results with the exception of year 4 and maths in year 3 Data analysed at the end of each short term, reported to Year leaders and discussed with teachers to inform new targets and year group strategies.	Quality First Teaching is one of best 'low cost/ high outcome' strategies – continue with this next year Be more specific about what we are expecting attainment raises to be in to clearly focus - 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 - SENDCo and DL lead to continue to work closely to track and target pupils	£4600
Increase Feedback opportunities	SLT monitoring – lesson observations, book looks, pupil conferencing. Feedback opportunities amongst teachers, pupils and parents during completion of Personalised plans	Regular feedback given during completion of personal plans and new PSPs. All parties feel they have ownership of the targets etc.	Need to develop greater monitoring of feedback in books for PP children for next year. Booking supply ahead of time to ensure consistent release	£1300
Metacognition and self regulation Improve attainment and progress for all PP pupils Improve emotional well-being of PP pupils	Growth mindset pedagogies revisited at the start of each academic year and applied throughout. Teach children to select appropriate levels of challenge and support.	PP children all regularly in class, completing learning tasks Emotional well-being is reported to be good for all PP children with the exception of one child in year 6 who has not attended school this year, but did make visits in term 6 and did manage to sit SATs. Handover to secondary school managed very carefully.	Early help for children vulnerable to be non-attenders EWO support for this year re-invested in Inclusion Team Meetings regular – working	£4150

	<p>Clear feedback and pupil involvement in target setting.</p> <p>Self-evaluation opportunities are encouraged in all classes.</p> <p>Teach and model strategies for planning and completing tasks, so that children can be independent</p>																																	
Improve parental involvement	<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>Support as required by PSA and ELSA</p>	<p>Relations with parents and engagement in the PP monitoring process is good with most parents attending review meetings to set targets.</p> <p>Still not where we'd like it to be – need to continue to reduce the barriers</p> <p>Attendance:</p> <p>Attendance for PP broadly in line with non PP. (Y6 impacted by year-long absence of one child on register.</p> <table border="1"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>All years</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>95.18%</td> <td>97.34%</td> <td>96.38%</td> <td>92.04%</td> </tr> <tr> <td>Non PP</td> <td>97.04%</td> <td>96.77%</td> <td>96.44%</td> <td>96.64%</td> </tr> <tr> <td></td> <td>94.94%</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>96.71%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Year 3	Year 4	Year 5	Year 6	All years					PP	95.18%	97.34%	96.38%	92.04%	Non PP	97.04%	96.77%	96.44%	96.64%		94.94%					96.71%				<p>More regular meetings</p> <p>Desire to engage with parents more and involve them in setting targets and identifying individual barriers to learning</p>	£5650
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<p>Improved Personal Support Plans</p> <p>Supporting approved attainment of PP children</p>	<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>Monitoring of PSPs shows that targets are becoming more refined and reflect the needs of the individuals. Gaps are identified through termly analysis by DL lead. Feedback given to YL who discuss gaps in PP meetings and this in turn is being used to inform plans.</p> <p>Regular meetings and discussion of provision has taken place between DL and SEND lead. PSPs reviewed and adapted again in June 2019.</p>	<p>Continue with PSP this year – worked well</p> <p>Work alongside SEND/EAL leads and ensure PSPs are for all these groups</p>	£3400																														

<p>To improve attainment of PP through Peer mentoring Scheme</p>	<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>Pupil conferencing with involvement of the DL Governor.</p>	<p>See pairings for Peer mentoring scheme 2018-19. 21 PP children participated but it was noted that they were not as keen to sign up this year because they were giving up lunch times.</p>	<p>Consider time of year for Peer Mentor Scheme and target children who it will really benefit</p> <p>Need to consider this in plans for next year. How can we get children and parents to engage more in the extra- curricular?</p>	
<p>To improve social and emotional wellbeing of PP children</p>	<p>Specialist adults support ELSA – nurture room available as a supportive environment for pupils Group sessions/ 1;1 sessions run in line with personalised targets. PSA –available throughout the school day to meet with parents at their point of need. Group sessions arranged in response to parental feedback. TA offers in class support, both academically and emotionally as needed. Counsellor – pupils invited as needed for more specialised counselling sessions.</p>	<p>Attendance of PP broadly in line with non-PP. See attendance data in target area E above. Impacted by non-attender in Y6. Also slightly under in Y3.</p> <ul style="list-style-type: none"> - SEE ELSA RECORDS. ELSA reports - Lines of communication open. PSA reports - Positive relationships reported by all, although parents are still not keen to sign up children for extra sessions eg lunchtime Peer Mentor groups - All parents except for one (Year 5) happy to engage in DL monitoring process) - Children regularly discuss targets and are part of the review process, giving their views on www and barriers. 	<p>Continue to monitor on a termly basis in 2019-20. Trend need to be fed back to teachers</p>	<p>£11,500</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned</p>	<p>Cost</p>

			(and whether you will continue with this approach)	
Access for all pupils, regardless of financial situation.	Subsidised music lessons offered to all PP pupils. School systems allow for parents to seek support for funding trips, if required.	Final review July 2019 PP music lessons being subsidised by Wiltshire Music Connect. 70% of cost provided with 30% requested from parents. Taken up by 11 PP and 14 SP.	Funding being capped for next year. New PP will be offered funding but not new SP from this fund.	£3850