



St. Mark's Catholic Primary School PUPIL PREMIUM

The Pupil Premium is additional funding which schools receive to support pupil registered as eligible for FREE SCHOOL MEALS (FSM) at any point in the last 6 years, or have been in the CARE of the LOCAL AUTHORITY, or are children of members of the ARMED FORCES. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers, as research indicates that these pupils are more likely to underachieve.

GROUPS TARGETTED

Those pupils who

- Are underachieving in English and Mathematics (including pupils with the ability to achieve at a very high level)
- Have low aspirations and low self-esteem
- Are exposed to limited inspirational learning out of school
- Would benefit from increased parental engagement in their learning.
- Would benefit from higher quality verbal communication skills and vocabulary
- Have poor attendance
- Have pastoral needs or other barriers to their learning

How Pupil Premium Money will be used to support disadvantaged pupils in 2018-2019

ALLOCATED AMOUNT: £34,460

Use of Funding	Specific Objective	Measurement of Impact	Cost	Evidence of Impact
EYFS				
To provide 3 - 5 morning induction sessions (dependent upon need) for pre-school pupils led by the Foundation Stage Co-ordinator and the Nursery Nurse.	To ensure that all pupils entering St. Mark's do so from an advantaged position, well equipped to embark upon their educational journey. Excellent teaching practice is modelled to new parents. To allocate resources, tailored to meet the needs of the individual child of each family and to offer staff support to model the use of these resources to disadvantaged families	The percentage of pupils attaining "a good level of development" (GLD) continues to exceed the National Average (currently at 69%). All Pupil Premium children make excellent progress (4 steps +) towards	£1570	80% of children attained GLD continuing to exceed the National Average at 72%. This is an increase of 6.7% on last year's data During the year one child received free school meals. Achieved Early Learning Goal 2 all areas; making accelerated progress from a low starting point ie 5 and 6 steps progress in both Prime and Specific areas of Learning

		reaching their goals.		
1:1 AND SMALL GROUP TUITION				
To provide 1-1 Tuition to Year 5&6 pupils to reduce the gap between non PP and PP attaining at the expected and higher standard in Mathematics	To enrol PP pupils on Third Space Learning Maths tuition programme	Ongoing diagnosis and monitoring ensures that weaknesses are quickly recognised and support given Pupil premium pupils make expected progress from KS1 prior attainment including high prior attainment	£4385	Weekly Progress report provided by the on-line service provider identified specific objectives mastered. Average diagnostic score increased for all pupils. Mindset report: Effort, enjoyment and confidence increased as result of the intervention. 2 pupils reached EXP, two attained GDS and another WTS (SEN) made expected WTS progress with 74% attendance. Disadvantaged pupils made on average 0.45 progress at end of KS2.
Engage reluctant readers not achieving age-related expectations	To provide additional books for PP pupils to take home to share with parents To provide parent workshops at coffee mornings. To part fund a library assistant to listen to PP readers, run a Boyz Only book club for Year 5/6 boys and run competitions so to develop a love of reading Beanstalk trained readers for KS1 www.beanstalkcharity.org.uk	To close the attainment gap more PP make greater than expected progress in Reading in year and from prior attainment	£2400	KS1 75% of Disadvantaged pupils achieved the expected standard. One child has been identified as having learning difficulties and on the SEN register but the progress score was 98.5 KS2 Disadvantaged pupils made an average of 2.5 progress in Reading at end of KS2. However one pupil 'went to pieces' in the SATs test which did not reflect his teacher assessment and mock test results. One High PAG joining the school in Year 3 did not demonstrate GDS thought-out KS2 and performed as per teacher assessment throughout KS2. Overall school performance 75% of PP pupils made expected progress in reading. 30% of PP made accelerated progress in reading
To purchase structured evidenced based interventions for Phonics, Reading, Spelling and Hand writing	To raise standards and increase self-confidence. To provide specific interventions Dancing Bears R & Y1 for PP with AST To use Word Blaze for precision teaching of	All pupils undertaking these programmes make good+ progress towards achieving the expected outcomes. Close the attainment gap	£7969	Year 1 boys not making expected progress as a results of these interventions due to maturity and attitude to learning, parental engagement – HT to meet with parents to improve engagement and support at home – parenting skills/expectations re behaviour to learning: Close monitoring and additional support in

and mathematics.	reading and writing - Small group and/or 1:1 tuition Purchase and train lead teacher and 2 LSAs in Every Child counts suite of interventions			Year 2 in class and specific intervention to close phonics gap. Staff training commenced Summer term. To be implemented Autumn 2019 in Year 2 for those Year 1 boys who did not meet end of year 1 objectives. Second training day scheduled 1 st October
Challenge 50, Challenge 100	To narrow the gap between lower attaining pupils and the National expectation in Reading, Writing and Maths in Years 1-6. To increase family engagement with their child's learning To provide 1:1 staff support where necessary for pupils eligible for funding.	100% of disadvantaged pupils participate in the Challenges. All pupils eligible for funding will be supported where necessary in participating in the Challenges.		Not all PP pupils able to access these Challenges this year
Educational Psychologist	Pay for two Ed Psych assessments of PP pupils who, after all interventions, precision teaching and in-class support are not making accelerated progress to bridge attainment gap		£550	Pupils diagnosed with specific learning difficulties and significant phonological deficit ACTION – review small group intervention and 1:1 daily intervention for reading for decoding Toe by toe . SENDCo to assess and target gaps AUT 1
Rainbow Maths – early morning maths intervention	To ensure that all pupils have a solid foundation in numeracy. To provide guided opportunity for rapid recall and fluency practice	All Pupil Premium children for whom it is appropriate will be invited to participate in these sessions.	£3031	Of those who attended expressed an improved attitude to mathematics. 50% made at least 100 progress with others at 99 and 99.5. One Year 6 pupil made +7.44 progress in Mathematics. 97% of all KS2 pupils achieved the expected standard in Mathematics and 48% achieved Higher Standard. The one PP pupil who did not achieve the standard, but made -0.52 has SEN needs and EWO managed attendance. ACTION: To incentivise next year. HT to meet with PP parents.

SMSC & MENTAL WELL BEING SUPPORT

Develop emotional literacy through Small intervention work with SENCo to build pupil resilience, anxiety prevention and Supporting transition	FRIENDS programme delivered by SENDCo	Improvement in psychological wellbeing and emotional health of children observed by teachers Improved pupil interaction. Improved response to trigger situations Improved response to transition	£1693	Noticeable improvement in specific pupils eg one child overcame fear of going to the cinema and roller coasters. In addition the whole of Year 6 received session to support them in transition to senior school
Support for wrap around care	To offer pre and after school provision where required.	Children are safe and enjoy a stimulating environment and supported by TA to complete homework.	£3804 (much higher this year)	55% of PP pupils attend Activity club. Additional Eng/Ma homework tuition is offered to Pupil Premium children in after school care.
CURRICULUM ENRICHMENT OPPORTUNITIES				
Access to music and the arts	Eligible pupils are given the opportunity to learn to play an instrument - raising their self-esteem; encouraging high aspirations and increasing cultural identity. Eligible pupils to be invited to Ukulele club	Confidence to play at assembly, school productions, orchestra	£2049	Tea time concert – PP performed in the Ukulele Club group, glockenspiel, and orchestra and choir All Year 5 & 6 pupil premium pupils learned to play the Ukulele One pupil learned to play the flute Although no exams were undertaken in this period, there was a clear positive impact on confidence and self-esteem.
ActiveLearn software	To provide additional learning opportunities for pupils to engage in at home or in school.	All PP pupils to be individually supported where necessary.	£1,763	The majority of Pupil Premium Children accessed the software at home. Where children did not, they were given the opportunity to access the software at school.
Star Award	To provide enrichment activities and encourage all pupils to have high aspirations and a love of learning. To provide staff support where necessary for pupils from disadvantaged backgrounds.	By the end of KS2, a minimum of 90% of pupils will have mastered the learning goals in English and Maths including all pupils eligible for Pupil Premium funding.	£500	Not achieved – Year 6 PP needed support in fluency in basic skills, The Star Challenge was beyond their ability. Pupil attended ½ hr boosters after lunch instead.

Arranged visits to the school	To develop a sense of enjoyment and fascination for learning for all pupils.	Parent feedback indicates that a minimum of 99% of pupils enjoy school.	£1000	In July 2019, 100% of parents indicated that their children are happy at school
Developing Language and communication through Drama	Eligible pupils with less well-developed communication skills are given access to specific Drama session	Parent and pupil feedback indicated that a minimum of 97% of PP pupils enjoy school	£500	Drama Club after school : Four place funded for PP pupils to attend. Of those all pupils made expected progress in Reading and writing Pupils performed in assembly at the end of each term demonstrating improved confidence and self-esteem and growing emotional intelligence.
Access to performing art	Eligible pupils with less well developed communication skills are given access to specific Dance sessions.	Parent and pupil feedback indicated that a minimum of 97% of PP pupils enjoy school	£500	Dancer from the West End delivered dance lessons during which pupils enjoyed learning a dance routine.

PARENTAL ENGAGEMENT

Increase Parental Participation – to model effective learning behaviour techniques -to support parents help with their child's learning at home	To ensure that parents are engaged in their child's learning and confident in school methodology. – AST/AHT to deliver to encourage parent participation, parenting skills. Packs of resources, designed to develop language and numeracy skills are provided for eligible pupils. Disadvantaged families offered additional 1:1 support on the effective use of the resources. Games club, designed to engage pupils and parents in fun learning and social interaction, provides the opportunity for board game to be taken home.	This provision will be offered to Pupil Premium children for whom it would be appropriate. Targeted needs of the individual pupils are met. Each pupil makes at least expected progress	£1500	Provision delivered to two PP children with low attainment and making lower than expected progress and demonstrating very poor learning behaviours. Learning behaviour significantly improved by the end of Year 1 ready for the transition to Year 2. Progress Reading 98.5 Writing 98.75 Maths 98.75
Awards for good and improved attendance	To ensure that all pupils enjoy their full entitlement to an excellent education. To analyse the attendance of vulnerable groups on a weekly basis.	At least 80% of disadvantaged pupils have an annual attendance which exceeds the national expectation of	£50	Pupil Premium average attendance 95.3 as at 10/7/19. This includes one child with an attendance of 77% - EWO and CiN supported improved attendance which resulted in child reaching expected standing in Reading.

		97%+. Head Teacher to contact the parents of pupils with poor attendance each time they are absent.		Attendance at 100% - 2 pupils Attendance at 97% or higher: 60% Up by 2% from last year Attendance at 95% or higher: 75% Awards issued at end of term assembly
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TOTAL: £34,460