



## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	St Mark's C.E. Junior School, Salisbury				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£31,680	<b>Date of most recent PP Review</b>	Sep 2017
<b>Total number of pupils</b>	364	<b>Number of pupils eligible for PP</b>	24	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment 2017 KS2 Data		
Disadvantaged Learners (DL) n=10 in Cohort 2017	Pupils eligible for PP	Pupils not eligible for PP
<b>% attainment in RWM (reading, writing and maths )</b>	30%	46%
<b>% attainment in Reading</b>	50%	86%
<b>% attainment in Writing</b>	30%	52%
<b>% attainment in Maths</b>	60%	86%
<b>% attainment in GPS (Grammar, punctuation and spelling)</b>	70%	97%
<b>Progress in Reading</b>	-5.1	-3.2
<b>Progress in Writing</b>	-9.4	-6.9
<b>Progress in Maths</b>	-3.4	-3.0

3. Barriers to future attainment		
<b>In-school barriers</b>		
<b>A.</b>	Attainment in relation to non PP (other) at end of key stage	
<b>B.</b>	Progress in relation to non PP (other) at end of key stage	
<b>C.</b>	Progress and attainment of PP who are 'doubly' disadvantaged (PP as well as having an EAL/SEND or other specific need).	
<b>D.</b>	Progress for PP who attained highly at KS1	
<b>External barriers</b>		
<b>E.</b>	Attendance and punctuality (for some children)	
<b>F.</b>	Engagement and emotional well-being of some PP children	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To ensure PP achieve at least expected ARE	<ul style="list-style-type: none"> <li>• Core PP pupils will meet ARE (N.B. those PP children who have other compounding disadvantages who are working below will make good or better than good progress).</li> <li>• Feedback will be effective to allow children to say what the next step is and how that will move their learning on</li> <li>• Parents will be aware of their children's progress and next steps and will know how to support them</li> <li>• Teachers and leaders will use tracking and assessment systems to monitor and make plans to positively impact PP attainment</li> <li>• Interventions will take place that target PP pupil's individual needs</li> </ul>
<b>B.</b>	To ensure PP make good levels of progress from their starting points compared to other pupils	<ul style="list-style-type: none"> <li>• All PP pupils will make good or better progress from their starting points to achieve good or better progress by end of KS2</li> <li>• Feedback will be effective to allow children to say what the next step is and how that will move their learning on</li> <li>• Parents will be aware of their children's progress and next steps and will know how to support them</li> <li>• Teachers and leaders will use tracking and assessment systems to monitor and make plans to positively impact PP progression</li> <li>• Interventions will take place that target PP pupil's individual needs</li> </ul>
<b>C.</b>	For doubly disadvantaged PP pupils to diminish the difference between their progress and attainment in relation to others	<ul style="list-style-type: none"> <li>• PP children who are doubly disadvantaged make good or good and better progress (from their starting points)</li> <li>• Provision to be carefully targeted and adapted accordingly for specific children/groups and restructured in approach</li> <li>• For SEN and PP interventions to work collaboratively to improve progression</li> </ul>

<b>D.</b>	Increasing rates of progress across KS2 for high attaining pupils eligible for PP.	<ul style="list-style-type: none"> <li>• High prior attainment PP pupils make as much progress as ‘other’ high prior attaining pupils across Key Stage 2 in Maths, Reading and Writing.</li> <li>• Teachers use prior attainment tracking sheets (Carrolls) to identify and monitor progress to ensure GDS is reached.</li> <li>• Teacher assessment and test data will show progress to be good or better</li> <li>• Teaching and interventions used will impact learning and progression for these children</li> </ul>
<b>E.</b>	Attendance and punctuality data for PP children will be in line or better than school and national data	<ul style="list-style-type: none"> <li>• Attendance data for PP children to be comparable to other pupils</li> <li>• Lateness to reduce to be in line with other pupils</li> </ul>
<b>F.</b>	All pupils are emotionally ready to learn	<ul style="list-style-type: none"> <li>• PP provision will include a range of interventions that encompass basic emotional needs</li> <li>• Pupils will have a support network and know which adults they can go to if they have any worries</li> <li>• Communication between school and home to be supportive and positive</li> <li>• PP children will attend school and approach their learning with a positive attitude</li> </ul>

5. Review of expenditure				
Previous Academic Year		2016-17		
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
D. Increase progress of DL children in all subjects	Weekly Inclusion Meetings – well-being, identifying issues, monitoring progress etc Case studies Data analysis PPA Provision maps Pupil Voice TA Support and training	<b>Medium</b> Inclusion meetings were invaluable in early identification of issues e.g. attendance, concerns for counsellor, feedback for class teacher etc Early indications suggest our DL children in Y6 did not all make as good progress as non-DL. Provision for the higher attaining pupils was good and is making a difference DL children were included in all work scrutinies as part of the work of SL and class teachers (appraisal). This significantly raised the profile of DL children and kept them in teachers thoughts	Inclusion Meetings will continue for 2017-18 – although with the Pupil Premium Champion post (cost) The Inclusion team suffered significant turbulence – DHT/SENCO promoted, ELSA promoted, PPC relocated – taking with them experience and understanding of youngsters – what works, what doesn't, next steps etc Our new SENCO is reviewing the amount and type of paperwork we produce to plan our provision for SEN/DL children – in an attempt to streamline and be more focused on a baseline and measurable outcomes.	£7500
E. Improved progress for high attaining pupils	CPD on providing stretch for HAPs Book scrutinies	<b>Medium</b> In 2015-16 27% children achieved greater depth in maths and in 2016-17 20% achieved GDS. We are awaiting the breakdown confirmation of 2016-17 data via ASP In 2015-16 8 children achieved GDS in writing (vs 15 nationally). In 2016-17 this fell to 6.	More sustained focus on our HAPs was much more evident in 2016-17 but the cohort was significantly different to 2015-16. Provision was good and showing gains	£2500
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
C. Increase attainment of DL children in maths	Highly Able Lead small group tuition TA scaffolding Teachers to plan targeted maths support activities for TA to deliver Staff meetings focussing on 'Activity—led learning' and teaching for mastery with colleagues from	<b>Mixed</b> The use of an expert for 1:1 tuition was mixed. We targeted children not in Y6, in the first instance, for some bespoke programmes. Although there was some anecdotal evidence regarding confidence, engagement the withdrawal of vulnerable youngsters was mixed as some would have preferred to be back in their own classes with friends. TA training across the school was particularly successful and helped changed the mindset of all to focus on children doing – not adults even when they were really struggling and outcomes were	Small group tuition for DL children discontinued. We have now allocated four hours of small group tuition for the HAPs (1 hour <12 children per year group) on a weekly basis. We believe this may be more cost effective. Activity led learning has replaced much of the long-winded starters we had previously seen during lesson observations – benefitting everyone. The teachers report it is more useful and enjoyable and provides better AfL information to guide the teaching for all children.	£3000

	neighbouring schools.	variable. They resisted the temptation to 'pounce' too early and children learned more in support networks Activity led learning was very well received across the school.		
A. Increase attendance and confidence  B. Reduced absenteeism of DL children	ELSA to: Model and monitor how children relate positively to peers/ adults Help children react to conflict and difficulty without losing control To be a point of contact – meet and greet Additional lunchtime support provision and intervention	<b>High:</b> The role of the ELSA has been a real success in the success. There has been a decrease in the number of 'issues' during the school day throughout 2016-17 where the proactive and light touch interventions reaped rewards. Affecting absenteeism has had some limited success but much of the issues were not related specifically to school. For example four of the DL from last year had poor attendance issues related to parenting/home issues. Despite involvement of class teachers, DHT, ELSA, PSA and HT these entrenched positions were not turned around. Attendance will improve this year because some children have left the school.	The role of the ELSA and PSA in early identification of issues has been extended and also includes vulnerable youngsters who may not be DL e.g. our growing number of ASD and/or children with anxiety issues.	£6000
A. Increase attendance and confidence	Counselling Work	<b>Medium:</b> The weekly counselling sessions have been very well received by participants and their families. Some DL children have received excellent support but the trigger would have been personal e.g. loss/bereavement, family break up, growing anxiety etc	Counselling is available to all children, not just those who are DL. It will continue in 2017-18.	£1100
A. Increase attendance and confidence  G Improved behaviour and attitude of Y6 children addressed	Pupil Premium Champion to: Model Language for increased Literacy development Language to support writing, knowledge and understanding Confidence to engage more fully in class activities Therapeutic story writing Enrichment opportunities Enhanced transition to secondary schools Soft data collation for Inclusion Team/SDQ	<b>Medium:</b> The PPC was an integral part of the Inclusion team. She was instrumental in many of the soft data approaches e.g. transition to secondary. These were particularly successful but again were open to non-DL children when it was required. The children regularly reported who much they looked forward to their one to one and small group sessions with her. Behaviour in Y6 was a year-long struggle for the Y6 team, HT and children. It had significant impact and took some time to contain and control. By the end of the year the number of sanctions had decreased and teachers could finally teach. Engagement with parents continued to be an issue with only limited support and success.	Financial pressures have dictated some tough choices. Therapeutic Story writing and enrichment activities continue this year but on a more casual basis. Some of the soft data input is picked up by the ELSA. The departure of Y6 to secondary school has already significantly transformed behaviour throughout the school. It had lifted mood, alleviated pressure and enabled staff to fulfil all of their duties more successfully.	£6000
A. Increase attendance	PSA to:	<b>High:</b>	Using the shop to boost confidence/punctuality/attendance	£4000

and confidence	Support families of DL children e.g. parenting courses Work with children as the need arises e.g. in the shop	The PSA role has been an invaluable part of our school. Supporting the families, as well as the children in school, has seen significant gains. Many DL parents were targeted for Triple P parenting courses with noticeable success. For many the realisation that the same approach delivers the same undesirable outcomes e.g. homework, attendance has helped the DL children. All children love working in the shop and it has helped with punctuality of many DL children.	has been extended recently to target our Y3 children (all) to serve, use their maths skills, develop more confidence/responsibility – early signs are encouraging.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Increase attendance and confidence	SENCO/DLL to: Specific group programmes Specific organised and bespoke provision for targeted pupils Modelling, coaching, mentoring and support	<b>Low:</b> Confidence of children improved but attendance was not impacted sufficiently.	The loss of key staff across the year had a significant impact on our approach. Four experienced and dedicated staff took its toll. Although the need to raise the profile of our most vulnerable children was achieved the next challenge is to sustain some momentum and target resources to more measurable issues	£6000
A. Increase attendance and confidence	Opportunities e.g. Subsidise music lessons, trips, visitors etc	<b>Medium:</b> Participation in clubs before and after school increased from 40 per week to over 200 – outstanding. We have used PP money to plug gaps in income which alleviates much of the family guilt about not paying. We rarely cancel trips because of lack of payment – the subsidies work for the benefit of all. A small number of children sought financial support for music lessons. More money was given to subsidise the residential and this will expand further this year (8 children eligible).	Unfortunately not enough children attended the opportunities (nearly 30 different ones – see 2016-17). This issue was not related to cost per se but quite often logistic constraints i.e. other children in the family needing to go to other schools, other clubs etc. We are considering further subsidising activities. The staff are actively offering more clubs at lunchtime so cost/access issues are removed.	£2500
D. Increase progress of DL children in all subjects	Curriculum: Cluster projects for DL children Planned opportunities for DL children	<b>Medium:</b> Several SL began negotiations over opportunities between cluster schools. Some started but foundered and some came to fruition. Those that did e.g. Choir between ourselves, HJS and GPS were a great opportunity and hugely beneficial. Some computing, science and technology/art activities were well received and engaging for the children though difficult sometimes to measure impact.	Choir collaborations will continue.	£1500

<p>D. Increase progress of DL children in all subjects</p>	<p>Leadership and Management:          CPD for key staff          Appraisal outcomes          Developing a more creative curriculum          DL outcomes reported to governors and Directors via HT Report          Better tracking by all SL via DoL (Depth of Learning)          Structured conversation to engage families x3          Increase invitations e.g. storytelling, open days          My Support Meetings with parents          Shop involvement for invited children daily          Book scrutinies by SL for DL/non-DL</p>	<p><b>Low:</b>          Having appraisal targets was generally a good approach as it really forced staff to consider their provision and properly consider the diverse needs of the children. Proportionally we have a relatively low number of eligible children. Indeed some classes had none in them whilst others had many. The structured conversations were largely positive and useful for those that engaged and attended. All SL devoted substantial time and energy to DL children – namely that they were included in work scrutinies, pupil voice and annual curriculum reviews. All SL offered experiences or opportunities for DL children in the form of a club. Some were more successful than others as many parents wouldn't allow access before or after school. Progress of DL children in all subjects was inconsistent compared to non-DL children. We continue to do very well with BES strategies for our DL children but this is not yet converted into comparable attainment and consistent progress to catch up with contemporaries.</p>	<p>Communication remains the key and the regular structured conversations will continue for 2017-18.</p>	<p>£2000</p>
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**6. Additional detail**

Although the school has lost four experienced personnel it has appointed well for September 2017. There is now a substantive SENCO, a new ELSA, a new DHT and new lead for Pupil Premium children. Three of these new staff have joined us from different parts of the country and bring with them a wealth of knowledge and experience of approaches that may better serve our children.