



This action plan is part of a 3 year strategic plan for Markeaton Primary

School

Pupil Premium Strategy Statement: Markeaton Primary School 2019-2020

Summary Information					
School	Markeaton Primary School				
Academic Year	2019-20	Total PP budget	£149,432 Excluding CLA- £117,780	Date of most recent PP Review	October 2019
Total number of pupils	421	Number of pupils eligible for PP	103	Date for next internal review of this strategy	March 2020

Current attainment (outcomes at the end of KS2 2019)			
	Pupils eligible for PP (your school)	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)
% pupils achieving expected standard or above in reading, writing and maths	50% (4 out of 8)	47.2%	68.5%
% pupils achieving expected standard or above in reading	50% (4 out of 8)	58.4%	76.3%
% pupils achieving expected standard or above in writing	63% (5 out of 8)	63.5%	81.5%
% pupils achieving expected standard or above in maths	63% (5 out of 8)	63.4%	81.9%

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Disadvantaged pupils find the fundamental demands of writing difficult to achieve independently.
B.	Disadvantaged pupils find it difficult to understand and apply inference within texts.
C.	Disadvantaged pupils find it challenging to recall basic number facts and apply this in a given context.
D.	Disadvantaged pupils display a lack of confidence and self-esteem. Increased incidents of poor behaviour and participation during Summer 2.
External barriers	
E.	Lack of parental engagement due to personal experiences and lack of knowledge.

F.	Challenging home lives contribute to unsettled behaviour. (SEND, CP, CIN, MED, PA, PL)
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Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Diminish the difference in attainment for writing between disadvantaged and non-disadvantaged pupils.	Disadvantaged pupils will make similar or accelerated progress in writing in comparison to their non-disadvantaged counterparts as tracked on MAGS and Tapestry. Data analysis will be reflected on termly pupil progress booklets that are completed by class teachers and moderated in key stage teams. Vulnerable children will be identified and next steps planned where needed. Books will be regularly checked to confirm that the same expectations are required from both disadvantaged pupils and non-disadvantaged pupils.
B	Diminish the difference in attainment for reading between disadvantaged and non-disadvantaged pupils.	Disadvantaged pupils will make similar or accelerated progress in reading in comparison to their non-disadvantaged counterparts as tracked on MAGS and Tapestry. Data analysis will be reflected on termly pupil progress booklets that are completed by class teachers and moderated in key stage teams. Vulnerable children will be identified and next steps planned where needed. Books will be regularly checked to confirm that the same expectations are required from both disadvantaged pupils and non-disadvantaged pupils.
C	Diminish the difference in attainment for maths between disadvantaged and non-disadvantaged pupils.	Disadvantaged pupils will make similar or accelerated progress in maths in comparison to their non-disadvantaged counterparts as tracked on MAGS and Tapestry. Data analysis will be reflected on termly pupil progress booklets that are completed by class teachers and moderated in key stage teams. Vulnerable children will be identified and next steps planned where needed. Books will be regularly checked to confirm that the same expectations are required from both disadvantaged pupils and non-disadvantaged pupils.

D	To embed active participation for disadvantaged pupils within the wider school environment.	Active participation reflected in termly pupil premium tracker completed by each class teacher. Enhanced opportunities for disadvantaged children evidenced on termly pupil premium tracker. Termly observations to ensure that disadvantaged children are actively participating in the wider school environment. Pupil voice to be taken from clubs attended by disadvantaged pupils to ensure positive impact.
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Planned Expenditure

Academic Year	2019-20
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Below enables schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Autumn Review
A - Diminish the difference in attainment for writing between disadvantaged and non-disadvantaged pupils.	SEND TA support Quality First Teaching	To facilitate named disadvantaged children in accessing appropriate writing teaching and learning. EEF 1:1 tuition +5months 1:1 support To facilitate named disadvantaged children in accessing appropriate writing teaching during extended writing sessions. (1hr p/w) EEF collaborative learning +5months	Highly skilled SEND practitioners to support named disadvantaged pupils within writing sessions. Targeted groups for extended writing sessions with CT or TA. Including supporting resources e.g. speaker box, word/sound mats, key vocabulary mats etc.	(KB/KY/LS/IA/NE/DG/ER) All CTs	

	Spelling Shed	To develop spelling for named disadvantaged children. EEF individualised instruction +3months	Targeted individuals and groups to be set up on Spelling Shed programme working on targeted spelling.	DC, LW, HG	
	Film Club	To develop writing and oral skills in an appealing context (Film/Green screen). EEF collaborative learning +5months EEF oral language interventions +5months	TAs to run a weekly afterschool 'film club' where writing and oral skills are learnt and applied.	DC, HA, RM	
Total budgeted cost: £27,694.20					

<p>B - Diminish the difference in attainment for reading between disadvantaged and non-disadvantaged pupils.</p>	<p>'Accelerated Reading' programme for targeted disadvantaged pupils Y2-Y6</p>	<p>To develop an understanding and apply inference when reading given texts. EEF Reading comprehension +6months</p>	<p>Highly skilled practitioners to implement and monitor the 'Accelerated Reader' programme.</p>	<p>HG, LC, RW LW, RM, DC, SW</p>	
	<p>Early Talk Boost intervention for disadvantaged FS2 pupils.</p>	<p>To enhance oral, attention and speaking and listening skills for disadvantaged FS2 pupils. EEF collaborative learning +5months</p>	<p>Qualified HLTA to implement the Early Talk Boost programme x 3 weekly</p>	<p>LG</p>	
	<p>Word Aware and Preconditioned skills for disadvantaged FS2 pupils.</p>	<p>To enhance auditory memory skills for disadvantaged FS2 pupils. EEF phonics +4 months EEF oral language interventions +5months</p>	<p>Qualified HLTA to implement the Early Talk Boost programme x 3 weekly</p>	<p>NK</p>	

	Talk Boost intervention for disadvantaged Y1 pupils.	To enhance oral, attention and speaking and listening skills for disadvantaged Y1 pupils. EEF collaborative learning +5months	Qualified TA's to implement the Talk Boost programme x 3 weekly in Y1	LD'A RF	
	Talk Boost intervention for disadvantaged Y3/4 pupils.	To enhance oral, attention and speaking and listening skills for disadvantaged Y3/4 pupils. EEF collaborative learning +5months	Qualified HLTA to implement the Talk Boost programme x 3 weekly in Y3/4 pupils.	LW	
	Precision teaching KS2	To increase reading speed and fluency for targeted disadvantaged children. EEF 1:1 tuition +5months	Trained practitioners to implement individualised targeted probe sheets x3 weekly per child.	LW RG DC RM CT	
Total budgeted cost: £27,856.75					

<p>C - Diminish the difference in attainment for maths between disadvantaged and non-disadvantaged pupils.</p>	<p>Mastery approach to math teaching</p>	<p>To develop maths reasoning and applying skills through a mastery math approach. EEF mastery maths +5months</p>	<p>Teachers will be upskilled through staff meeting time (Mastery, anxiety in maths, book scrutinise etc.)</p>	<p>EE All CTs All TAs</p>	
	<p>Maths Masters Club</p>	<p>To develop arithmetic skills using quick recall and games. EEF collaborative learning +5months</p>	<p>KH to lead Maths Masters club x 1 weekly after school tests every 6 weeks.</p>	<p>KH</p>	
	<p>TT Rockstars Club</p>	<p>To develop arithmetic skills using quick recall and games. EEF collaborative learning +5months</p>	<p>CTs to monitor the use of TT Rockstars during assembly times 2/3 x weekly.</p>	<p>KH, RW, SH, EE</p>	
	<p>Maths Booster group with HT</p>	<p>To develop maths basic skills in preparation for statutory testing. EEF collaborative learning +5months</p>	<p>IJ to hold booster group(40mins) x 3 weekly IJ to target two Y6 children</p>	<p>IJ</p>	
	<p>Rapid Maths intervention for Y4</p>	<p>To develop maths reasoning and applying skills through a mastery math approach. EEF mastery maths +5months</p>	<p>RH to run rapid maths intervention x 2 weekly with targeted disadvantaged children</p>	<p>RH</p>	
	<p>Becoming first class at number intervention Y2</p>	<p>To develop maths basic skills in preparation for statutory testing. EEF collaborative learning +5months</p>	<p>MB to run interventions for Y2 targeted children x 3 weekly (1hr p/s)</p>	<p>MB</p>	

Total budgeted cost: £9,688.62

<p>D - To embed active participation for disadvantaged pupils within the wider school environment.</p>	<p>To facilitate, 'Lego Therapy' and 'Lunch hub access' for targeted disadvantaged pupils.</p>	<p>To support disadvantaged pupils through social and emotional interventions. EEF Social and emotional learning +4 months</p>	<p>Learning Mentor to implement and monitor social and emotional interventions as well as other adults to support lunch hub access.</p>	<p>MB, IJ, EB</p>	
	<p>Extra transition time for all and extra visits transition for targeted disadvantaged pupils.</p>	<p>To ensure a confident transition to next year group as well as secondary partner schools. EEF Social and emotional learning +4 months</p>	<p>Learning Mentor and HLTA to organise and facilitate additional transition visits with feeder secondary schools. Extra transition for targeted SEND disadvantaged pupils.</p>	<p>MB, RM, EB, DC KY</p>	
	<p>Outdoor learning opportunities for disadvantaged pupils.</p>	<p>To support disadvantaged pupils with risk taking, team building, social interaction in a safe and secure environment. EEF Social and emotional learning +4 months EEF Outdoor adventure learning +3months</p>	<p>Qualified staff to plan and deliver outdoor learning opportunities for disadvantaged pupils.</p>	<p>SH, MB JS</p>	
	<p>Inclusion in enrichment projects including residential (Y4/Y6)</p>	<p>Subsidies for residential (Y4/Y6) and £5 per PP child (FSM and Ever 6). EEF Behaviour interventions +4months EEF Outdoor adventure learning +3months</p>	<p>Winter Trip will be subsidised £5 per PP pupil and more for residential.</p>	<p>EG, IJ</p>	

	Enhanced opportunities for disadvantaged pupils	Sport clubs (lunch) and Cookery club. Daily milk snack FS2. EEF Social and emotional learning +4 months	Named members of staff to lead and resource cookery and lunch sports clubs. FS2 Daily milk and snack funded.	YMCA KY, JS, AP, KB	
	Accessible educational Parental opportunities	Phonics Talks (FS2/KS1) Phonic drop-in sessions Parents Evenings Crèche service available EEF parental engagement +3months	Lead Teachers to organise and deliver sessions to enhance disadvantaged pupil's parental involvement.	IJ, VG, NK, CTs	
	Parental involvement	Website Updates Parent Mail Tapestry Twitter Class drop-ins Christmas productions Parent questionnaires EEF parental engagement +3months	Office staff to keep disadvantaged pupil's parents informed of any school updates. Class Teachers to ensure disadvantaged pupil's parents are informed of any school updates and encourage attendance as much as possible.	All CTs, EG and JB	
	Ongoing respite for child with complex family issues	YMCA Holiday Club Access £250 EEF Social and emotional learning +4 months	YMCA holiday club available for part of the school holidays to provide respite for named child.	JH, AM, JS	
	Yoga and Acrobatics club for disadvantaged children	Weekly clubs targeted across the school to help with the active participation of disadvantaged pupils EEF Social and emotional learning +4 months	Christine Mason and Yoga Bugs to run weekly clubs for named disadvantaged pupils (some money from ESL grant last year £460)	JH, JS	

Total budgeted cost: £30,800.30

Total budgeted cost for A,B,C,D: £96,039.87

Costs to include:

Learning Mentor: £24,092

TA (DC): £20,085

Admin and PP identification software: £1588

JS/JH PP management time (including supply): £4073.53

Ringfence £4500 (PP+ children/EB/for PEPs)