

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mark's Primary Academy
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	20.99%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Aut 2021
Date on which it will be reviewed	Aut 2022
Statement authorised by	Mrs Hindson
Pupil premium lead	Mrs Sarah Mallam
Governor / Trustee lead	Charli Atkinson (LAB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140200
Recovery premium funding allocation this academic year	£12760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5971
Total budget for this academic year	£158,871

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuation issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- For progress and attainment of disadvantaged children to be in line with non-disadvantaged children.
- To improve the attendance of disadvantaged children.
- To improve the level of involvement of parents and their children’s education through homework.
- For all disadvantaged children to have access to a wider curriculum through the use of enrichment and clubs.

We aim to do this through:

- Ensuring that all children have access to quality first teaching and learning opportunities that meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately addressed and assessed.
- Ensuring children and their families have access to, if needed, the school welfare officer.
- Providing teachers to work with smaller groups of targeted children who have been identified as needing additional, focussed, quality first teaching.
- Regular interventions within classes to help to bridge gaps in learning and allow children to access the appropriate curriculum.
- RWI programme rolled out across whole school with all staff trained to deliver.
- Enrichment and after school clubs offered to all children.
- Forest School trained staff to deliver Forest School to all children.
- OPAL offering guided and supported play during break and lunch times.

- The use of passports which allow the children to earn stamps for attendance, punctuality and homework.
- Ensure all children are receiving an engaging, theme led curriculum.
- Providing teachers access to White Rose to ensure that children are receiving high quality, age related Maths lessons.
- Offering access to the Bungalow Project for children who have been identified by the school as having psychological needs.
- The majority of our work through Pupil Premium will be aimed at accelerating progress, moving children to at least Age-Related Expectations.
- Supporting payment for activities, educational visits and residentials. Ensuring children have first hand experiences to use in their learning in the classroom.

When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered to qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving funding will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor parental engagement in reading
2	Low starting points of attainment
3	Poor parental engagement in homework
4	Attendance and punctuality issues
5	Lack of wider opportunities available for children

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For progress and attainment of disadvantaged children to be in line with non-disadvantaged children.	Achieve national average scores in KS2 across Reading, Writing and Maths
To improve the attendance of disadvantaged children.	Ensure attendance of disadvantaged children is above 96%
To improve the level of involvement of parents and their children's education through homework.	Ensure that disadvantaged children are reading 3 times per week and completing set homework weekly
For all disadvantaged children to have access to a wider curriculum through the use of enrichment and clubs.	Ensure all disadvantaged children are given the opportunity to attend enrichment and clubs

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
In order to provide more enrichment opportunities, two members of staff have attended the Forest Schools training which is now being implemented throughout school.	<p>Forest Schools</p> <p><i>“Wellbeing is the foundation of our practice and through recognising the social, emotional and physical needs of participants we provide the guidance and facilitation for our time in nature.”</i></p> <p>EEF</p> <p><i>“‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life.”</i></p>	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 85,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers assigned to work within Year 2 and Year 6 cohort to teach a vulnerable groups of children as catch up provision.	<p>EEF – Targeted academic support</p> <p><i>“Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.”</i></p> <p>We have identified groups of children within these cohorts that would benefit from smaller groupings to increase the amount of attention each child will have to lessen the gap between them and their peers.</p>	2

<p>RWI programme purchased with one key leader with all staff trained to deliver. RWI resources and books for both in school and at home.</p>	<p>EEF – Parental Engagement <i>“Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.”</i></p> <p>Ofsted – Gill Jones: Early Reading and the Education Inspection Framework <i>“many schools are coming out well in reading because leaders are making sure that staff are experts in teaching reading, particularly phonics”</i></p>	<p>1,2</p>
---	---	------------

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Welfare and Attendance Officer appointed to work with vulnerable families and pupils to improve parental engagement.</p>	<p>EEF – Parental Engagement <i>“Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.”</i></p>	<p>1,3,4</p>
<p>School have invested in OPAL an outdoor playing and learning program to support teachers and teaching assistants to provide play times and lunch times to promote the well being and social and emotional learning of all children.</p>	<p>EEF – Improving Social and Emotional Learning <i>“Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and</i></p>	<p>5</p>

	<i>planning to implement statutory Relationships and Health education.”</i>	
Use of the Bungalow Project to support those identified with SEMH issues to receive therapy.	EEF – Improving Social and Emotional Learning <i>“Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.”</i>	2,4,5
Thrive	University of Exeter. <i>Thrive reduces pupil ‘emotional reactivity’, improves pupil ‘sense of relatedness’ and improves ‘readiness to learn in a mainstream classroom’.</i>	5

Total budgeted cost: £158,871

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The Headteacher and SLT were aware of progress being made at regular meetings. This enabled them to aid teachers in their approaches to QFT as well as strategies to aid children who needed extra intervention. Regular staff scrutinise meant that staff were able to continuously reflect on their approaches and compare standards.

Additional adults and resources were deployed and have had a positive impact on the schools inclusive environment.

Children in Year 6 who were targeted for booster/intervention were seen to make good progress and most were able to narrow or close the gap between them and their peers.

Children with support for behaviour have made a positive improvement to their attitudes and understanding of the school's expectations. The children are supported at times that were identified as high risk and are prompted if needed. This support also ensures that the children and their peers are kept safe when needed.

All children in school have access to the Pupil Welfare Officer. Children feel confident and safe to discuss issues with the PWO and often request this.

No data for end of year period.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
JD PE – Sports coach brought in to teach all year groups across school.	JD Sports
RWI – Reading and phonics program to support early reading.	RWI
White Rose Maths – Whole school Maths daily resources and assessments.	White Rose
Future Steps – Occupational therapy provided for targeted children.	Future Steps

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Home learning during Covid disruption.
What was the impact of that spending on service pupil premium eligible pupils?	They could access the learning alongside peers, with no disadvantage.

Further information (optional)

Children's needs are assessed on an individual basis and resources/planning disseminated depending on need.

A huge focus has been on outdoor learning (learning areas of the curriculum they would normally learn, but that can be enhanced by being outside and using nature and the outdoor environment) and research linked to this.

Funding for a Reading for Pleasure project has been sourced, so all children are given the opportunity to be motivated readers without the need for extrinsic reward.