



## St Mark's CE Primary School Pupil Premium Strategy Statement 2022 2023

### Vision

St Mark's Primary School is a good and effective school where the children are at the heart of everything we do. All staff at St Mark's believe in educating the whole child and that mental and emotional well-being is as important as academic success. Children do well at our school. St Mark's 's school motto of 'Whatever you do, work at it with all your heart,' captures the ethos and culture that is promoted where we give children the encouragement and belief that they are capable of doing and achieving anything. This is embedded through our school values. Staff demonstrate total, unfailing belief that every child is important and can achieve anything they put their minds to: Children are given the opportunity to flourish.

At St Mark's, we are a family - pupils, staff, parents and our wider community. We know that working with our families and our communities allow our children to get the best start, or support they need. Working with the family (and sometimes challenging their expectations) is an important and crucial part of St Mark's 's work. St Mark's know that supporting our families, be it financially, emotionally or as a person to talk to, supports our children in reaching their true potential. Our PWO kept constant contact with our most in need families, and supported them, during the Covid 19 pandemic.

We have some families who suffer significant deprivation and we support them as sensitively as we can. For our most in need, this includes sourcing Food Bank parcels, supporting with housing issues and money management. Most of the PWO role is around supporting pupils and parents e.g. behaviour management and attendance. For a small number of pupils who are not thriving in mainstream and may have emotional needs, the school offers nurture activities and small group work through our pastoral offer and experienced teachers work closely with families. The result of both nurture and good home-school liaison is that our families are well supported by their children's school. Because relationships are good, St Mark's Is able to challenge and raise expectation of parents for their children. Parents know we care

The school is a happy one. St Mark's pupils routinely tell us that they feel safe and know what to do if they have a concern. The site is safe, and children, parents and staff are all key participants in keeping it so. They know that it is everyone's statutory duty to ensure children are safe. Recording of any concerns, regular safeguarding CPD and professional dialogue ensures that their working knowledge of both current safeguarding issues (and PREVENT) are effective. School has a large workload around Child Protection, Children in Care and Early Help cases. Staff experienced in safeguarding (five designated trained teachers) regularly demonstrate that their working knowledge is effective in keeping our children safe. CPOMS is used effectively and monthly supervision meetings are held to ensure that everything is in place for the most vulnerable children.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail

Data

Number of pupils in school	423 excl Nursery
Proportion (%) of pupil premium eligible pupils	22% excl Nursery
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Dawn Dacombe
Pupil premium lead	Dawn Dacombe
Governor / Trustee lead	Allie Anderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143365
Recovery premium funding allocation this academic year	£12035
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£155400

## Part A: Pupil premium strategy plan

### Statement of intent

Our goal for all children is that they leave our school as independent, knowledgeable and well-rounded individuals who are ready for their next stage in Education, and life in Britain. We prepare our pupils to be hard working, kind, confident, independent and resilient individuals. The focus of our Pupil Premium strategy is to support our disadvantaged pupils in achieving that goal.

High quality first teaching is central to our approach and ensures that both disadvantaged and non-disadvantaged are able to flourish.

We recognise that disadvantaged pupils can present barriers to learning and through our pupil premium strategy, we support pupils and parents in overcoming these challenges. Carefully targeted additional support and resources, directed by senior leaders according to pupil need, enable staff to focus on areas in which disadvantaged pupils require the most support.

The key focus areas of our pupil premium strategy are:

- Improving the attendance and punctuality of disadvantaged pupils
- Improving the progress and attainment of disadvantaged pupils and closing the attainment gap with non-disadvantaged children.
- Improving the level of parent engagement in their children's education.
- Broadening the experiences of our disadvantaged children through the use of enrichment and clubs.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality is below our school target and national.
2	Pupils are working at below and well below national expectations on entry to school. COVID has interrupted the learning of pupils in school and for many pupils the expected annual progress was not made during lockdown.
3	Early language acquisition has been inhibited.
4	Additional vulnerabilities, for example SEND.
5	Specific social and emotional needs which affects learning or poor learning behaviours.
6	Limited access to a broad range of enrichment opportunities outside of school.

## 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
Improved attendance and punctuality of disadvantaged children.	<p>The attendance of compulsory school age disadvantaged pupils to be in line with school target of 96%.</p> <p>The attendance of younger pupils to increase in Nursery in order to establish good routines.</p> <p>The gap between disadvantaged and non-disadvantaged pupil attendance to have closed.</p> <p>The % of persistent non-attendance in disadvantaged pupils to decrease.</p> <p>The punctuality of late-attending disadvantaged pupils to improve.</p>
<p>Improved % of disadvantaged pupils achieving national age-related expectations (including greater depth) at the end of all key stages, particularly the end of KS1</p> <p>Gap between disadvantaged and non-disadvantaged pupils to have closed.</p>	<p>Disadvantaged pupil learning behaviours will be good.</p> <p>The % disadvantaged pupils achieving age related expectations and greater depth will improve each year.</p> <p>The gap between disadvantaged and non-disadvantaged pupils will narrow each year.</p> <p>The % disadvantaged pupils achieving age related expectations and greater depth will be in line with national non-disadvantaged pupils at the end of all key stages.</p>
Disadvantaged pupils' experiences to have been enriched and broadened.	Disadvantaged pupils will have benefited from additional experiences organised by the school and where deprivation has been a barrier, school to have supported children in accessing the opportunity.
Parental engagement to have improved.	Higher engagement from parents with regards to attendance at school events (including parent teacher consultations).
<p>Disadvantaged pupils to have been supported in maintaining their well-being and mental health.</p> <p>Disadvantaged pupils to have strategies which enable them to recognise their emotional state and to self-regulate when necessary.</p>	<p>% attendance and % punctuality to have improved - see attendance above</p> <p>% achievement to have improved - see achievement above</p> <p>Pupils to be in the 'green' zone of the Zones of Regulation at all points of the day.</p>

## 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: £ 65628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an additional teacher in a mainstream class in order to raise the achievement and narrow the gap.	EEF Teaching & Learning Toolkit states that reducing class size and small group tuition supports improving outcomes because teaching is more targeted to individual pupil needs.	2, 4, 5
Reducing class size in y5&6 by employing an additional teacher and creating a small focus group of 10 to 12 pupils.	EEF Teaching & Learning Toolkit states that reducing class size and small group tuition supports improving outcomes because teaching is more targeted to individual pupil needs.	2, 4, 5
RWInc Phonics programme used in KS1 and KS2  Lead targeted phonic intervention for PP children	The use of the RWInc phonics programme has supported disadvantaged pupils at St Mark's achieving above the national expectations.  The EEF recommends the use of a phonics programme stating that it has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3, 4, 5

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

Budgeted cost: £ 34530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing an Academic Mentor to support pupils across y3&4 in closing gaps in English and maths	EEF states that small group tuition supports improving outcomes because teaching is more targeted to individual pupil needs.	2, 3, 4, 5
Employing a School-led Tutor to deliver Maths and English interventions in KS1 and KS2	EEF states that small group tuition supports improving outcomes because teaching is more targeted to individual pupil needs.	2, 3, 4, 5
Employment of TAs across the school to provide additional TA time in class and lead interventions (reviewed termly).	Closely targeted Teaching Assistant Interventions are recommended by the EEF.  Teaching Maths for Mastery requires that gaps in learning are addressed ASAP and provision of TA support in class supports this.	2, 3, 4, 5

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

Budgeted cost: £ 55320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Parent Support and Pupil Wellbeing advisor	Parent concerns are addressed very quickly. Attendance is monitored and the appropriate action taken in order to improve a pupil's attendance or punctuality. Additional support provided to pupils with SEMH ensuring that they have improved learning behaviours and engagement with their peers.	1, 5, 7
Employment of an external Attendance Manager	Attendance is monitored and the appropriate action taken in order to improve a pupil's attendance or punctuality.	1
Purchase of the Thrive On-line programme and staff training	The Thrive Approach helps schools to prioritise mental health and wellbeing, supporting the emotional health of all students.  The EEF states that Behaviour interventions that seek to improve attainment by reducing challenging behaviour in school are beneficial. Evidence in school indicates that pupils who have completed Thrive interventions	1, 2, 5

	have improved learning behaviours and engagement with their peers.	
Employment of Bungalow Services - trained counsellors work with identified pupils (and their parents) in addressing a range of social and emotional issues.	EEF states that social and emotional learning has a positive impact. Evidence in school indicates that pupils who have completed Alliance counselling sessions have improved learning behaviours and engagement with their peers.	1,2,5
Funding or subsidising enrichment activities including after-school clubs, school trips, residential trips, visitors, Wilderness School etc	Pupils broaden their experiences by attending enrichment activities.	6
Funding items such as school uniform and PE or swimming kit	Lack of uniform and other items is not a barrier to pupils accessing the full curriculum and extra-curricular activities.	1, 2, 6, 7

**Total budgeted cost: £ 155,478**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aims	Outcomes
<p>To improve attendance and punctuality of disadvantaged children.</p>	<p>Attendance continues to be an area of concern with disadvantaged % pupil attendance being below the school's target and below the % attendance of non-disadvantaged pupils. A much larger proportion of disadvantaged pupils were persistent absentees in comparison to the proportion of non-disadvantaged pupils.</p>
<p>To improve the % of disadvantaged pupils achieving national age-related expectations (including greater depth) at the end of KS2</p> <p>To close the disadvantaged / non-disadvantaged gap.</p>	<p>Throughout the year, regular monitoring and tracking of disadvantaged pupil outcomes as well as teaching &amp; learning enabled senior leaders to target additional PP funded resource to where it was most needed in order to support pupil progress. Regular learning walks and scrutinies meant that staff were able to continuously reflect on their approaches and compare standards.</p> <p>In order to support disadvantaged pupils in achieving age related and greater depth expectations at the end of KS2, the school used Pupil Premium to reduce class sizes in year 5&amp;6 by employing an additional teacher. An Academic Mentor plus school led tutors also supported pupils through additional support and intervention. These proved effective measures as ks2 pupils achieved well in comparison with their peers nationally in 2022 in all subjects. At KS1, the school's carefully managed use of the RWInc Phonics programme and along additional intervention from a School Led Tutor meant that disadvantaged pupils in year 1 also achieved well in comparison to their peers nationally. However, in both, there continue to be gaps between disadvantaged and non-disadvantaged pupil outcomes.</p>
<p>To enrich and broaden disadvantaged pupils' experiences.</p>	<p>Pupil premium was used to fund (whole or part) enrichment activities which supported in building the cultural capital of disadvantaged pupils and ensured that disadvantaged pupils had fair access to all activities. Following the re-opening of many destinations after COVID, school visits were started again and included a residential visit to London. Visits were organised in the local area, for example to Go Climb, and further afield, e.g. to the Centre for Life. Pupils also accessed music lessons from Tees Valley Music service with class tuition in</p>



	trumpets and drumming as well as woodwind lessons for small groups of pupils.
To improve parental engagement	All disadvantaged children were supported by our Pupil Support Advisor who liaised with parents, carers and directed pupils and family for further support if and when required. Children felt confident and safe discussing issues with the PSA and often requested this. Pupils requiring additional support were also referred Alliance counselling service.

### Externally provided programmes

Programme	Provider
Reading Plus	Reading Plus
RWI - Reading and phonics program to support early reading.	RWI
White Rose Maths - Whole school Maths daily resources and assessments.	White Rose
Bungalow - psychological service to support children and families mental health and wellbeing.	Alliance
Future Steps - Occupational therapy provided for targeted children.	Future Steps