



St. Mark's C of E Primary School Pupil Premium Strategy Statement



Vision

'Everyone Welcomed. Everyone Included. Everyone Belongs.'

At St Mark's Church of England Primary School, we strive to bring all together as one loving family. Through strong relationships, we offer a sense of belonging by nurturing all to flourish as unique and responsible children of God.

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | St. Mark's C of E Primary School |
| Number of pupils in school | 425 |
| Proportion (%) of pupil premium eligible pupils | 22% (2022 -2023) 21% (2023 - 2024) 22% (2024 - 2025) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published in September 2022, reviewed September 2023, reviewed September 2024 | Autumn 2024 |
| Date on which it will be reviewed | Autumn 2025 |
| Statement authorised by | Stacey Rand |
| Pupil premium lead | Stacey Rand |
| Governor / Trustee lead | Sue Chappel |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £131,998 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £131,998 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers and high attainers will continue to progress well.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will also consider the challenges faced by other groups of vulnerable pupils such as young carers and pupils with a social worker so the activities outlined in this statement are intended to support their needs, whether they are disadvantaged or not. Our ultimate objectives are to:

- Remove the barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils have secure code knowledge to apply to the skills of reading.
- Enable our pupils to look after their social and emotional wellbeing and to develop resilience.
- To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged pupils
- To plan and implement support through a tiered approach:
 1. Teaching
 2. Targeted Academic Support
 3. Wider Strategies

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 are below national. There is a higher percentage of persistent absentees who are disadvantaged children. |
| 2 | Observations show an increase in the number of children and parents with mental health needs and social/emotional support. |
| 3 | Lack of consistent parental engagement in their child's learning. |
| 4 | Disadvantaged children are underperforming in most key assessments. |
| 5 | Disadvantaged pupils have limited 'wider' experiences and opportunities in life to draw upon (beyond the school) which can link to lack of aspiration for the future. |

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 |
|--|--|
| To increase the number of disadvantaged pupils who will meet national expectations for attendance. | Attendance for disadvantaged pupils continues to be in line with others in school and nationally. Reduction in the percentage of persistent Absentees across school. Individual case studies will demonstrate the impact of improving attendance on pupil achievement. |
| Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement. | Welfare, emotional and safeguarding barriers are minimised. Enabling pupil premium children to achieve in line with their peers. Attitudes to learning for all children is positive and learning behaviours are outstanding. Families are supported exceptionally well to reduce barriers to children's achievement. |
| To increase and sustain parental involvement in their child's learning. | Parents indicate there are strong links between home and school and support is received for a wide range of needs. To ensure children achieve their target and/or in line with national expectations. |
| Improved % of disadvantaged pupils achieving national age-related expectations (including greater depth) at the end of all key stages. Gap between disadvantaged and non-disadvantaged pupils to have closed. | Disadvantaged pupil learning behaviours will be good. The % disadvantaged pupils achieving age related expectations and greater depth will improve each year. The gap between disadvantaged and non-disadvantaged pupils will narrow each year. |

| Intended outcome | Success criteria |
|--|--|
| | <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 national non-disadvantaged pupils at the end of all key stages.</p> |
| <p>Pupil's develop stamina and independence to achieve targets and are prepared for success in later life.</p> | <p>Careers Curriculum from Early Years to Year 6 continues to be developed in order to raise aspirations and persona and life skills. Our enrichment curriculum also supports this. Pupils continue to be exposed to with frequent visits, visitors and a range of high quality, purposeful enrichment opportunities. Pupils are able to talk about skills needed and valued within the workplace and give examples of when these are used. Engagement with the Start Small, Dream Big project demonstrates further strengthening improvements for the school Pupils will have increased encounters with employers and employee.</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: £77,598

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Reducing class size in year 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. Reducing class size EEF (educationendowmentfoundation.org.uk) | 1, 3, 4 |
| Embed dialogic activities across the school curriculum. A member of staff to lead on these initiatives. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 4 |
| Ensure staff are trained in chosen phonics scheme. | Evidence suggests weaker readers, as well as children with dyslexia, perform less well on phonemic awareness tasks. Phonological awareness and Phonemic awareness (d2tic4wvo1iusb.cloudfront.net) | 4 |
| Nurture training for all staff to support children with social and emotional issues | There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own | 1,2, 4 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| | <p>learning and overcome challenges themselves in the future.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> | |
| To use Thrive to support children and families with behaviour giving children strategies to support their needs. | <p>The Thrive approach will give staff a greater insight into the needs of their children, how to integrate specific strategies into their teaching and support the children with managing their emotions. The understanding of their needs allows staff to support them in using a variety of strategies to improve their behaviour.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 |
| CPD refresher for all staff on Trauma, Attachment, Emotional Literacy. As a result, all staff will have a greater understanding of the backgrounds of many of our children and how they can be supported throughout the school day. | <p>EEF SEN research - 'build an ongoing holistic understanding of your pupils and their needs'.</p> <p>Special Educational Needs in Mainstream Schools EEF</p> | 1, 2, 4 |
| To employ a PSA to support with parents of disadvantaged children. | <p>The EEF research shows that there is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3 |

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

Budgeted cost: £48,915.66

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Employment of TAs across the school to | Closely targeted Teaching Assistant Interventions are recommended by the EEF. Teaching Maths for | 2,4 |

| | | |
|---|--|--|
| provide additional TA time in class and lead interventions (reviewed termly). | <p>Mastery requires that gaps in learning are addressed ASAP and provision of TA support in class supports this.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> | <p>£28,970</p> <p>£12780</p> |
| Continue to provide access to TT Rockstars for all children from Y2 - Y6. Encourage the use of these at home. | <p>EEF - notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area.</p> <p>Homework EEF</p> | <p>4</p> <p>£115</p> |
| Continue to provide a range of online resources to support children in home and at school | <p>EEF - notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area.</p> <p>Homework EEF</p> | <p>4</p> <p>SPAG.com - £191</p> <p>Number Bots - £96.66</p> <p>Reading Plus - £2520</p> <p>White Rose Maths - £313</p> |
| Booster for Year 6 in Spring Term - one adult to one or 2 pupils. 10 staff x 1 hour per week. | <p>EEF highlights one to one tuition as having significant impact.</p> <p>One to one tuition EEF</p> | <p>4</p> |

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

Budgeted cost: £5,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-----------------------------------|
| Funding or subsidising enrichment activities including after-school clubs, school trips, residential trips, visitors etc | Pupils broaden their experiences by attending enrichment activities | <p>2,4,5</p> <p>£3000</p> |
| 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 | <p>2,4,5</p> <p>£1000</p> |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | <p>1, 2, 3, 4, 5</p> <p>£1500</p> |

Total budgeted cost: £132,013.66

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 2022 to 2023 academic year.

| Aims | Outcomes |
|---|---|
| <p>To increase the number of disadvantaged pupils who will meet national expectations for attendance.</p> | <p>The attendance for disadvantaged pupils in the academic year of 2023-2024 was 86.27%. Pupils who were not in receipt of pupil premium had an attendance of 94.48%. There is still a gap between disadvantaged and non disadvantaged.</p> <p>In 2022 - 2023 we had 24 disadvantaged children who met national expectations. In 2023 - 2024 we had 25 children who met national expectations. This was a very small increase.</p> |
| <p>To achieve and sustain improved well-being for all pupils in our school.</p> | <p>We now have two trained Thrive practitioners within the school to support pupils with their wellbeing. These practitioners trained staff to profile their class and deliver the necessary interventions.</p> <p>We also employ a parent welfare officer. They support well-being by delivering numerous interventions such as Lego therapy and drawing therapy. They also have access to agencies who can provide external support such as the Bungalow Project and Alliance.</p> <p>Well-being has improved in the school. There is a positive school environment where the pupils feel safe, respected and valued. This was evident through pupil voice. Observations show that pupils are engaged in lessons.</p> |

| | |
|---|--|
| <p>To increase and sustain parental involvement in their child's learning.</p> | <p>We have the Arbor app which allows parents/carers to see their attendance and have access to any information sent from the school.</p> <p>Our parent welfare officer has supported parents in various aspects including applying for funding and any issues regarding their child's education.</p> <p>We have implemented ClassDojo to ensure that parents have constant updates on what their child is learning in class. We also send home class newsletters to ensure that parents know what their child is learning. These are also uploaded onto the school website.</p> |
| <p>Improved % of disadvantaged pupils achieving national age-related expectations (including greater depth) at the end of all key stages.</p> <p>Gap between disadvantaged and non-disadvantaged pupils to have closed.</p> | <p>EYFS</p> <p>2022 - 2023 - 77.8%</p> <p>2023 - 2024 - 66.7%</p> <p>Phonics</p> <p>2022 - 2023 - 64.3%</p> <p>2023 - 2024 - 92.2%</p> <p>KS2</p> <p>RWM</p> <p>2022 - 2023 - 41.2%</p> <p>2023 - 2024 - 52.4%</p> <p>Maths</p> <p>2022 - 2023 - 52.9%</p> <p>2023 - 2024 - 61.9%</p> <p>Reading</p> <p>2022 - 2023 - 64.7%</p> <p>2023 - 2024 - 66.7%</p> <p>Writing</p> <p>2022 - 2023 - 47.1%</p> <p>2023 - 2024 - 76.2%</p> <p>GPS</p> <p>2022 - 2023 - 52.9%</p> <p>2023 - 2024 - 61.9%</p> |

| | |
|---|---|
| | <p>Disadvantaged children have improved from the previous year in all areas except for EYFS.</p> <p>RWM Combined 52.4% (PP), 71.9% (Non-PP) Maths - 61.9% (PP), 84.8% (Non-PP) Reading - 66.7% (PP), 81.8% (Non - PP) Writing - 76.2% (PP), 90.6% (Non - PP) GPS - 61.9% (PP), 81.8% (Non - PP)</p> <p>Phonics 100% (PP), 92.2% (Non-PP)</p> <p>EYFS 66.7% (PP) 93.9% (Non-PP)</p> <p>The disadvantaged children are still underperforming and non-disadvantaged in every area apart from phonics. There is still a significant gap.</p> |
| Pupil's develop stamina and independence to achieve targets and are prepared for success in later life. | <p>Disadvantaged children have achieved better in 2024 than they did in 2023. They have developed stamina and independence to tackle challenging tasks and persevere.</p> <p>We have had a careers week which provided children with aspirations of a range of jobs they could have. People came in to talk to children about their success and what they had to do to get there. We had a range of careers catered for.</p> |