

St Mark's CofE Primary School

Pupil Premium Strategy Statement 2024 - 2025

This statement details St Marks C of E Primary School 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.

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School overview

Detail	Data
School name	St Marks CofE Primary
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	10.7% (67)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was initially published	September 2024
Date on which it will be reviewed	January 2025, April 2025, July 2025
Statement authorised by	Charles Applegate
Pupil premium leads	Debbie Spiers, Rebecca Poole
Governor lead	Ena Bull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,320
Recovery premium funding allocation this academic year	£11,640
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	£98,960

Part A: Pupil premium strategy plan

Statement of intent

At St Marks C of E Primary School we use Pupil Premium funding to ensure that our disadvantaged and vulnerable pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We aim to:

- Remove barriers to learning created by known circumstances, which may include academic needs, family or background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Support families who may be vulnerable for a variety of reasons, in order to help the children.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure all children attend school, and are on time.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide dedicated pupil premium champions to ensure excellent opportunities, progress and monitoring. Our champions will also ensure effective communication amongst all staff.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide opportunities for all pupils to participate in enrichment activities including sport and music and access to trips and residential trips.
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	<i>In reading, writing and maths, there is a higher proportion of disadvantaged children who are not on track compared to their non-disadvantaged peers.</i>
2	<i>In reading, writing and maths, there is a lower proportion of disadvantaged children achieving GDS compared to their non-disadvantaged peers.</i>
3	<i>In writing, there is still a wider gap between disadvantaged and non-disadvantaged attainment compared to other subjects. Whilst this gap has narrowed, there are many children still stalling at 'Just Below'.</i>
4	<i>Some of our disadvantaged pupils need access to emotional support to improve wellbeing and life chances.</i>
5	<i>Some of our disadvantaged parents and carers need access to emotional and practical support.</i>
6	<i>Some of our disadvantaged pupils have lower attendance rates.</i>
7	<i>In maths, there is a lower proportion of disadvantaged children achieving on their times table assessments, compared to their non-disadvantaged peers.</i>

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
<p>We want our disadvantaged children to show improved attainment in reading, writing and maths to support future opportunities. We want to improve the writing outcomes with a focus on 'Just Below' children by strengthening scaffolding to support sentence structure and building upon spelling.</p> <p>We want to improve the times tables outcomes for PP children.</p>	<p>Each child will show accelerated progress in their area of need. This means a marked increase in their test scores, and also in their writing.</p> <p>The percentage of children who are not on track in their writing will reduce and specifically more children will progress from being 'Just Below' to 'On Track'.</p> <p>Each year groups' multiplication test scores will improve.</p> <p>In Year 4, more than 20% of PP children will achieve 20/25 in MTC.</p> <p>In Year 1, more than 33% of PP children will be on track in reading, writing and maths by the end of the year.</p>
<p>We want our disadvantaged children to feel confident in sharing their feelings, having strategies to manage their internal world, and to believe they can do anything.</p>	<p>All children have access to a high quality well-structured PSHE curriculum to grow their character development - becoming emotionally aware and intelligent, resilient and have strong strategies for managing their mental health. The school ethos and staff relationships support all children and classroom support is put in place to support those who require additional provision.</p> <p>Children who struggle also have access to high-quality, trained pastoral workers. It is evident that pastoral intervention has made a positive impact on their area of need (social, emotional, and/or academic).</p>

<p>We want our parents to be able to access a variety of support (emotional and practical), and feel confident that they have the tools to give their best to their children.</p>	<p>Parents are aware of our 'Ark' pastoral support, or at least know that the school will actively provide support. We can demonstrate through case studies the positive support given, and the impact this has had on family life and the improved life chances of the children.</p>
<p>We want our disadvantaged children to make the most of their education by being present at school each day.</p>	<p>There is a clear improvement for disadvantaged children's attendance. The attendance % gap reduces, and individuals with challenging attendance shows a marked improvement.</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

Budgeted cost: £3,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior leaders, including Assistant Head Teachers, Heads of Year and our new ECT Lead, help to develop and sustain high quality teaching through effective CPD. We ensure that teachers have a focus on the PP children who are struggling in R/W/M, and those who need to accelerate their progress.</p> <p>Improve use of over-learning/retrieval practice opportunities.</p> <p>Support children by strengthening scaffolding to support sentence structure and building upon spelling.</p> <p>Improve the recall of times table facts.</p>	<p>High quality teaching improves outcomes for children and <u>effective professional development</u> offers a crucial tool to develop teaching quality in all reading activities.</p> <p>Senior Learners will also focus on helping teachers to teach children to be <u>mastery learners</u>, and identify the gaps in skills/knowledge that hinder mastery.</p> <p>Use of over-learning and retrieval practice strategies help to place learning into long-term memory. This is a principle of <u>Rosenshine</u> and generally supported through <u>EEF Research</u>.</p> <p>Use of focussed grammar and spelling lessons, interventions and resources help those children who are still 'Just Below' in their writing, to progress to being 'On Track'.</p> <p>Use of focussed teaching sessions and delivery of precision teaching for the children who are struggling to retain times table knowledge.</p>	<p>1, 2, 3, 7</p>

Targeted academic support

Budgeted cost: £60,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ Senco Assistant to collate clear and focussed assessment data to measure progress; to provide evidenced-based interventions to Pupil Premium children with SEND across the school; to assist the SENCOs in training and supporting LSAs in providing evidenced-based interventions within their class and year group.</p>	<p>Effective <u>gathering and interpreting of data</u> is critical to ensuring the correct priorities are targeted for SEND & PP children. It strengthens and challenges our beliefs and reduces the likelihood of bias in our interpretation of the barriers to learning faced by each child.</p> <p>Using evidenced-based interventions provides confidence in the programs provided to support children effectively to make accelerated progress. <u>Learning Support Assistants</u> make a positive impact on learner outcomes when provided with high quality training to deliver structured evidenced-based interventions.</p>	<p>1, 2, 3, 7</p>

Employ Reading Champion to ensure our lowest 20% of readers are provided with targeted and evidenced-based support through intervention groups, 1:1 and Quality First Teaching; to champion reading across the school to embed the love of reading and the use of evidenced-based strategies in class, small groups and 1:1; ensuring all teachers have a high level of subject knowledge in the teaching of reading to be able to support children in class.

Having someone championing our reading curriculum and support for those in the lowest 20% of readers across the school provides a strong commitment to ensuring every child leaves our school as an effective reader. Reading comprehension strategies used alongside carefully combined activities such as phonics, graphic organisers and attention to text features gives lower attaining children effective and explicit strategies to enable children to comprehend what they are reading.

High quality teaching improves the reading outcomes for children and effective professional development offers a crucial tool to develop teaching quality in all reading activities. Providing training for all staff in KS1 and KS2 and implementing improvements to our literacy, particularly with phonics, the fluency of reading and explicit modelling of reading out loud in class will increase the exposure children have to high quality texts and provide explicit support on how to read and the purpose of reading.

1, 2

<p>Employ Pupil Premium Champions to really help identify barriers to learning, which may be academic, but also may be practical, emotional, or opportunity-based. Barriers to learning are identified and addressed quickly. This may include use of year group interventions to target specific catch up programmes.</p>	<p>Identification of Learning Barriers through <u>diagnostic assessments</u>, and then devising a plan to address those barriers, is key. Through identifying specific barriers to learning, class teachers, support staff and pupil premium champions can work individually on narrowing gaps in learning. Pupils see themselves as successful learners.</p> <p>PP Profiles maintained by the PP Champions help to track progress and collate the picture and progress of the child.</p> <p><u>Engaging parents</u> through good communication of progress against learning barriers promotes home-school partnership.</p>	<p>1, 2, 3, 4, 5, 6, 7</p> <p><u>School elections - September 2024</u> 35/58 (60%) of PP children applied for a role compared to 285/478 (59.6%) of non-PP applied for a role. This is an improvement on last academic year when 49% of PP children applied for a role. 26% of PP children who went for a role were elected compared to 37% of non-PP children. Having the opportunity to apply for the elections during the school day supported children with their applications.</p> <p><u>Clubs</u> 14 PP children have been allocated a space in ASCs in the Autumn term. 4 PP children are currently on the waiting list to be offered a space at an ASC.</p>
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Wider strategies

Budgeted cost: £29,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide pastoral support and social support sessions for vulnerable children. Vulnerable children are given support for managing their worries, their emotional wellbeing and mental health. They are better equipped to engage in social activities too.</p> <p>The pastoral team receives regular, up-to-date training.</p>	<p><u>From Government Review</u></p> <ul style="list-style-type: none"> ● Pupils with better health and wellbeing are likely to achieve better academically. ● Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. ● The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 	4, 5, 6
<p>Monitor attendance/ punctuality and support parents in understanding the importance of being at school.</p>	<p>Attendance at school is vital to narrowing learning gaps and improving life chances.</p>	6
<p>Employment of a Family Support Worker.</p> <p>This includes overseeing work with outside agencies and maintaining good relationships and communication between school and family. Outside agencies may include counselling, No Limits, Foodbank etc.</p>	<p><u>From Government Review</u></p> <p><i>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</i></p>	4, 5, 6

Provide a subsidy for PP children as needed towards trips, uniform, PE kit, music lessons etc	All children are included in trips and visits and have the correct kit to take part in school activities. They have opportunities to learn instruments and other activities.	4, 5
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Total budgeted cost: £93,852

Part B: Review of outcomes above

Review of plan

January 2025 - Review of objectives completed in blue

April 2025 - Review of objectives completed in purple

July 2025 - Review of objectives completed in green