

St Mark's CofE Primary School

Pupil Premium Strategy Statement

This statement details St Marks C of E Primary School 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.

Table of contents

School overview	1
Funding overview	2
Part A: Pupil premium strategy plan	2
Statement of intent	2
Achieving our objectives	2
Challenges	3
Intended outcomes	3
Activity in this academic year	4
Teaching	4
Part B: Review of outcomes 2021-2022	7
Pupil premium strategy outcomes	7
Additional data	10

School overview

Detail	Data
School name	St Marks CofE Primary
Number of pupils in school	626
Proportion (%) of pupil premium eligible pupils	9% (60)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022, July 2022
Statement authorised by	Charles Applegate
Pupil premium lead	Fiona Tickle

Governor / Trustee lead	Ena Bull
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,865
Recovery premium funding allocation this academic year (60x£145)	£8,700
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	£95,565

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.

Achieving our objectives

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

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- 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 and maths, there is a lower proportion of disadvantaged children achieving GDS compared to their non-disadvantage peers.</i>
3	<i>Some of our disadvantaged pupils need access to emotional support to improve wellbeing and life chances.</i>
4	<i>Some of our disadvantaged parents and carers need access to emotional and practical support.</i>
5	<i>Some of our disadvantaged pupils have lower attendance rates. (96.4% vs 98.1%)</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
We want our disadvantaged children to show improved attainment in reading, writing and maths to support future opportunities.	Each child will show accelerated progress in their area of need. This means a marked increase in their reading age or standardised score from NFER results, and also in their writing.
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.	Children who struggle 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).
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.	Parents are aware of our 'Ark' pastoral 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.
We want our disadvantaged children to make the most of their education by being present at school each day.	There is a clear improvement for disadvantaged children's attendance. The attendance % gap reduces, and individuals with challenging attendance shows a marked improvement.

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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through employing Lead Learners, we develop high quality teaching through effective CPD. We ensure that LLs have a focus on the 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>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>Lead 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>	1 and 2

Targeted academic support

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of 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 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>	1 and 2

<p>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.</p>	<p>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. <u>Reading comprehension strategies</u> used alongside carefully combined activities such as phocis, graphic organisers and attention to text features gives lower attaining children effective and explicit strategies to enable children to comprehend what they are reading.</p> <p>High quality teaching improves the reading outcomes for children and <u>effective professional development</u> offers a crucial tool to develop teaching quality in all reading activities. Providing training for all staff in KS1 and KS2 and implementing <u>improvements to our literacy</u>, 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.</p>	<p>1 and 2</p>
<p>Use of Edukey for each Pupil Premium child to have a learning plan, which is reviewed half termly. Barriers to learning are identified and addressed quickly, reviewed by class teachers and the wider team around the child. 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 can work individually on narrowing gaps in learning. Pupils see themselves as successful learners.</p> <p>Edukey provides this system to show barriers, targets and actions. These learning plans are reviewed regularly, sharing with and <u>engaging parents</u> therefore creating a home-school learning partnership.</p>	<p>1 and 2</p>

Wider strategies

Budgeted cost: £39,000

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><i>From Government Review</i></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. 	3, 4
<p>Monitor attendance/ punctuality and support parents in understanding the importance of being at school. Monitor COVID absence and provide support (technology, food vouchers etc)</p>	<p>Attendance at school is vital to narrowing learning gaps and improving life chances.</p>	1, 2, 3, 4, 5
<p>Employment of a Family Support Worker. 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><i>From Government Review</i></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
<p>Provide a subsidy for PP children as needed towards trips, uniform, PE kit, music lessons etc</p>	<p>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.</p>	3

Total budgeted cost: £102,000

Part B: Review of outcomes 2021-2022

Pupil premium strategy outcomes

Challenge number	Detail of challenge	Review July 2022
1	In reading, writing and maths, there is a higher proportion of disadvantaged children who are not on track compared to their non-disadvantaged peers.	<p>✓ Challenge is being met. Overall, the % of PP pupils not on track is reducing.</p> <p>Looking at the data in Table 1, it is pleasing to see that the gap is closing for PP children against their non-PP peers when comparing 2021 data to 2022. PP pupils had made a greater level of progress at both EXS+ and GDS in Reading, Writing and Maths (apart from GDS Writing, which was 2% less).</p> <p>Further, Table 3 shows that the percentage of children not on track is decreasing, particularly in reading and maths. This is further evident when considering those without SEND, where more substantial gains can be seen.</p>
2	In reading and maths, there is a lower proportion of disadvantaged children achieving GDS compared to their non-disadvantage peers.	<p>✓ Challenge is being met. In both reading and maths, there is a greater proportion of PP children achieving GDS compared with non-PP peers.</p> <p>In reading, there is an increase of 7% for PP vs 3% for non-PP.</p> <p>In maths, there is an increase of 13% for PP vs 9% for non-PP.</p>
3	Some of our disadvantaged pupils need access to emotional support to improve wellbeing and life chances.	<p>✓ Challenge is being met. We have employed 2.2 FTE pastoral team members who are doing an incredible job to support the emotional challenges of our children. They are almost always working with children in either a 1-1 capacity or small group capacity, depending on the need. Whilst it is a difficult area to have summative data, we know that without the pastoral support provided, children would be in a much more challenging place. Further, the positive outcomes shown for reading, writing and maths were made possible because the pastoral support for children and parents was put in place. Our July 2022 survey for parents also showed a very supportive response for the care that we show our children.</p>
4	Some of our disadvantaged parents and carers need access to emotional and practical support.	
5	Some of our disadvantaged pupils have lower attendance rates. (96.3% vs 98.3%). This is a difference of 2%.	<p>✓ Challenge is being met. The data is very difficult to compare because of the difficult years we have had in covid, including subsequent unauthorised holidays from cancelled covid holidays and extreme wind/heat days. However, looking at the national figures, our attendance figures are above national, with similar differences when comparing FSM/Non-FSM. This is still an area to review.</p>

Attendance				Persistent Absenteeism	
				All	
	School	National	Diff		
FSM	93	90.5	2.5		
Non-FSM	96.1	93.7	2.4		
Diff	-3.1	-3.2		13%	23%
Overall	95.8	92.8		School	National

Data taken from FFT Lite

Review of Summer 2022 data for all PP pupils

Is the gap closing for Pupil Premium pupils?

We are pleased to see that the improvement in attainment levels shown by PP pupils in 2022 compared to 2021 is at least inline or usually above those of non-PP peers. This indicates that the overall implementation of this plan has been effective and that the gap is closing (see Table 1).

Reading						
	2021		2022		Improvement	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
PP	44	6	50	13	+6	+7
Non-PP	78	30	78	33	+0	+3
Writing						
	2021		2022		Improvement	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
PP	40	6	45	10	+5	+4
Non-PP	71	12	75	18	+4	+6
Maths						
	2021		2022		Improvement	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
PP	55	6	56	19	+1	+13
Non-PP	82	27	82	36	+0	+9

Table 1

It is important to note that our PP cohort has significantly more children with SEND compared to our Non-PP cohort, which will affect attainment outcomes (see Table 2).

	SEND	No SEND	% SEND	% No SEND
PP	23	33	41%	59%
Non-PP	85	483	15%	85%

Table 2

What does progress look like for those not on track in reading, writing and maths?

Table 3 shows that the percentage of children not on track is decreasing, particularly in reading and maths. This is further evident when considering those without SEND, where more substantial gains can be seen.

This table is for those without SEND.

This table includes children with SEND.

Reading				Reading			
	2021	2022	Improvement		2021	2022	Improvement
Non-SEND	% Not on Track	% Not on Track		ALL	% Not on Track	% Not on Track	
PP	40	24	-16	PP	55	50	-5
Non-PP	14	14	0	Non-PP	22	22	0
Writing				Writing			
	2021	2022	Improvement	ALL	2021	2022	Improvement
Non-SEND	% Not on Track	% Not on Track		Non-SEND	% Not on Track	% Not on Track	
PP	36	34	-2	PP	60	55	-5
Non-PP	21	18	-3	Non-PP	29	25	-4
Maths				Maths			
	2021	2022	Improvement	ALL	2021	2022	Improvement
Non-SEND	% Not on Track	% Not on Track		Non-SEND	% Not on Track	% Not on Track	
PP	28	24	-4	PP	45	44	-1
Non-PP	10	10	0	Non-PP	18	17	-1

Table 3

What does overall progress look like for PP children vs non-PP children when comparing 2021 outcomes to 2022?

An average of 21% of PP pupils have made accelerated progress in July 2022 against their July 2021 outcomes in reading, writing and maths, compared to 18% for non-PP.

On average, 94% of PP pupils maintained their previous level or increased, compared to 90% for non-PP.

Reading - Summer 2021 vs Summer 2022 outcomes

These graphs show that more PP children maintain or improve their level compared to non-PP.

<i>Disadvantaged 6% dropped, 26% increased</i>					<i>Non-Disadvantaged 12% dropped, 21% increased</i>					
	Below	Just Below	On-track	Gtr. Depth	No Data	Below	Just Below	On-track	Gtr. Depth	
No Data	2 pupils (4%)	1 pupil (2%)	2 pupils (4%)		1 pupil (0%)	1 pupil (0%)	2 pupils (1%)	7 pupils (2%)	5 pupils (1%)	
Below	12 pupils (26%)	2 pupils (4%)	1 pupil (2%)			26 pupils (7%)	13 pupils (3%)	2 pupils (1%)		
Just Below		3 pupils (6%)	5 pupils (11%)			1 pupil (0%)	20 pupils (5%)	22 pupils (6%)	1 pupil (0%)	
On-track		3 pupils (6%)	9 pupils (19%)	4 pupils (9%)			19 pupils (5%)	118 pupils (30%)	39 pupils (10%)	
Gtr. Depth				3 pupils (6%)			1 pupil (0%)	28 pupils (7%)	92 pupils (23%)	

Writing - Summer 2021 vs Summer 2022 outcomes

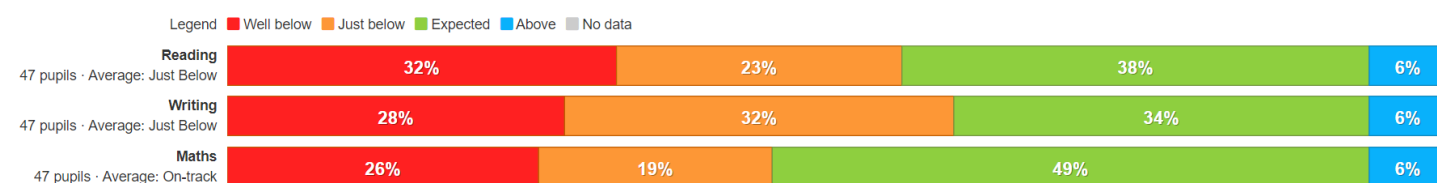
Disadvantaged 6% dropped, 16% increased					Non-Disadvantaged 5% dropped, 19% increased					
	Below	Just Below	On-track	Gtr. Depth	No Data	Below	Just Below	On-track	Gtr. Depth	
No Data	1 pupil (2%)	2 pupils (4%)	2 pupils (4%)		1 pupil (0%)		3 pupils (1%)	8 pupils (2%)	4 pupils (1%)	
Below	10 pupils (21%)	3 pupils (6%)				25 pupils (6%)	11 pupils (3%)			
Just Below		8 pupils (17%)	3 pupils (6%)			2 pupils (1%)	48 pupils (12%)	28 pupils (7%)		
On-track		3 pupils (6%)	10 pupils (21%)	2 pupils (4%)			10 pupils (3%)	178 pupils (45%)	35 pupils (9%)	
Gtr. Depth				3 pupils (6%)				5 pupils (1%)	40 pupils (10%)	

Maths - Summer 21 vs Summer 22 outcomes for 56 PP Pupils

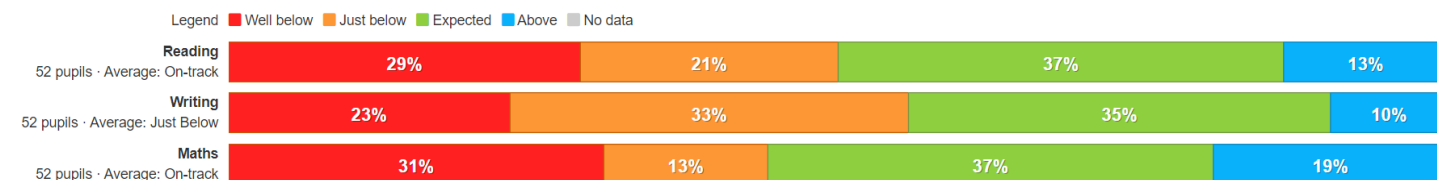
Disadvantaged 6% dropped, 21% increased					Non-Disadvantaged 9% dropped, 16% increased					
	Below	Just Below	On-track	Gtr. Depth	No Data	Below	Just Below	On-track	Gtr. Depth	
No Data	2 pupils (4%)		3 pupils (6%)		1 pupil (0%)		1 pupil (0%)	6 pupils (2%)	8 pupils (2%)	
Below	12 pupils (26%)					24 pupils (6%)	8 pupils (2%)			
Just Below		2 pupils (4%)	3 pupils (6%)			8 pupils (2%)	15 pupils (4%)	17 pupils (4%)		
On-track		3 pupils (6%)	12 pupils (26%)	7 pupils (15%)		1 pupil (0%)	13 pupils (3%)	138 pupils (35%)	41 pupils (10%)	
Gtr. Depth				3 pupils (6%)				14 pupils (4%)	103 pupils (26%)	

Additional data

Attainment - Summer 2021 Results for PP Pupils

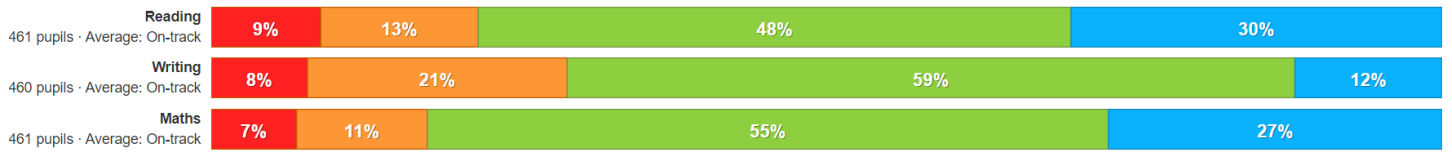


Attainment - Summer 2022 Results for PP Pupils



Attainment - Summer 2021 Results for Non-PP Pupils

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Attainment - Summer 2022 Results for Non-PP Pupils

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data

