

St Mark's CofE Primary School

Pupil Premium Strategy Statement 2022 - 2023

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	615 613
Proportion (%) of pupil premium eligible pupils	9% (51) 10.9% (67) 11.8% (73) 12.4% (76)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was initially published	September 2022
Date on which it will be reviewed	January 2023, April 2023, July 2023
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	£73,405
Recovery premium funding allocation this academic year (51x£145)	£7,395
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	£80,800

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-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 test scores, 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, 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.
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: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
		January 2023 progress April 2023 progress July 2023 progress

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.

Improve use of over-learning/ retrieval practice opportunities, including Geography Joggers, Fantastic Francais, Flashback Maths, Groovy Grammar, and more.

High quality teaching improves outcomes for children and effective professional development offers a crucial tool to develop teaching quality in all reading activities.

Senior Learners will also focus on helping teachers to teach children to be mastery learners, and identify the gaps in skills/knowledge that hinder mastery.

Use of over-learning and retrieval practice strategies help to place learning into long-term memory. This is a principle of Rosenshine and generally supported through EEF Research.

1 and 2

Data below compares Autumn 2022 vs Autumn 2021. Green - Attainment is on track against Autumn 2021. Blue - Attainment is above 2021. Red - Attainment has slipped against Autumn 2021.

Disadvantaged		Year 2 (6)		Year 3 (9)		Year 4 (11)		Year 5 (10)		Year 6 (17)	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	Aut 2021	20%	0%	38%	13%	55%	9%	30%	0%	43%	36%
	Aut 2022	17%	0%	44%	11%	36%	18%	30%	10%	53%	12%
Writing	Aut 2021	20%	0%	38%	0%	45%	0%	20%	0%	29%	14%
	Aut 2022	17%	0%	33%	0%	45%	18%	20%	0%	41%	12%
Maths	Aut 2021	0%	0%	63%	0%	64%	18%	44%	22%	64%	21%
	Aut 2022	0%	0%	67%	11%	64%	18%	40%	30%	47%	12%
Combined	Aut 2021	0%	0%	38%	0%	45%	0%	20%	0%	20%	13%
	Aut 2022	0%	0%	33%	0%	36%	9%	18%	0%	33%	8%

Active FSM Only		Year 2 (5)		Year 3 (8)		Year 4 (11)		Year 5 (9)		Year 6 (15)	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Reading	Aut 2021	20%	0%	38%	13%	55%	9%	33%	0%	42%	33%
	Aut 2022	20%	0%	50%	13%	36%	18%	33%	11%	47%	7%
Writing	Aut 2021	20%	0%	38%	0%	45%	0%	22%	0%	25%	8%
	Aut 2022	20%	0%	38%	0%	45%	18%	22%	0%	40%	7%
Maths	Aut 2021	0%	0%	63%	0%	64%	18%	50%	25%	58%	17%
	Aut 2022	0%	0%	75%	13%	64%	18%	44%	33%	47%	13%
Combined	Aut 2021	0%	0%	38%	0%	45%	0%	25%	0%	17%	8%
	Aut 2022	0%	0%	38%	0%	36%	9%	22%	0%	33%	7%

PP Champions have been tracking individual data for each child and liaising with teachers regarding new data. Emails are sent to all year group teachers regarding children's progress and what the next steps need to be.

An example of the PP Champion work: It was noticed a child did not make progress in her phonics over Autumn 1. PP champion observed her in her phonics group and made a plan of action. Class teacher and LSAs were spoken to, to discuss extra work that could be done in class. The child was spoken to about her engagement in phonics sessions and a reward chart was put in place. Parents were also liaised with to ensure she was bringing her reading folder into school every day. When phonic assessments were carried out at the end of Autumn 2, the child had moved up 2 phonic groups.

Whole school training on retrieval was delivered on 03.01.23 and was followed up in staff meeting on 11.01.23. Year groups 2-6 do daily Groovy Grammar. Year 1-6 do daily Flashback Maths. Staff training has also been delivered from the Maths team for new members of staff and multiple staff meetings and individual meetings from the English team.

Data below compares Spring 2022 vs Spring 2021. Green - Attainment is on track against Spring 2021. Blue - Attainment is above 2021. Red - Attainment has slipped against Autumn 2021. We have also calculated the gap between disadvantaged and non-disadvantaged and tracked to see whether the gap is decreasing over time.

Reading

The data shows that across the school the numbers of PP children reaching EXS+ has improved and the gap between disadvantaged and non-disadvantaged is reducing. In year 5 and 6 children the data has dropped although we have seen improvements in phonic knowledge with 38% of the

children who started the Fresh Start phonic programme in January are now off. These children continue to be supported by the Reading Champion and through intervention groups.

Writing

Generally, the numbers of PP children across the school reaching EXS+ has improved although where non-disadvantaged are also improving in most year groups, we have not seen the gap closing between disadvantaged and non-disadvantaged yet. Year 3 and Year 5 have seen a drop in numbers achieving EXS+, however some of this is due to the rising numbers of PP children who have joined the school.

Maths

Data for PP children reaching EXS+ has risen slightly across the school. Year 2 and 5 have seen some good increases. Numbers have stayed roughly the same in Years 3 and 4 and dipped slightly in Year 6, although we can see the gap has reduced for PP children achieving GDS in Year 6.

Spring Results and Summer Targets		2021-2022						2022-2023					
		Spring 2 (Actual)						Spring 2 (Actual)					
Mar-23		Reading		Writing		Maths		Reading		Writing		Maths	
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
Year 1	All Pupils							83%	14%	64%	4%	80%	24%
	Disadvantaged							75%	0%	50%	0%	75%	0%
	Not Disadvantaged							84%	15%	65%	5%	80%	26%
	What's the gap?							-9%	-15%	-15%	-5%	-5%	-26%
Year 2	All Pupils	71%	20%	57%	5%	79%	20%	66%	14%	56%	7%	73%	16%
	Disadvantaged	33%	0%	33%	0%	17%	0%	43%	0%	57%	0%	43%	0%
	Not Disadvantaged	74%	21%	59%	5%	84%	21%	67%	16%	55%	7%	76%	17%
	What's the gap?	-40%	-21%	-25%	-5%	-67%	-21%	-25%	-16%	2%	-7%	-33%	-17%
Year 3	All Pupils	67%	26%	69%	6%	78%	26%	71%	29%	66%	8%	78%	35%
	Disadvantaged	38%	13%	38%	0%	63%	0%	50%	10%	30%	0%	60%	10%
	Not Disadvantaged	70%	27%	73%	7%	79%	29%	74%	32%	71%	9%	80%	38%
	What's the gap?	-32%	-15%	-35%	-7%	-17%	-29%	-24%	-22%	-41%	-9%	-20%	-28%
Year 4	All Pupils	83%	30%	67%	8%	85%	33%	87%	42%	74%	15%	85%	40%
	Disadvantaged	55%	9%	45%	9%	64%	18%	73%	27%	55%	18%	64%	18%
	Not Disadvantaged	87%	33%	71%	8%	88%	35%	89%	44%	77%	15%	88%	43%
	What's the gap?	-32%	-24%	-25%	1%	-24%	-16%	-17%	-17%	-23%	4%	-24%	-24%
Year 5	All Pupils	75%	27%	61%	11%	73%	29%	72%	27%	63%	16%	74%	36%
	Disadvantaged	50%	10%	40%	0%	30%	10%	30%	10%	30%	0%	40%	10%
	Not Disadvantaged	79%	29%	64%	12%	79%	32%	78%	29%	68%	18%	79%	39%
	What's the gap?	-29%	-19%	-24%	-12%	-49%	-22%	-48%	-19%	-38%	-18%	-39%	-29%
Year 6	All Pupils	68%	30%	63%	10%	76%	32%	79%	31%	74%	18%	80%	25%
	Disadvantaged	50%	25%	31%	13%	63%	19%	53%	12%	47%	12%	59%	18%
	Not Disadvantaged	72%	31%	70%	10%	79%	35%	85%	36%	81%	19%	85%	26%
	What's the gap?	-22%	-6%	-39%	-3%	-16%	-16%	-32%	-24%	-33%	-8%	-26%	-9%

Data Headlines:

Y2:

- EXS+ Reading 2022 to 2023 has improved by 10%
- EXS+ Writing 2022 to 2023 has improved by 24%
- EXS+ Maths 2022 to 2023 has improved by 43%
- The gap between disadvantaged and not disadvantaged EXS+ in Reading 2022 to 2023 has reduced by 15%
- The gap between disadvantaged and not disadvantaged GDS in Reading 2022 to 2023 has reduced by 4%
- The gap between disadvantaged and not disadvantaged EXS+ in Writing 2022 to 2023 has reduced by 27% and disadvantaged are now doing better than not disadvantaged!
- The gap between disadvantaged and not disadvantaged EXS+ in Maths 2022 to 2023 has reduced by 34%
- The gap between disadvantaged and not disadvantaged GDS in Maths 2022 to 2023 has reduced by 4%

Y3:

- EXS+ Reading 2022 to 2023 has improved by 12%
- The gap between disadvantaged and not disadvantaged EXS+ in Reading 2022 to 2023 has reduced by 8%
- EXS+ Writing 2022 to 2023 has dropped by 8%
- The gap between disadvantaged and not disadvantaged GDS in Reading 2022 to 2023 has widened by 7%
- The gap between disadvantaged and not disadvantaged EXS+ in Writing 2022 to 2023 has widened by 6%

Y4:

- EXS+ Reading 2022 to 2023 has improved by 18%
- GDS Reading 2022 to 2023 has improved by 18%
- EXS+ Writing 2022 to 2023 has improved by 10%
- GDS Writing 2022 to 2023 has improved by 9%
- The gap between disadvantaged and not disadvantaged EXS+ in Reading 2022 to 2023 has reduced by 15%
- The gap between disadvantaged and not disadvantaged GDS in Reading 2022 to 2023 has reduced by 7%
- The gap between disadvantaged and not disadvantaged GDS in Writing 2022 to 2023 has reduced by 3%
- The gap between disadvantaged and not disadvantaged GDS in Maths 2022 to 2023 has widened by 8%

Y5:

- EXS+ Maths 2022 to 2023 has improved by 10%
- The gap between disadvantaged and not disadvantaged EXS+ in Maths 2022 to 2023 has reduced by 10%
- EXS+ Reading 2022 to 2023 has dropped by 20%
- EXS+ Writing 2022 to 2023 has dropped by 10%
- The gap between disadvantaged and not disadvantaged EXS+ in Reading 2022 to 2023 has widened by 19%
- The gap between disadvantaged and not disadvantaged EXS+ in Writing 2022 to 2023 has widened by 14%
- The gap between disadvantaged and not disadvantaged GDS in Writing 2022 to 2023 has widened by 6%
- The gap between disadvantaged and not disadvantaged GDS in Maths 2022 to 2023 has widened by 7%

Y6:

- EXS+ Writing 2022 to 2023 has improved by 16%
- The gap between disadvantaged and not disadvantaged GDS in Maths 2022 to 2023 has reduced by 7%
- GDS Reading 2022 to 2023 has dropped by 13%
- EXS+ Maths 2022 to 2023 has dropped by 4%
- The gap between disadvantaged and not disadvantaged EXS+ in Reading 2022 to 2023 has widened by 10%
- The gap between disadvantaged and not disadvantaged GDS in Reading 2022 to 2023 has widened by 18%
- The gap between disadvantaged and not disadvantaged GDS in Writing 2022 to 2023 has widened by 5%
- The gap between disadvantaged and not disadvantaged EXS+ in Maths 2022 to 2023 has widened by 10%

PP Champions continue to track individual data for each child and liaise with teachers regarding new data. Emails are sent to all year group teachers regarding children's progress and what the next steps need to be. PP Champions have also completed multiple learning walks to identify any gaps or targets for PP children who have stalled or regressed in their learning. This has also been fed back to class teachers.

Retrieval continues to be embedded in all year groups.

Main Headlines

- 94% of PP children made expected or above expected progress in Reading, compared to 87% of non PP children.
- 93% of PP children made expected or above expected progress in Writing, compared to 88% of non PP children.
- 98% of PP children made expected or above expected progress in Maths, compared to 89% of non PP children.

The data breakdown below shows us that we are closing the gap between our PP and non PP children in Reading and Maths - more children are now on track than before.

Whilst the PP children are also making progress in their writing, the gap between them and their non PP peers has widened. We know this is an area of focus for next year and have already conducted a learning walk with the English team, spoken with class teachers and SLT to identify the barriers and planned next steps.

Overall, the gap has remained similar for the number of children reaching Greater Depth in Reading, Writing and Maths.

Reading Data

- 9% of PP children moved from Below to Just Below or On Track, compared to 3% of non PP children
- 9% of PP children moved from Just Below to On Track compared to 6% of non PP.
- Last Summer, 32% of PP children were On Track and 49% were On Track or above. This Summer, 39% of PP children are On Track and 58% are On Track or above.
- Last Summer, 51% of PP children were not On Track. This Summer, 42% of PP children are not On Track. The percentage not On Track has reduced by 9%.
- Last Summer, the gap between the percentage of PP children not On Track, compared to non PP children, was 39%. This Summer, the gap has reduced to 28%.
- Last Summer, 17% of PP children were GDS, now 19% are GDS.
- ➔ 6% of PP children moved from On Track to GDS, compared to 8% of non PP children.
- ➔ Last Summer, the gap between the percentage of PP children achieving GDS, compared to non PP children, was 15%. This Summer, the gap has widened to 19%.

Writing Data

- 7% of PP children moved from Below to Just Below or On Track, compared to 1% of non PP children
- Last Summer, 7% of PP children were GDS, now 11% are GDS.

		<p>→ 4% of PP children moved from On Track to GDS, compared to 8% of non PP children.</p> <p>→ Last Summer, the gap between the percentage of PP children achieving GDS, compared to non PP children, was 8%. This Summer, the gap has widened to 10%.</p> <p>→ 2% of PP children moved from Just Below to On Track compared to 5% of non PP.</p> <p>→ Last Summer, 38% of PP children were On Track and 45% were On Track or above. This Summer, 30% of PP children are On Track and 41% are On Track or above.</p> <p>→ Last Summer, 56% of PP children were not On Track. This Summer, 60% of PP children are not On Track. The percentage not On Track has increased by 4%</p> <p>→ Last Summer, the gap between the percentage of PP children not On Track, compared to non PP children, was 32%. This Summer, the gap has increased to 36%.</p> <p><u>Maths Data</u></p> <ul style="list-style-type: none"> ● 8% of PP children moved from Below to Just Below or On Track, compared to 4% of non PP children ● 6% of PP children moved from Just Below to On Track compared to 3% of non PP. ● Last Summer, 34% of PP children were On Track and 55% were On Track or above. This Summer, 42% of PP children are On Track and 63% are On Track or above. ● Last Summer, 48% of PP children were not On Track. This Summer, 40% of PP children are not On Track. The percentage not On Track has reduced by 8%. ● Last Summer, the gap between the percentage of PP children not On Track, compared to non PP children, was 32%. This Summer, the gap has reduced to 26%. ● Last Summer, 21% of PP children were GDS, now 21% are GDS. <p>→ 2% of PP children moved from On Track to GDS, compared to 8% of non PP children.</p> <p>→ Last Summer, the gap between the percentage of PP children achieving GDS, compared to non PP children, was 15%. This Summer, the gap has widened to 17%.</p>
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Targeted academic support

Budgeted cost: £33,600

Activity	Evidence that supports this approach	Challenge number(s) addressed January 2023 progress April 2023 progress July 2023 progress
Employ Senco Assistant to collate clear and focussed assessment data to measure progress; to	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	1 and 2 PP Champions met with the SENCO assistant early during Autumn 1. Diagnostic tests (cops,

<p>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>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>sandwell, phonics) have been carried out on all PP children who are below or just below now. Interventions have been planned with the teachers to address the needs of the children. Some interventions are run by SENCO assistant and others by the class LSAs. Interventions include working memory groups, language link, Number sense and plugging phonic gaps. See phonic progress detailed below. Other assessments to be re-done during the Spring/Summer term to gauge the process.</p> <p>PP Champions continue to work closely with the SENCO team and SENCO assistant and also unpick the learning plans for the children who are PP & SEND. 27/72 children are PP & SEND - 37.5%. PP children are attending a range of interventions with the SENCO assistant.</p>
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<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.</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>The Reading Champion has worked really closely with all PP children who fall into the bottom 20% readers group. There are 28 PP children (43%) from Year 1-6 that the reading champion currently works with although this number will change depending on data.</p> <p>All children have made progress in their phonics knowledge, groups and bands. These children attend focus groups daily across the school - see more specific examples below.</p> <p>LSAs have received training and are delivering groups and interventions.</p> <p>Y4-6 children have now been transitioned onto the FreshStart programme which is a more mature approach to learning phonics.</p> <p>The introduction of Plazoom supports all PP children off of the phonics programmes to improve reading fluency.</p> <p>For impact see reading data above and phonic progress below.</p> <p>The reading champion continues to work closely with the PP children who fall into the bottom 20% readers group. There are 29 PP children from Year R - Year 6 that the reading champion works with although this number will change depending on data.</p> <p>All children have made progress in their phonics knowledge.</p> <ul style="list-style-type: none"> • 33% of Year R to Year 3 PP children that started on RWI in September are now off of the programme. • 63% of Year 2 PP children that started on RWI are now off of the programme. • 60% of Year 3 PP children that started on RWI are now off of the programme. • 66% of the PP children are working at an expected level or above in RWI. • 77.7% Year R PP children have made accelerated progress within their phonics • 100% Year 1 PP children have made accelerated progress. • 75% Year 2 PP children have made accelerated progress. <p>RWI steps progress</p>
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	1 Step	2 Steps	3 Steps	4 Steps	5 Steps
Year R Expected progress 2 steps	11.1 %	11.1%	55.5%	22.2%	0%
Year 1 Expected progress 3 steps				50%	50%
Year 2 Expected progress 2 steps		25%	37.5%	12.5%	25%
Year 3	16.6% (then off RWI)	33.3% (1 off and 1 still on)	16.6% (then off RWI)	33.3% (1 off and 1 still on)	0%

33% of PP children in Year R - Year 3 are still currently working below expected level in RWI. These children are daily readers with targeted focus sounds. Some are accessing other interventions such as toe by toe, wordshark, language link and comprehension groups to support them.

- 38% of Year 4-6 PP children that started Fresh Start in January have now completed the programme.

Once children are off of RWI or Fresh Start they work in their class using the Plazoom resources to aid fluency and comprehension.

The reading champion continues to work closely with the PP children who fall into the bottom 20% readers group. There are 19 PP children from Year R - Year 6 that the reading champion works with although this number does change depending on data.

All children have made progress in their phonics knowledge this year.

- 44% of Year R to Year 3 PP children that started on RWI in September are now off of the programme.
 - 67% of Year 2 PP children that started on RWI are now off of the programme.
 - 67% of Year 3 PP children that started on RWI are now off of the programme.
- 50% of Year 1 PP children are now off of the programme.
- 37% of PP children from years R to 2 have made better than expected progress.
- 67% of the PP children are working at an expected level or above in RWI.
 - 63% Year R PP children have made accelerated progress within their phonics.
 - 75% Year 1 PP children have made accelerated progress.

		<ul style="list-style-type: none">67% Year 2 PP children have made accelerated progress. <p>RWI steps progress</p> <table><tr><td></td><td>1 step</td><td>2 steps</td><td>3 steps</td><td>4 steps</td><td>5 steps</td><td>6 steps or more</td></tr><tr><td>Year R progress</td><td>0%</td><td>13%</td><td>25%</td><td>0%</td><td>38%</td><td>25%</td></tr><tr><td>Year 1 progress</td><td></td><td></td><td></td><td></td><td>25%</td><td>75%</td></tr><tr><td>Year 2 progress</td><td colspan="6">Only 4 out of 9 PP children are still on RWI. 1 child made 2 steps progress, 1 child made 3 steps progress and 2 children have made 5 steps progress.</td></tr><tr><td>Year 3</td><td colspan="6">Only 2 out of 6 PP children that started on RWI are still on RWI – (1 child made 3 steps progress and one child has made 5 steps progress)</td></tr></table> <p>26% of PP children in Year R - Year 3 are still currently working below expected level in RWI. These children are daily readers with targeted focus sounds. Some are accessing other interventions such as toe by toe, wordshark, language link and comprehension groups to support them.</p> <p>67% of PP children in Year 4-6 working on the Fresh start programme completed it by the end of the year (it was introduced in January) By the end of the summer term 3 children were still accessing the Fresh Start programme and 4 children were attending a comprehension group as were still classed as bottom 20% readers.</p>		1 step	2 steps	3 steps	4 steps	5 steps	6 steps or more	Year R progress	0%	13%	25%	0%	38%	25%	Year 1 progress					25%	75%	Year 2 progress	Only 4 out of 9 PP children are still on RWI. 1 child made 2 steps progress, 1 child made 3 steps progress and 2 children have made 5 steps progress.						Year 3	Only 2 out of 6 PP children that started on RWI are still on RWI – (1 child made 3 steps progress and one child has made 5 steps progress)					
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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>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 and 2</p> <p>Pupil Premium Champions have created PP profiles for every PP child to collect all data - historical and current.</p> <p>PP profiles continue to be updated weekly to track each individual child. Profiles have been made for children who are new to the register.</p> <p>PP profiles continue to be updated weekly to track each individual child. Profiles have been made for children who are new to the register.</p> <p>PP Champions have updated, organised and started delivering a HeartSmart@Home programme for parents to support Y4&5 vulnerable children with their mental health and engage parents. 6 PP children attend with their parents and 15 other vulnerable children.</p>																																			

		<p>Feedback from the parents will be collected after completion of the six sessions.</p> <p>HeartSmart@Home sessions delivered. See feedback below.</p> <p>100% of parents agreed or strongly agreed that they now have a greater understanding of HeartSmart and the related principles that my child learns about at St. Mark's.</p> <p>86% of parents agreed or strongly agreed that I have a greater understanding of children's mental health and wellbeing.</p> <p>93% of parents agreed or strongly agreed that they feel more equipped to support my own child/ren with their own mental health and wellbeing and have a greater number of strategies to use.</p> <p>100% of parents would recommend the course to other families.</p> <p>89% of the children enjoyed the HeartSmart@Home sessions.</p> <p>77% of the children agreed or strongly agreed that it has been useful for my family to learn about HeartSmart together.</p> <p>100% of the children would recommend the course to other families.</p> <p>A huge amount of positive qualitative feedback has also been given by parents and children and can be seen on the feedback form distributed to SLT.</p> <p>PP Champions have organised cooking lessons for 6 children with the school chef - teaching non-academic skills, providing a positive male role model and building confidence and relationships. The children have completed 5 lessons so far and have 1 to go. They will be presented with a certificate and specially written cookbook at the end of the session. The school chef has written the book for them and it is currently being published by Pabulum catering. Class teachers have informally already reported increased confidence and new friendships for these children. A formal feedback sheet will be sent to class teachers at the end of the course and pupil conferencing will be undertaken with the children.</p> <p>Formal feedback from the above cooking sessions from parents, children and teachers have been circulated - really positive feedback around confidence, self-esteem, relationships</p>
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		<p>and cooking ability. The PP Champions are now running this course again with 6 different children. This cooking course was repeated in the Spring/Summer term with another 6 PP children attending.</p> <p>Phonic assessments are constantly being completed by the Reading Champion, SENCO assistant and PP leads. This continues to be a priority for all leaders.</p> <p>For the Y5 and 6 PP children who had gaps in their knowledge (but didn't require RWI or FreshStart), ALL children have made progress since Autumn 1:</p> <ul style="list-style-type: none"> - Child 1 +2 -2 sounds (knows 72/74 sounds) - Child 2 +2 sounds (74/74) - Child 3 +7 sounds (71/74) - Child 4 +8 sounds (72/74) - Child 5 +13 sounds (74/74 sounds) - Child 6 +1 sound (74/74 sounds) <p>Year 4, 5 and 6 children have transitioned onto FreshStart phonics (from RWI) and progress will be updated at the end of Spring 1.</p> <p>83% of children with phonics gaps in September now know all 7 sounds. 1 child is now working on securing his final sound (au). Once this child is secure, 100% of the PP children who had phonics gaps will then have secured all sounds.</p> <p>100% of children with phonics gaps in September now know all 74 sounds.</p> <p>There are 17 PP children on the RWI programme from year 1 - 6. RWI data shows all PP children have made progress from September to December. 18 % (3 children) have made 3 steps progress, 53 % (9 children) have made 2 steps progress and 29% (5 children) have made one step progress. Children with SEND and PP (5 children) have made good progress. Three children have made 2 steps progress and two children have made 3 steps progress.</p> <p>A detailed review of phonics data can be seen above.</p> <p>The PP Champions have met with the SENCO and the SENCO team on numerous occasions to gain an understanding of each child, request interventions, discuss outside agency reports and discuss learning plan targets. Requests have been made for learning plan targets to be made more specific in some areas.</p>
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		<p>This continues to be the case. All teachers have been given training in writing SMART targets and more succinct learning plans. All learning plan targets have been checked by the PP</p> <p>PP Champions met with all PP children and encouraged them to take part in the 2022/23 School Elections. They supported children with their applications and campaigns. 48 children PP applied.</p> <p>102/533 Y1-6 non PP children were successful in elections. This equates to 17% of the non PP school populations.</p> <p>14/62 Y1-6 PP children were successful in elections. This equates to 23% of the PP school population. 10 of these children were not going to apply for a role - they only did with the PP Champion offer of support.</p> <p>Other weekly tasks of the PP Champions include:</p> <ul style="list-style-type: none"> *Liaising with class teachers - conversations, meetings and emails to gather data and inform teachers of findings for each child. Continuing weekly. Continuing weekly. *Tracking all data forensically - times tables, standardised scores, books bands and reading levels, data levels, salford assessments. Continuing weekly. Continuing weekly. *Analysing SEND reports from outside agencies - historical and current - to unpick next steps for the children and feed these back to the class teachers Continuing weekly. Continuing weekly. *Completing CPOMS deep dives. One of the actions given from Hampshire training was to complete a multi-vulnerable tracker. A CPOMS deep dive for each PP child was completed to inform this but also to update trackers to build up a clear picture of each child's history and contextual information. Continuing weekly. Continuing weekly. *Completing a multi-vulnerable tracker. All the details about each child has been entered into a tracker to unpick whether there are any particular patterns visible when building up a picture of our school's PP population. *Checking Autumn term learning plans - all PP/SEND learning plans have been downloaded and read. Some targets have been tightened up at the request of the PP champions. Continuing weekly. Continuing six weekly. *1:1 check-ins. Some children have had 1:1 check-in time with PP champions as needed in
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		<p>the mornings. Continuing when needed. Continuing when needed.</p> <p>*Pupil conferencing - individual pupil conferencing with every PP child was completed in September/October to gain an understanding of the children's perspectives on their school experiences and build relationships. Group pupil conferencing has also been delivered as a part of HeartSmart monitoring to understand these children's perspectives on mental health and wellbeing. Continuing each half term. Continuing each half term.</p> <p>*Staff training has been delivered to all teachers about PP.</p> <p>*Delivering a Governor presentation.</p> <p>* PP Champions have started a weekly lunchtime Homework Club for Year 5&6 pupils. 12/29 PP children access this club regularly - 41% of pupils. Continued</p> <p>* PP Champions have started a lunchtime reading club where PP children in Year 3, 4 and 5 listen to Year 1 and 2 PP children and other children in the bottom 20% group read. The children seem to really enjoy this and as well as giving our PP children in Year 1 and 2 more practise with reading it is also giving some of our older PP children more self-confidence with their own reading. Continued</p> <p>Pupil Premium Champions have also worked with the office staff to track PP attendance at clubs for Y1 - Y6.</p> <p>45% of PP children attended clubs in the Autumn term (23/51) and 9.8% attended more than one club. It was then decided that PP children should have priority access to clubs.</p> <p>42.6% of PP children attended clubs in the Spring term (26/61) and 9.8% attended more than one club. A PP Science club was also run specifically for PP children.</p> <p>46% of PP children are attending clubs in the Summer term (29/63) and 25% are attending more than one club. An Art PP club is also running specifically for PP children.</p> <p>In total this academic year, 43/63 PP chn have accessed clubs - 68% of the PP population.</p>
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Wider strategies

Budgeted cost: £41,200

Activity	Evidence that supports this approach	Challenge number(s) addressed January 2023 progress April 2023 progress July 2023 progress
<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. 	<p>3, 4</p> <p>25 PP chn (37%) are currently receiving pastoral support, or have done this academic year. This is a mixture of 1:1 pastoral sessions, pastoral groups (supergirls or zones of regulation), lunchtime support or attending chill out club.</p> <p>PP children accessing pastoral support include:</p> <p>Check ins - 7 children</p> <p>6 week blocks 1-1 - 13 children</p> <p>Group intervention - 7 children</p> <p>Chill out club - 2 children</p> <p>Lunchtime support - 3 children</p> <p>All children feedback that they are happier having seen the pastoral team and developed a relationship with them.</p> <p>In almost all cases when comparing the referral form to the post assessment there are improvements in all areas. The exact analysis will be available in due course.</p> <p>Since the start of the academic year, we have now supported 18 PP families (32% - This percentage has dropped from the Autumn Term report due to more PP children being added)</p> <p>This is a mixture of 1:1 pastoral sessions, pastoral groups (supergirls or zones of regulation), lunchtime support or attending chill out club.</p> <p>PP children accessing pastoral support include:</p> <p>Check ins-7</p> <p>Block of 6 pastoral sessions-24 children</p> <p>Pastoral groups-7</p> <p>Chill out club-4</p> <p>Lunchtimes-4</p>

		<p>Since the start of the academic year, we have now supported 31 PP families (47% of our PP families).</p> <p>As above this includes different packages of support both 1-1 and group.</p> <p>Check ins - 7</p> <p>Block of 6 pastoral sessions - 18</p> <p>Pastoral groups - 10</p> <p>Chill out club - 4</p> <p>Lunchtimes - 5</p> <p>Lego Therapy - 1</p> <p>Family support - 13 (11 families)</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)	Attendance at school is vital to narrowing learning gaps and improving life chances.	<p>1, 2, 3, 4, 5</p> <p>As of 17/01/23, St. Mark's PP attendance for this year is 94.7%, compared to 95.6% for the whole school (0.9% below) and 93.3% nationally (1.4% above).</p> <p>Regarding persistent absentees:</p> <p>For PP pupils,</p> <ul style="list-style-type: none"> - 11 are below 90% (17% of PP) - Avg of those below 90% is 83.3% <p>For Non PP pupils,</p> <ul style="list-style-type: none"> - 63 are below 90% (12% of non-PP) - Avg of those below 90% is 84.7% <p>Attendance is being closely monitored for these children - 5 are due to term-time holidays, 1 is on a reduced timetable, the other 3 are being monitored. Attendance continues to be monitored closely.</p> <p>As of 25/04/23, St. Mark's PP attendance for this year is 94.6%, compared to 95.8% for the whole school (1.2% below), 96.0% for non-pupil premium (1.4% below) and 93.6% nationally (1% above).</p> <p>Regarding persistent absentees:</p> <p>For PP pupils,</p> <ul style="list-style-type: none"> - 12 are below 90% (17% of PP) <p>For Non PP pupils,</p> <ul style="list-style-type: none"> - 31 are below 90% (5.7% of non-PP) <p>As on 27/05/23, St. Mark's PP attendance for this year is 94.4%, compared to 95.8% for the whole school (1.4% below), 96.0% for non-pupil premium (1.6% below) and 93.8% nationally (0.6% above).</p> <p>Regarding persistent absentees:</p> <p>For PP pupils,</p> <ul style="list-style-type: none"> - 12 are below 90% (16.4% of PP)

		<p>For Non PP pupils,</p> <ul style="list-style-type: none"> - 31 are below 90% (5.7% of non-PP) <p>As of 18/07/23, St. Mark's PP attendance for this year is 94.5%, compared to 95.8% for the whole school (1.3% below), 96.0% for non PP (1.5% below) and 93.7% nationally (0.8% above).</p> <p>Regarding persistent absentees:</p> <p>For PP pupils,</p> <ul style="list-style-type: none"> - 12 are below 90% (15.8% of PP) - Avg of those below 90% is 83.5% <p>For Non PP pupils,</p> <ul style="list-style-type: none"> - 31 are below 90% (0.06% of non-PP) <p>Authorised absence:</p> <ul style="list-style-type: none"> - PP 4.6% - Non PP 3.5% - National 4.5% - Whole School 3.6% <p>Unauthorised absence:</p> <ul style="list-style-type: none"> - PP 0.99% - Non PP 0.51% - National 1.8% - Whole School 0.58% <p>Lates</p> <ul style="list-style-type: none"> - PP 1.2% - Non PP 0.27% - Whole School 0.39% <p>Exclusions</p> <ul style="list-style-type: none"> - PP 0.5 days (1 child) - Non PP 9 days (7 children) - Whole school 9.5 days (8 children) <p>5% of exclusions come from our PP cohort</p>
<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</i></p>	<p>The PP Champions have updated, organised and started delivering a HeartSmart@Home programme for parents to support Y4&5 vulnerable children with their mental health and engage parents. 6 PP children attended with their parents and 15 other vulnerable children.</p> <p>HeartSmart@Home sessions delivered. See feedback above.</p> <p>16 PP chn (24%) are having their family supported by the pastoral team or have done this academic year. This includes emails, phone calls, messages on dedicated mobile, attending drop-ins,</p>

	<i>schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</i>	<p>support with making referrals to outside agencies etc.</p> <p>13 PP chn (21%) are having their family supported by the pastoral team as above.</p>
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.	<p>Spending so far - update from School Business Manager:</p> <p>Day trips : £19.60 (some day trip charges still pending for upcoming trips, discounts not yet confirmed)</p> <p>Residential trips : £322</p> <p>Music Tuition : £1,394.25</p> <p>After School Clubs : £30.00</p> <p>TOTAL PP YTD - £1,765.85</p> <p>An additional £243.06 has been spent on HeartSmart@Home resources, cooking utensils and cooking ingredients. A running total of costs is kept on a google sheet. Pabulum purchased and donated 7 new cooking aprons for the cooking classes too. The additional money spent on PP cooking and HeartSmart@Home resources is now £347.76.</p> <p>11 PP children attended a fully funded school trip to London - train into London, picnic in Trafalgar Square, a trip to the National Gallery and a walk to Buckingham Palace and through St James' Park.</p>

Total budgeted cost: £85,300

Part B: Review of outcomes

Review of plan

January 2023 - Review of objectives completed in blue

April 2023 - Review of objectives completed in purple

July 2023 - Review of objectives completed in green