

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and Recovery Premium for the 2023 to 2024 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.

## School overview

| Detail  | Data                                  |
|---|---------------------------------------|
| School name   | St Mark and All Saints C of E Primary |
| Number of pupils in school  | 170                                   |
| Proportion (%) of pupil premium eligible pupils   | 38%                                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2023-24 to 2025-26                    |
| Date this statement was published   | Nov 24                                |
| Date on which it will be reviewed   | July 25                               |
| Statement authorised by   | Caroline Mallett                      |
| Pupil Premium Lead  | Caroline Mallett                      |
| Local Committee Lead  | Laura Keogh                           |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £74,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £74,000 |

## Part A: Pupil premium strategy plan

### Statement of intent

- **Objectives for our disadvantaged pupils**

Our aim is that all our children develop resilience and the desire to learn, regardless of the challenges they face, so that they can forge positive relationships, make good progress and attain well across all subject areas. Our pupil premium strategy is designed to support disadvantaged pupils to achieve that goal.

- **Aims of our Pupil premium strategy plan**

We aim to put measures in place to address the challenges faced by vulnerable pupils. High quality teaching, particularly in English and Maths, is the most effective way we can support our children to make good progress. We will also use targeted teaching, using effective interventions, to close gaps in learning. Disadvantaged pupils will be financially supported in order that they can participate in activities that will enhance their cultural capital and engagement in learning, such as school trips and extra-curricular activities.

We aim to support families and work in partnership with outside agencies to enable them to provide the nurture and routines our pupils need to make the most of the learning and experience provided at school.

- **Key principles of our strategy plan**

A whole school approach so that all staff take responsibility for monitoring the emotional wellbeing, progress and attainment of all pupils

Careful diagnostic assessment, whether regarding levels of family resilience or learning so we can be responsive to needs and changing situations

High expectations for all learners

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Barriers to being ready to learn  |
| 2                | Children missing essential learning through poor attendance   |
| 3                | Gaps in prior learning due to poor attendance   |
| 4                | Families showing low engagement in learning and low aspirations   |
| 5                | Lack of routines within family which support school, undermining attendance engagement and aspiration           |
| 6                | Starting points in oral language are low for some children  |
| 7                | High mobility of pupils- children joining SMAS in all year groups with learning gaps and low family resilience. |

## 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   |
|--|--|
| Develop emotional resilience of children and strategies so they are ready to learn in school                       | Children are able to name and use strategies when they encounter challenges.                             |
| Improve attendance by engaging with families and partner agencies  | Attendance of identified children improves over the year.  |
| Gaps are identified quickly by teaching staff and tackled through quality first teaching and targeted intervention | Children make accelerated progress to close gaps over the year   |
| Parents and carers show greater engagement with school and their children's learning                               | A greater percentage of parents engage with parents' evening and school events                           |
| Families engage with support offered by school and partner agencies  | Families showing evidence of improved routines leading to better engagement in their children's learning |

## 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: £1000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continued ongoing CPD in teaching Little Wandle Phonics including the new spelling programme and purchase of more books for graduated response Catch Up Programme and Fluency | Strong evidence base that consistent approach to the teaching of systematic synthetic phonics programme linked to decodable reading books has a positive impact on reading accuracy<br><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u> | 2,3,7                         |
| CPD for all staff in Maths Mastery project cost   | High quality teaching for all staff will lead to better outcomes for pupils   | 2,3,7                         |

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

**Budgeted cost: £39000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Speech and Language Link Intervention                       | <p>Oral language skills can have a positive impact on pupils' ability to access the learning in class.</p> <p><u><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>  | 2,3,6,7                       |
| Pre and Post Maths lesson small group teaching intervention | <p><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></u></p> <p>Small group tuition which links to class learning is most effective.</p>   | 2,3,7                         |
| Keep Up/Catch Up phonic groups and 1:1 teaching sessions    | <p>Strong evidence base that consistent approach to the teaching of systematic synthetic phonics programme linked to decodable reading books has a positive impact on reading accuracy</p> <p><u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>  | 2,3,6, 7                      |
| 1:1 Speech and Language intervention                        | <p>One to One Tuition</p> <p>Following a structured intervention (by the Speech and Language Therapist) can be effective for pupils with low attainment</p> <p><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></u></p> | 2,3,6, 7                      |

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

Budgeted cost: £34,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Home School Link Worker to support families and children with advice, signposting, referrals to outside agencies   | Offering sustained and more tailored support to parents can have a positive impact on the child's wellbeing and attainment<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  | 1,4,5                         |
| Thrive subscription<br><br>Family Thrive (Home School Link Worker and Thrive Practitioner) sessions with parents<br><br>4 Thrive Practitioners providing Thrive intervention | Social and emotional learning approaches have a positive impact, on progress in academic outcomes.... it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a><br><br><a href="https://www.thriveapproach.com/about-thrive/impact-of-thrive">https://www.thriveapproach.com/about-thrive/impact-of-thrive</a> | 1,4,5                         |
| Uniform  | 50% reduction on named items for disadvantaged pupils. Wearing the correct uniform helps children feel they belong to the school community.  | 4,5                           |
| Extracurricular clubs  | Disadvantaged children get one club free<br>Participation in extracurricular activities, including physical activity has important benefits in terms of health, wellbeing and physical development, develops skills and increases enjoyment in learning.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> | 1,4,5                         |
| Subsidising School Trips   | 50% Reduction in cost for disadvantaged children<br>Educational trips enhance learning in curriculum areas and help children engage in school.<br>The EEF states 'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy'.   | 4                             |

|                |   |       |
|----------------|---|-------|
| Swimming       | 50% Reduction in cost of transport for disadvantaged children Year 3, Year 4, 5<br>Year 6 Non swimmers 2 sessions and transport | 3,4,5 |
| Breakfast Club | 50% reduction in breakfast club attendance  | 3,4   |

**Total budgeted cost: £74,000**

## Part B: Review of outcomes in the previous academic year (2023-24)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### € Objectives for our disadvantaged pupils

Our aim is that all our children develop resilience and the desire to learn, regardless of the challenges they face, so that they can forge positive relationships, make good progress and attain well across all subject areas. Our pupil premium strategy is designed to support disadvantaged pupils to achieve that goal.

#### ● Aims of our Pupil premium strategy plan

We aim to put measures in place to address the challenges faced by vulnerable pupils. High quality teaching, particularly in English and Maths, is the most effective way we can support our children to make good progress. We will also use targeted teaching, using effective interventions, to close gaps in learning. Disadvantaged pupils will be financially supported in order that they can participate in activities that will enhance their cultural capital and engagement in learning, such as school trips and extra-curricular activities.

We aim to support families and work in partnership with outside agencies to enable them to provide the nurture and routines our pupils need to make the most of the learning and experience provided at school.

#### ● Key principles of our strategy plan

A whole school approach so that all staff take responsibility for monitoring the emotional wellbeing, progress and attainment of all pupils

Careful diagnostic assessment, whether regarding levels of family resilience or learning so we can be responsive to needs and changing situations

High expectations for all learners

### Teaching (for example, CPD, recruitment and retention)

Cost: £1410

| Activity  | Evidence that supports this approach   | Review  |
|---|--|---|
| CPD in Little Wandle Phonics Teaching and purchase of resources | <p>The Little Wandle phonics programme continues to be used as it suits the needs of our pupils by providing class provision and a graduated approach. Strong evidence base that consistent approach to the teaching of systematic synthetic phonics programme linked to decodable reading books has a positive impact on reading accuracy</p> <p><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p> | <p>All new staff have been trained in Little Wandle phonic teaching approach from Nursery to Year 6.</p> <p>Consistent approach to phonics teaching across the school now embedded.</p> <p>Year 1 Phonics screen pass rate =73%</p> |

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

Cost: £41043.38

| Activity  | Evidence that supports this approach   | Review  |
|---|--|---|
| Speech and Language Link Intervention                       | <p>Oral language skills can have a positive impact on pupils' ability to access the learning in class.</p> <p><u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</u></p>   | <p>This has been used in Reception to Year 4 classes to support children who scored below average in the Language Link assessments.</p>   |
| Pre and Post Maths lesson small group teaching intervention | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition which links to class learning is most effective.</p> | <p>This has enabled children to access maths lessons with greater confidence.</p>   |
| Keep Up phonic groups and 1:1 teaching sessions             | <p>Strong evidence base that consistent approach to the teaching of systematic synthetic phonics programme linked to decodable reading books has a positive impact on reading accuracy</p>   | <p>Keep Up phonics sessions were carried out for children from Year R to Year 2 who had gaps in phonic knowledge.</p> <p>Year 1 Phonic screening test pass June 24 = 73%</p> <p>Year 2 Phonic screening retake pass June 24= 100%</p> |



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|--|--|--|
|  | <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>   |  |
| 1:1 Speech and Language intervention   | One to One Tuition<br>Following a structured intervention (prepared by the Speech and Language Therapist) can be effective for pupils with low attainment<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> | SEN children achieved targets set by the Speech and Language Therapist.  |
| Senco time to identify SEND children, refer to outside agencies, support staff to plan and set up interventions, monitor progress. | Interventions are particularly effective when the teaching assistants are well trained and supported.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>   | Phonic, reading, language and social skills interventions set up and monitored.<br>Ongoing training for new staff in interventions and Ordinarily Available Provision. |

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

Cost: £ 19491.77

| Activity   | Evidence that supports this approach   | Review   |
|--|--|--|
| Home School Link Worker to support families and children | Offering sustained and more tailored support to parents can have a positive impact on the child's wellbeing and attainment | The Home School Link Worker ran a Family Thrive course. All participants reported in the course evaluation that they would recommend the course. |

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|--|--|---|
|  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  | The Home School Link Worker supported many pupils and their families over the year and liaised with the Charity EIKON in order that wellbeing sessions were provided to some pupils.                          |
| TA to release Thrive Practitioner from class to work with children | <p>Thrive helps to develop resilience in young people. Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children.</p> <p><a href="https://www.thriveapproach.com/about-thrive/impact-of-thrive">https://www.thriveapproach.com/about-thrive/impact-of-thrive</a></p> <p>Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children.</p>   | 2 Thrive Practitioners worked with children from Nursery to Year 6.   |
| Uniform  | 50% reduction on named items for disadvantaged pupils. Wearing the correct uniform helps children feel they belong to the school community.  | £277.45 spent on uniform  |
| Extracurricular clubs  | <p>Disadvantaged children get one club free Participation in extracurricular activities, including physical activity has important benefits in terms of health, wellbeing and physical development, develops skills and increases enjoyment in learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> | 1 club provided free for all Pupil premium children, Yr 1-6 and 50% reduction for additional clubs. £933.50 spent<br>£553.35 spent on Breakfast Club  |
| Subsidising School Trips   | 50% Reduction in cost for disadvantaged children   | Pupil Premium children had a trip or experience every half term at a 50% reduction in cost to enhance curriculum learning. Year 4 and Year 6 children had residential trips to develop their self-confidence. |

|  |   |  |
|--|---|--|
|  | <p>Educational trips enhance learning in curriculum areas and help children engage in school.</p> <p>The EEF states 'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy'.</p> | <p>£5534.28 spent on subsidising Trips</p> |
|--|---|--|