

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	140
Proportion (%) of pupil premium eligible pupils	39%= 54 children Yr R-6 2 children in N
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24 to 2025-26
Date this statement was published	Nov 23
Date on which it will be reviewed	July 24
Statement authorised by	Caroline Mallet
Pupil Premium Lead	Caroline Mallet
Local Committee Lead	Laura Keogh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,660
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,345

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: £ 2,778

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	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 <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2,3,7
CPD for all staff in developing the use of Maths no Problem	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: £51379

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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	2,3,6,7
Pre and Post Maths lesson small group teaching intervention	<p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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>Phonics Toolkit Strand Education Endowment Foundation EEF</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></p>	2,3,6, 7
Senco time to identify SEND children, refer to outside agencies, support staff to plan and set up interventions, monitor progress.	<p>Interventions are particularly effective when the teaching assistants are well trained and supported</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></p>	1-7

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

Budgeted cost: £29,188

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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,4,5
Thrive subscription	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. https://www.thriveapproach.com/about-thrive/impact-of-thrive	1,4,5
TA to release Thrive Practitioner (HLTA) from class to work with individual children and plan provision		
TA release time for 2 additional members of staff to be trained as Thrive Practitioners		
Family Thrive (Home School Link Worker and Thrive Practitioner) sessions with parents	Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children.	
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 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,4,5
Subsidising School Trips	50% Reduction in cost for disadvantaged children Educational trips enhance learning in curriculum areas and help children engage in school.	4

	The EEF states 'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy'.	
Swimming	50% Reduction in cost of transport for disadvantaged children Year 3, Year 4, 5 Year 6 Non swimmers 2 sessions and transport	3,4,5
Breakfast Club	50% reduction in breakfast club attendance	3,4

Total budgeted cost: £ 83,345

Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- **Objectives for our disadvantaged pupils**

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- **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 test non-SEND non mobile =100% pass rate</p> <p>Year 1 Phonics screen test non mobile = 84.6% pass rate</p> <p>Year 2 non mobile non-SEND 67% pass rate</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>Reassessment 2022-23</p> <p>All Reception Class pupils achieved average range scores in assessment.</p> <p>2022-23 All Non EHCP Yr 1-3 children achieved average range score in assessment.</p>
Pre and Post Maths lesson small group teaching intervention	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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>

<p>Keep Up phonic groups and 1:1 teaching sessions</p>	<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 <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>Keep Up phonics sessions were carried out for children from Year R to Year 3 who had gaps in phonic knowledge. Year 1 Phonics screen test 84.6% pass rate Year 2 non mobile Year 2 non SEN 67% pass rate Year 3 children all completed the phonic programme and are able to read age-appropriate texts</p>
<p>1:1 Speech and Language intervention</p>	<p>One to One Tuition Following a structured intervention (prepared by the Speech and Language Therapist) can be effective for pupils with low attainment <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></p>	<p>SEN children achieved targets set by the Speech and Language Therapist.</p>
<p>Senco time to identify SEND children, refer to outside agencies, support staff to plan and set up interventions, monitor progress.</p>	<p>Interventions are particularly effective when the teaching assistants are well trained and supported. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></p>	<p>All new TAs trained in Little Wandle, Comic Strip conversations, social stories this year. Phonic, reading, language and social skills interventions set up and monitored.</p>

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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	The Home School Link Worker ran a Family Thrive course. All participants reported in the course evaluation that they would recommend the course. The Home School Link Worker supported 40 pupils and their families over the year.
TA to release Thrive Practitioner from class to work with children	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. https://www.thriveapproach.com/about-thrive/impact-of-thrive Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children.	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.	£250 spent on uniform
Extracurricular clubs	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1 club provided free for all Pupil premium children, Yr 1-6 and 50% reduction for additional clubs. £2,500 spent

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Subsidising School Trips	<p>50% Reduction in cost for disadvantaged children</p> <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>Pupil Premium children had a trip or experience every half term at a 50% reduction in cost to enhance curriculum learning.</p> <p>Year 5 and Year 6 children had residential trips to develop their self-confidence.</p>