

Pupil premium strategy statement – St Mark’s CE School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	782 (Oct 2023 census)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governors
Pupil premium lead	Amir Fakhoury
Governor / Trustee lead	Hugh Evans & Gerry Gibbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£323,630 (2023/24)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£45,874 (2023/24)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£369,504

Part A: Pupil premium strategy plan

Statement of intent

Our building blocks for tackling educational disadvantage:

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for Pupil Premium will be socially disadvantaged. Similarly, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium. Our rationale uses the seven building blocks which are identified as successfully raising disadvantaged pupil's attainment.

Whole-school ethos of attainment for all:

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- There is a belief that all children are capable of 'substantial and sustained' progress.
- Leaders, teachers and other adults are aware of and understand their role in improving all pupil outcomes.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance:

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Leaders support and ensure behaviour management strategies for pupils that need support are effective.
- Attendance is monitored closely and remains a priority to continue to be above 96%. Follow up actions are carried out accordingly. Successfully used incentives provided by school to promote and keep profile high for good attendance are used. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged.

High-quality teaching for all:

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high-quality teaching; responsive ongoing formative assessment is essential to ensure disadvantaged pupils make strong progress.
- All staff are aware of disadvantaged pupils and ensure they are prioritised in interventions and pre-teaching.
- Teachers are committed to successfully engage with disadvantaged pupils who are less successful learners.
- Interventions are additional to the entitlement to high-quality teaching; class teachers retain accountability for pupil achievement.

- Professional development includes training in research-based action planning to drive up standards across the school.

Meeting individual learning needs:

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up and so meet age-related expectations or accelerate progress to work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented.

Data-driven:

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones.
- Internal data in pupil progress meetings is used to hold teachers to account for the progress of this group.
- Actions are identified, implemented and regularly reviewed by leaders to ensure the attainment and progress for vulnerable groups is in line with nationals, thus the gap between disadvantaged and non-disadvantaged diminishes.

Clear, responsive leadership:

- Leaders and governors review the effectiveness of strategies based on internal analysis, research and best practice.
- Self-evaluation is rigorous and honest.
- Leaders routinely monitor the progress and effectiveness of the strategies in place through the use of robust quality assurance processes.
- Support, staff training and retraining are invested in as necessary.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Deploying staff effectively:

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils so that no child is left behind.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.
- Outside agencies are fully utilised.

Challenges

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

Challenge number	Detail of challenge
1	A lack of life experiences (cultural capital)
2	Attendance and punctuality
3	Poor oral skills resulting in attainment gaps in reading and writing
4	High percentage of PP children have English as an additional language
5	A number of pupils who are in receipt of PP are also on the SEN register and have additional needs
6	For some PP children, there are a number of home issues including child protection concerns.
7	For some PP pupils, significant social and emotional difficulties can impact on their learning.
8	Impact of not being able to attend school due to Covid-19 and therefore missing out on quality first teaching last academic year so gaps in learning
9	Higher ability children PP are at risk of underachieving

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
Improvement in attendance for Pupil Premium children.	PP children's attendance will be within 1% of non-PP children.
Reduction of the difference between PP and non-PP attainment in reading	The difference between attainment in reading by Pupil Premium and non-Pupil Premium children will reduce by 5%
Reduction of the difference between PP and non-PP attainment in writing	The difference between attainment in writing by Pupil Premium and non-Pupil Premium children will reduce by 10%
Increase the percentage of PP children who achieve ELG in YR	At least 55% of children will achieve the ELG in YR
PP children will achieve results in line with non-PP children in PSC in Year 1	There will be no significant difference between PP and non-pp children in PSC results in Year 1
An increase of Pupil Premium children achieving GD in reading	10% of Pupil Premium children will achieve GD in reading across school
The wellbeing of pupil premium children (along with all children) will be improved and there will be an increase in the	Pupil questionnaires, CPOMs tracking and enrichment activity tracking

number of pupil premium children who take part in enrichment activities.	
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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: £ £62,815.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching teachers for quality-first teaching in the primary and secondary phase (£62,815.68)	Evidence of impact of QFT and impact of CL and SG's coaching in terms of improved outcomes - EEF Teaching and Learning Toolkit eg Quality Feedback +6. Impact of coach on QFT. Self-regulation - greater impact is shown with disadvantaged children.	3, 8 and 9

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

Budgeted cost: £184,752.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Tutor (£35,102.88)	EEF - Tutoring is high cost but also high impact + 5 months	4, 8 and 9
Reading after school club (£3,695.04)	Reading Comprehension strategies EEF + 5 months	3, 4 and 8
Accelerated Reader (£25,865.28)	Accelerated Reader project showed EEF + 3 months	3, 4 and 8

Targeted support from Teaching Assistants and 1:1 support in all	EEF - NELI + 6 months Phonics support - + 5 months	3, 4, 5 and 8
English and Maths Lessons (£120,088.80 - 30% TA Time)		

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

Budgeted cost: £121,936.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA. (£17,071.08)	Although there is limited evidence but impact on our context is clear historically - Teaching and Learning Toolkit EEF EEF 'Improving Social and Emotional Learning in Primary School: Guidance Report 2020 EEF	6 and 7
Lead Practitioner for Vulnerable Pupils intervention and family support (£34,142.17)	In addition to the evidence above, there is historic evidence of impact over previous years.	6 and 7
Pastoral Support (£17,071.08)	Behaviour support - EEF 'Improving Social and Emotional Learning in Primary School: Guidance Report 2020 EEF	7
Attendance Officer (£34,142.17)	Impact of missed time learning - Wider Strategies EEF. 'The link between absence and	2

	<p>attainment at KS2 and KS4 2015' 2015</p> <p><i>'Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement.</i></p> <p><i>Equivalently, eight days of absence (the average in England) would move a pupil one place down a ranking of 100 pupils (e.g. from 50th to 51st).'</i>UCL study 2020</p>	
<p>Speech and Language (£17,071.08)</p>	<p>EEF - strong evidence in the 'Teaching and Learning Toolkit' +6 months</p>	3
<p>Extra-curricular activities and school trips - cultural capital (£2,438.73)</p>	<p>Extended school activities raise both attendance levels and self-esteem for pupils engaging them in their learning. This links to the Sports' Funding too. Provides enhanced opportunities for social experiences. All pupils have access to a wide range of extracurricular activities. Trips offer a rich experience beyond the classroom and increase first-hand experiences providing engagement and motivation for learning.</p>	1

Total budgeted cost: £ 369,504.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targets on part of a three year plan and are therefore on going and will be reviewed at the end of the three year period.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars	
Accelerated Reader	
NELI	Nuffield Foundation
Mastering Number	NCETM