

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Mark and All Saints C of E Primary
Number of pupils in school	105
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> )	2021-22
Date this statement was published	Nov 21
Date on which it will be reviewed	July 22
Statement authorised by	Caroline Mallet
Pupil premium lead	Caroline Mallet
Governor / Trustee lead	Dean Clegg

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,765
Recovery premium funding allocation this academic year	£ 5075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,875

# 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 in order 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.
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## 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: £1740

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in Little Wandle Phonics Teaching and purchase of resources	After assessing a number of SSP validated programmes Little Wandle was chosen as it matched the needs of our pupils most closely, especially those who have joined in KS2. 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 <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,7

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

Budgeted cost: £35,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Link Intervention and NELI	Oral language skills can have a positive impact on pupils' ability to access the learning in class. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,6,7
Pre and Post Maths lesson small group teaching intervention	<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> Small group tuition which links to class learning is most effective.	2,3,7
1:1 Maths Tuition	One to OneTuition	2,3,6, 7

Nessy Reading and Spelling Programme	<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>	
Keep Up phonic groups and 1:1 teaching sessions	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  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,6, 7
1:1 Speech and Language intervention	One to One Tuition Following a structured intervention ( prepared by the Speech and Language Therapist) can be effective for pupils with low attainment  <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>	2,3,6, 7
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  <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>	1-7

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

Budgeted cost: £ 21,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
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  <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
Mental Health Champion Training by Place to Be Training for 2 staff	Social and emotional skills are essential for children's development– they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.	1,4,5

	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	
Thrive Training for 1 member of staff and release time for training	<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>	1,4,5
Refresher course for existing Thrive practitioner		
TA to release Thrive Practitioner from class to work with 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
Extra curricular clubs	<p>Disadvantaged children get one club free</p> <p>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>	1,4, 5
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>	4

**Total budgeted cost: £ 58,875**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### **Summary of the catch-up priorities identified by the school:**

1. To provide emotional literacy support in and out of class from trusted adults
2. To ensure catch up interventions can be completed by class staff daily
3. To increase time spent outside in Forest School/ Grow Zone/Outdoor learning and doing Sports to counteract negative physical and mental health impacts of lockdown.

The school has considered the [EEF guidance](#) on the [Catch Up Premium](#), including the [National Tutoring Programme](#), in the compilation of this plan. The Catch Up Premium will be used for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Activity	Finances allocated to the activity	Reasons and evidence for this area of activity/ approach/action	Summary of the activity including quantifiable details of the year groups and pupils' involved	Timescale – with milestones (if applicable)	How will the activity support pupils to catch up for lost teaching over the previous months?	How will this activity be monitored, when and by whom? How will the school measure the impact and effect of the expenditure?	Actual impact: How did the activity quantifiably impact on supporting pupils to catch up?
<p><b>Supply teacher will be used to cover all PPA and planned and Covid related absence for Autumn 1 rather than this being covered internally by HLTA/TAs.</b></p> <p><b>This will enable school staff to carry out all teaching and interventions across full week. Same teacher being used for all other teaching ensures high level of emotional support for children.</b></p>	£6400	<p>Gap analysis undertaken through benchmarking, teacher assessment and NFER tests. Intervention groups and targets established.</p> <p>Timetabled interventions to happen daily without need for changes of staff for PPA cover or other uses across school. This also minimizes risk of staff crossing bubbles internally.</p> <p>Consistency of staffing allowing for high levels of emotional support and knowledge of children's needs.</p> <p>Extra time timetabled for outdoor learning in afternoons to support emotional and physical needs on return to school.</p>	Individuals and children in every class identified and targeted - details on class provision maps, timetables, evidence of Pupil Progress documents and internal tracking.	Autumn 1 and 2 to be reviewed every 3-6 weeks and adjusted accordingly in discussion with Head and SENCO	In EYFS and KS1 phonic knowledge, early reading and basic number knowledge will be targeted to help secure foundations needed for next steps. In KS2 focus identified is Maths and stamina in writing. Whole Class teaching at Wave 1 and small group interventions will align to ensure best progress in this first term to get children back on track. Use of Catch Up reading and writing interventions to improve stamina and confidence in writing. Targeted skills following analysis of NFER tests and work over summer term to allow children in KS2 to access class teaching with confidence again.	Head and SENCO will monitor impact through triangulation of data for obs, book looks and Pupil progress meetings.	Impact seen in accelerated progress from children's work and emotional regulation in class and around school following return to school and whole class teaching. Less disruption to interventions due to staff changes enabled gap closure and identification of key skills to be tackled through Spring 1 whole class teaching.

## Externally provided programmes

Programme	Provider
Maths Intervention Programme	Third Space Learning



# St Mark and All Saint's C of E Primary School and Nursery

## Pupil Premium Action Plan: September 2020-21

**Allocation of funding for 2020-21: £43,040**

**Projected spend for 2020-21 : £44,216**

### Summary of the main barriers to educational achievement faced by eligible pupils of the academy:

- Pupils being 'ready to learn' in class, pupils not being emotionally ready to learn in school
- Gaps in prior learning which can be also linked to attendance
- Attendance and time keeping – missing essential school learning
- Low aspirations about what can be achieved and how to be successful and limited access to positive role-models
- Lack of regular routines including home reading, homework, spellings and having correct equipment in school e.g. PE kit, swimming kit, etc.

The Pupil Premium will be used to address the main barriers listed above, raise the attainment of disadvantaged pupils and close the gap between these children and their peers, in addition to supporting children and young people with parents in the regular armed forces, by:

Focus area	Finances allocated to the action or intervention	Reasons and evidence for this area of focus/ approach	Summary of the intervention or action, including quantifiable details of the year groups and pupils' involved	Timescale – with milestones (if applicable)	How will the intervention or action raise the attainment of disadvantaged pupils and close the gap with their peers? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will the academy measure the impact and effect of the expenditure?	Actual impact: How did the intervention or action quantifiably impact on the attainment and closing the gap for disadvantaged pupils?
1. Home School Link Worker Support	£7777.25 (10 hours)	To support identified pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school through specific counselling and pastoral support programmes.	HSLW to work with identified Pupil Premium children to support them in their area of need to ensure they make good progress in school. Available to children across school based on identified needs.	Support across school year. 3 days per week	Children's mental health and wellbeing will improve which means they are more readily available to learn and feel happy and settled in school. Children who feel safe and secure in school will ultimately learn more effectively.	The HSLW's line manager is the Headteacher, who regularly meets with the HSLW to ensure appropriate support is in place for each child/family  The Headteacher/SEN/HSLW work with Inclusion Officer	<b>Impact</b> Our HSLW works closely with our vulnerable families to ensure needs are met and children are successful. <b>Evidence</b> Pupil Progress outcomes for individual

		<p>Working with families to provide support and advice.</p> <p>Working closely with the Inclusion Officer to improve targeted pupils' attendance and punctuality.</p>			<p>Attendance will improve so gaps in learning will not increase. Children who feel supported and secure will attend school more regularly.</p>	<p>termly to ensure attendance for Pupil Premium children's attendance is improving and actions to support improving attendance are effective.</p>	<p>children Care committee notes <b>Sustainability</b> Weekly sessions</p>
<p><b>2. SENDCO support</b></p>	<p>£13,014.36 (6 hours weekly)</p>	<p>Increase SEN support to train TAs in approved interventions and monitor impact of support for PP children</p> <p>Delays in referrals/observations etc during summer months to be addressed by increasing hours for SEN paperwork/observations/liason</p> <p>Increased intake of children with SEN supports increasing the previously low hours per week for SENCO</p>	<p>Training of new TAs to be led/overseen/organised by SENDCO to ensure dissemination of EEF identified interventions such as Switch on/Precision teaching at start of term so no time is lost</p> <p>SENDCo to oversee and support teachers planning for interventions and TAs identification of entry data.</p> <p>Process EHCP applications/referrals/liase with Ed Psych/SaLT etc/organise Multidisciplinary meetings and other parent/staff meetings to ensure good communication.</p> <p>Support teachers with class provision maps/ strategies for SEN support and access to resources.</p> <p>Liase with DSL and Head using CPOMS to consider all factors impacting on children's progress</p>	<p>Across the year</p>	<p>Well chosen intervention, closely monitored will impact on children's progress and close gaps over the year.</p> <p>Referrals will be made to professionals quickly and paperwork for the necessary support processed to ensure support is funded externally wherever possible. This ensures long-term viability of school/SEN support continuity, including at points of transition eg Nursery/ Year 6</p>	<p>SENDCO and Headteacher</p> <p>Using data from interventions and pupil progress impact of spending will be analysed to ensure impact on PP children.</p> <p>As detailed below - costed provision maps where appropriate.</p>	<p><b>Impact</b> The inclusion leader has been pivotal in ensuring progress. She liases with parents/professionals/staff to ensure the correct provision and accelerated learning.</p> <p><b>Evidence</b> Pupil data Referral/outside agency records Provision maps CPD for staff <b>Sustainability</b> Staff trained in interventions and teachers skilled at using whole class provision map to ensure efficient use of time.</p>

			Ensure necessary paperwork completed for funding of SEN children.				
3. Focused interventions groups led by teaching assistants or teachers	£13,380 2 hrs daily in 3 classes =	Teaching assistants to deliver appropriate interventions designed by the SENCO with the aim to narrow gap in attainment of identified pupils.	All classes in every year group create provision maps which identify all pupils premium children and what interventions they require in order to close the gap in attainment. These are reviewed termly to ensure good progress is being made. Pupil premium children are discussed at half termly at pupil progress meetings. Available to all children based on identified needs. Interventions are led in every class in all year groups.	Interventions run across the whole school in every year group for the whole school year (September – July)	Targeted interventions will decrease the gap in attainment and close the progress gap for Pupil Premium children ensuring they achieve as well as their peers. Pupil premium children are discussed at half termly at pupil progress meetings to ensure they are making expected progress.	A costed provision map is created by the SENCO and teachers to monitor the cost of all interventions for EHCP children and those on specific SEN pathways. The SENCO monitors the effectiveness of all interventions and the subsequent progress made by children to ensure interventions are cost effective.	<p><b>Impact</b> Progress in key groups of children was good despite Covid disruption</p> <p><b>Evidence</b> Provision maps Data Pupil Progress notes Class engagement</p> <p><b>Sustainability</b> Use of NELLI in EYFS raised Language progress significantly Use of pre/post teach methods in Maths proved particularly effective</p>
3. Additional TA support during lunchtime	£1740	Additional staff available at lunch times to support children with their social skills.	Additional TA support at lunch times to support identified children who need support to develop their social skills and interaction on the playground. Available to children based on identified needs. <b>To be monitored based on children still remaining in class bubbles. More staff needed to ensure children can access outside playtimes in groups of 30.</b>	Support given daily for the whole school year.	Children will be able to successfully engage and play with their peers. This will increase their emotional well-being, which in turn will ensure children feel happy and settled in school.	Children who have been supported with their social skills are discussed in pupil progress meeting half termly.  Specific interventions are monitored and evaluated by the SENCO	<p><b>Impact</b> Greater engagement in range of activities, enhanced by improved play facilities and equipment. Continue to develop next year reintroducing play leaders across bubbles.</p> <p><b>Evidence</b> Reduced behaviour incidents/First aid incidents</p> <p><b>Sustainability</b> Use of TAs for majority of playtime support reduces absence and incidents</p>

							Working across bubbles outside in Summer improved chances of increased staffing
4. Additional TA support in class	£6690 15 hr x 40 weeks	Additional staff support in class to ensure that the gap is narrowed for identified pupils in Maths and English. This includes specific interventions small group support or 1:1 work with pupils.	To ensure there is additional support in classes to narrow the gap in attainment for identified Pupil Premium children. Pupil premium children are discussed at half termly at pupil progress meetings. Available to children in year 3, 4, 5 and 6 based on identified needs.	Support given daily for the whole school year.	Targeted in class support will decrease the gap in attainment and close the progress gap for Pupil Premium children ensuring they achieve as well as their peers. Pupil premium children are discussed at half termly at pupil progress meetings to ensure they are making expected progress.	A costed provision map is created by the SENCO termly to monitor the cost of all interventions for interventions and the cost incurred for each child. The SENCO monitors the cost of all interventions and the subsequent progress made by children to ensure interventions are cost effective.	<b>Impact</b> Children have made good progress towards closing historic and Covid related gaps in learning due to high levels of TA support in class <b>Evidence</b> Pupil Progress Internal Data <b>Sustainability</b> Intention to maintain current staffing levels, whilst also splitting into single year group classes in KS2, will continue this good progress
5. After school clubs – one weekly clubs is free of charge to all children who are in receipt of pupils premium funding	£850  34 chn @£5 x 5 half terms	Pupil Premium children have access to one free weekly after school club.	To ensure that all pupil premium children have access to an after school club – which will not incur a cost for parents and families. To give Pupil Premium children access to opportunities they may not be able to access outside of school. <b>After school clubs to hopefully start after October half term based on guidance.</b>	After school clubs run across the whole school year.	Pupil Premium Children will be able to access enjoyable after school clubs which will develop their social skills and give them access to activities they may not be able to access outside of school.	Office staff monitor to ensure Pupil Premium children are accessing school clubs.	<b>Impact</b> Increased number of children attending at least one club per week All of Year 6 took part in school camping - which replaces residential due to Covid
6. School trips and residential are half price for PP children	£765 trips (22.50 x 45)  £1202.50 (13 chn residential)	Pupil Premium children have access to all school trips and one residential at half price	To ensure that pupil premium children experience full range of provision and extra curricular offer, opportunities that they will not necessarily experience otherwise.	Trips/visitors every half term across school. Residential in KS2	Pupil Premium children experience enrichments activities to increase cultural capital and participate alongside	Office staff monitor to ensure parents are aware of provision and children access all activities	<b>Impact</b> All children attended half termly trips

					peers to improve social skills and aspirations..		
<b>The academy will next review it's pupil premium strategy in September 2021</b>							
<b>Provisional considerations for the next funding allocation 2021-2022</b>	<ol style="list-style-type: none"> <li>1. Continue to support Pupil Premium children in order for them to achieve the best possible outcomes</li> <li>2. Further HSLW support – capacity for HSLW to expand to more sessions and investigate cost of Thrive</li> <li>3. Further support across the school for children’s mental and emotional wellbeing - train up additional staff</li> </ol>						