

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	177
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2027
Date this statement was published	Nov 25
Date on which it will be reviewed	July 26
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	£80995
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	£80995

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: £2000

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 <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: £42000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Link Intervention	Oral language skills can have a positive impact on pupils' ability to access the learning in class. <u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u>	2,3,6,7
Pre and Post Maths lesson small group teaching intervention	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</u> Small group tuition which links to class learning is most effective.	2,3,7
Keep Up/Catch 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 <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2,3,6, 7
1:1 Speech and Language intervention	One to One Tuition Following a structured intervention (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>	2,3,6, 7

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

Budgeted cost: £37,000

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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,4,5
Thrive subscription	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.thriveapproach.com/about-thrive/impact-of-thrive	1,4,5
Family Thrive (Home School Link Worker and Thrive Practitioner) sessions with parents		
4 Thrive Practitioners providing Thrive intervention		
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. 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 Year 6 Non swimmers 2 sessions and transport	3,4,5

Breakfast Club	50% reduction in breakfast club attendance	3,4

Total budgeted cost: £81,000

Part B: Review of outcomes in the previous academic year (2024-25)

- **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

Activity	Evidence that supports this approach	Review
<p>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</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</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>All new staff accessed training via the Little Wandle website.</p> <p>The Little Wandle Phonic and spelling programme was taught in Year R -2. Keep Up sessions were taught in Year R and 1 and Catch Up from Year 2. The SEND programme was used across the whole school where needed.</p> <p>62.5% of those in Year 1 who took the phonic screening test passed.</p> <p>There are now no children needing the phonic programme for reading in Year 5.</p>
<p>CPD for all staff in Maths Mastery project cost</p>	<p>High quality teaching for all staff will lead to better outcomes for pupils</p>	<p>Year R, 1 and 2 taught class Maths Mastery lessons.</p> <p>6 Year 3 children took part in a maths mastery intervention and all achieved a score in the average range in the summer NFER Maths paper.</p>

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

Budgeted cost: £45,671

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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>All children in Year R were screened with Language Link. 5 children in Year R and 4 in Year 1 received the Language Link intervention.</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>Children across the school from Year 1 upwards received pre and post teaching.</p> <p>6 children received this in Year 3 and all achieved a score in the average range by the end of the year.</p> <p>6 children recieved this in Year 5 and all increased their end of year maths score, scoring in the average range.</p>
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>Keep Up was carried out across Year R and Year 1.</p> <p>8 children received it in both Year R and 1.</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF	<p>4 children received it in Year 2, and 3.</p> <p>No children required phonics for reading in Year 3 by the end of the year.</p> <p>5 children received it in Year 4.</p> <p>No children needed it in Year 5 by the end of the year for reading.</p> <p>2 children received it in Year 6.</p>
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>13 children in Year R – 6 received 1:1 Language Intervention</p> <p>By the end of the academic year, 3 children in KS2 were discharged by the Speech and Language Therapist.</p> <p>2 children in Year 1 no longer needed speech work.</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)|**Budgeted cost: £42,158**

Activity	Evidence that supports this approach	Review
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	The Home <u>School Link</u> worker provided a weekly <u>group for 14 Young Carers</u> . The Home School Link <u>Worker</u> ran a Family Thrive course for parents. She supported 14 families across the year.
Thrive subscription	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.thriveapproach.com/about-thrive/impact-of-thrive	All new staff were able to access training from the Thrive online website. There were no permanent exclusions this year and no children needed to access external alternative provision. Attendance improved to 95% in comparison to 94% in 22-23 and 23-24 22 children received a 1:1 Thrive intervention during the year.
Four Thrive Practitioners providing Thrive intervention		
Family Thrive (Home School Link Worker and Thrive Practitioner) sessions with parents		75% of children who received 1-1 Thrive time, had an increase in scores. The most significant impact being had in Early Years. The other 25% decreased in score, but only by a couple of percent, and <u>all</u> of these children had SEN needs.
Uniform	50% reduction on named items for disadvantaged pupils. Wearing the correct uniform helps children feel they belong to the school community.	This cost reduction was applied for 50 children in receipt of Pupil Premium when families asked for the school jumper.
Extracurricular clubs	Disadvantaged children get one club free Participation in extracurricular activities, including physical activity has important benefits in terms of health, wellbeing and	9 children in receipt of Pupil Premium had 1 club half price each term.

	<p>physical development, develops skills and increases enjoyment in learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
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>	Each class has a trip or workshop each half term
Swimming	<p>50% reduction in cost of transport for disadvantaged children Year 3, Year 4, 5</p> <p>Year 6 non swimmers 2 sessions and transport</p>	All children in Year 3, 4, 5 and non-swimmers in Year 6 went for swimming lessons in school time.
Breakfast Club	50% reduction in breakfast club fee	15 children in receipt of Pupil Premium attended Breakfast club.

Total budgeted cost: £87,829