

## St. Mark's C of E Junior School 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's C of E Junior School
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	45 pupils PP – 12.8% 16 pupils SP – 4.5% 7 pupils P/LAC – 1.9% 68 TOTAL – 19.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Fielder Head of School
Pupil premium lead	Helen Fielder Head of School
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,000
Recovery premium funding allocation this academic year	£5,800
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	£84,800

## Part A: Pupil premium strategy plan

### Statement of intent

At St. Mark's our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve. All members of our teaching team and the governing body are committed to meeting the academic, pastoral, and social needs of our 'socially disadvantaged' pupils. Our goal is that no child is left behind socially or academically because of disadvantage. We strive to remove the tolerance of low expectations, raise lifelong aspirations, and focus on removing barriers to learning, thus enabling our pupils to achieve holistically and move beyond 'expected' outcomes.

Our Pupil Premium plan aims to address the academic, cultural, and personal barriers our pupils face and through careful planning, rigorous tracking and targeted support, we will provide all children the access and opportunities to enjoy academic and personal success.

We aim to:

- Spotlight the importance of quality first teaching, as we believe this is paramount in ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than effective.
- Use formative data frequently to check that interventions/in-class strategies are working and adjust accordingly.
- Ensure that teachers and staff responsible for academic achievement know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.

In planning our Pupil Premium Strategy, we have drawn on a range of experience, evidence-based research and best practice from the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in narrowing the disadvantage gap is daily effective teaching. In class is therefore the most effective strategy in narrowing this gap but we also use a range of interventions to support pupils further. The causes and consequences of disadvantage affect all pupils differently and as such our intervention beyond pupils' regular lessons will be bespoke and targeted.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils are not yet making accelerated progress in English. Children generally have greater difficulties with phonics than their peers and this negatively impacts their development as readers. If reading development is slowed, this then impacts on a child's ability to write with purpose, imagination and flair.
2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Assessments, observations and discussions with the teaching team highlight fluency and basic number skills as areas to target.
3	Our school is seeing yearly increases in children needing access to emotional wellbeing support. A large proportion of this group are disadvantaged. Assessments, observations and discussions with children and their families indicate social and emotional issues for many pupils concerning anxiety, self-regulation and resilience. The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Our attendance data indicates that attendance among disadvantaged pupils has been between 5-10% lower than for non-disadvantaged pupils. There are a higher proportion of persistent absentees within the disadvantaged pupil group. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	With the increase in emotional wellbeing support given to disadvantaged pupils we have observed the increase in support needed for their families. Through the work of our ELSAs, Inclusion support and Family Support Worker, we aim to build stronger, nurturing relationships with our vulnerable families in order to understand, support and promote positive mental health and emotional wellbeing with our pupil and families.

## 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
<p>1 Close the attainment gap between disadvantaged and other pupils in English.</p>	<p>Outcomes of disadvantaged pupils in our school will be broadly in line with their peers or exceed that of their peers. This will be evident in the attainment and progress of our disadvantaged pupils by the end of Year 6.</p> <p>By the end of Year 3, all pupils will have a firm grasp of the 44 phonic sounds in order to de-code and spell age-appropriate words. This will be measured by internal standardised assessments using the resources and testing papers for KS1 phonics check.</p> <p>The reading attainment of disadvantaged pupils in our school will compare favourably or exceed that of others' nationally. This will be evident in the attainment and progress of our disadvantaged pupils by the end of Year 6 and can be viewed through Ofsted's IDSR yearly document.</p> <p>Disadvantaged pupils will have significantly developed their comprehension and inference of a wide range of texts, measured by KS2 SATs scores.</p> <p>By the end of KS2, disadvantaged children will demonstrate resilience, imagination and flair in their writing with outcomes broadly in line with their peers at the end of KS2.</p>
<p>2. Maths – fluency Arithmetic and application of four basic operations.</p> <p>Sound use of KIRFS throughout the school</p>	<p>Achieve national average progress scores in maths.</p> <p>Evidenced through their learning, pupils will be able to apply the four basic operations to worded problems with increasing confidence and accuracy.</p> <p>Through home learning and support in school, children will have a clear understanding of KIRFs and how to use them effectively in order to support their understanding of basic number skills.</p>
<p>3. To ensure that appropriate and tailored mental health support is provided for those pupils who need it.</p>	<p>Pupils will receive the right support in school and from a range of external agencies when necessary, evidenced through case studies.</p>
<p>4. Attendance and punctuality will improve.</p>	<p>HoS will work with FSW to ensure that a robust system to address persistent absenteeism is in place.</p> <p>There will be no gap between PP children and all children's attendance.</p> <p>FSW case studies will show improved attendance.</p>
<p>5. Families will show increased confidence in supporting their children in school and at home.</p>	<p>FSW will have a positive impact on working with families – through new parenting classes and regular parental meetings.</p> <p>ELSA involvement with targeted children will evidence positive improvements in children's wellbeing. ELSA will share knowledge with families where appropriate.</p> <p>Families will be encouraged to attend school events and school will see an increase in attendance.</p>

## 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: **£30,238**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure high quality teaching in phonics (Year 3), daily reading (VIPERS) and daily spelling across the school. English lead and SLT to monitor.	EEF maximising learning <a href="https://www.educationendowmentfoundation.org.uk">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1
Purchase of standardised diagnostic reading assessments.  Training for staff (if necessary) to ensure assessments are interpreted and administered correctly.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	1
Through Maths scheme and home learning provision, enhanced teaching of arithmetic and application of four basic operations through investigations and problem solving.	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2
Raise the profile of KIRFs in maths lessons and at home. Maths lead to monitor.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2
Equity of resourcing and opportunity given to disadvantaged pupils during whole school events (World Book Day/ Times tables day etc).	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2
Interventions and classroom support are bespoke and target gaps in learning.	<a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> Feedback +6 months, Individualised instruction +4 months, mastery learning +5 months, phonics +5 months, reading comprehension strategies +6 months	1, 2

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

Budgeted cost: **£24,120**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on inclusive classroom practice across the year in order to develop strategies to support all vulnerable groups within the class.	Rosenshine's Principles of Instruction <a href="#">teacherhead – Zest for Learning... into the rainforest of teaching</a>	1, 2,3
Interventions and classroom support are bespoke and target gaps in learning.	<a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> Feedback +6 months, Individualised instruction +4 months, mastery learning +5 months, phonics +5 months, reading comprehension strategies +6 months	1, 2
CPD for teaching support team to enhance classroom practice of providing 1:1 support in and out of class.	<a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a> Guidance on effective TA deployment in the classroom.	1, 2, 3
Full time ELSA support to continue with fortnightly inclusion meetings to monitor progress of individual pupils.	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	
Employ full time inclusion support to work with children across the school who are not yet ready to learn. Train in Thrive.	<a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Develop practical learning spaces for children to work with support and without distraction.		3
Train 2 staff in forest school to develop and enhance outdoor learning provision for the future.  Make use of KS1 forest school provision for additional groups of targeted children.		3

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

Budgeted cost: **£24, 560**

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSW and HoS to maintain twice termly meetings to address persistent absenteeism. Following Wiltshire flowchart for attendance and engaging EWO where necessary.	<a href="http://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	4, 5
Actively promote good attendance on pupil outcomes with school community.	<a href="http://educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a>	4, 5
Take up opportunities offered for P/LAC children in the local community (e.g glass making)	Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3, 5
Whole staff training on behaviour strategies, building relationships with families and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.		3, 4, 5
Ensure school website is up to date and school events are promoted well ahead of time. Incentivise attendance.		5
Promote how the school can support families through FSW, funding, parenting workshops and external agencies on website and newsletters.		5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £78,918**

## 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 2021 to 2022 academic year.

PP Attainment 2021 – 2022 % EXP+				
	Reading	Writing	Maths	Combined
Year 3	36	27	46	27
Year 4	65	35	52	30
Year 5	50	29	53	27
Year 6	81	75	56	50

  

PP Progress 2021 – 2022 (0 = expected progress, scale range -1 to +1)			
	Reading	Writing	Maths
Year 3	0.00	0.00	-0.20
Year 4	0.10	0.10	0.30
Year 5	0.20	0.10	0.20
Year 6	0.20	0.10	0.00

Please also see our Pupil Premium Impact statement also provided on the school website.

### Externally provided programmes

Programme	Provider
None	

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our service children are low in number and we have few children whose parent/s are in active service. However, service premium spending is usually bespoke to the individual needs of the child and can be used to support day trips and residentials, ELSA or MHST provision, tuition and resources for school.
What was the impact of that spending on service	Broadly speaking: <ul style="list-style-type: none"> <li>• Attendance of service children is good</li> <li>• Family engagement is good</li> </ul>



pupil premium eligible pupils?	<ul style="list-style-type: none"><li>• Outcomes for service children without additional needs are in line with age-related expectations</li><li>• Attendance in the wider life of the school, such as clubs and residential is proportionate.</li></ul>
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