



St. Mark's Pupil Premium Strategy Statement: Impact Report 2021 – 2022

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.

The information below, details the impact of last year's actions on improving outcomes for our children in receipt of pupil premium.

Challenges, strategies and outcomes			
Intention	Success Criteria	Actions and their Outcomes	Next Steps
1 Close the attainment gap between disadvantaged and other pupils	The 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 document available autumn 2021.	<p>a. Curriculum and Development Leads' time is used to ensure that the curriculum is well sequenced and progressive. Learning walks and book scrutinise demonstrate that pupils are building on prior knowledge. Learning walks and book scrutiny in core subjects are regularly conducted and findings fed back to year groups in order to improve teaching and learning; this will continue as regular practice. Sequencing of curriculum is an evolving process which continues across the year and beyond; CDLs have an intrinsic role in shaping the curriculum so that it is bespoke to the pupils of St. Marks – teacher training has been an important part in this development over the year.</p> <p>b. Ensure that all curriculum plans identify the most important, foundational knowledge required and that staff check that this is learned by disadvantaged pupils. Time will be allocated to staff CPD time to review and monitor this, in conjunction with the infant school. Time has been given for year teams to review curriculum plans and make improvements for next year (if necessary), this is ongoing practice. Time was given for subject leads from infant and junior schools to discuss coverage and the learning path through the subject over the 7 primary years. This was successful in that subject leads were able to fine tune, where necessary, and re-evaluate starting points in a given year group, removing any repetition.</p> <p>c. Staff will check pupils' knowledge of the key concepts regularly, using this information to fill any gaps or address misconceptions. Staff will be clear that the curriculum is the progression model, not overarching attainment data. Pupil conferencing with the class teacher 1:1 or in small groups will allow greater targeted support. Through teaching and learning CPD, teaching and support staff have had the opportunity to bring in new teaching strategies to the classroom such as recall and scaffolding. These strategies support children in cementing key concepts into their understanding and has been particularly successful with children who have one or more learning barriers.</p> <p>d. Subject leaders will give primacy to the knowledge acquired and remembered by disadvantaged pupils during their monitoring activities. They will address any deficits in consultation with SLT and PP lead. Through the CPD mentioned in the last point along with training in inclusive practice, teachers and subject leads are giving primacy to those vulnerable groups of learners in their classes and across the school. This is evident in the sculpting of each subject within the developing curriculum and in regular drop ins by SLT. Teacher's are more attuned to the varying needs of vulnerable children within each class.</p>	<p>CDLs to continue with the development of a structured and progressive curriculum.</p> <p>Create more opportunities for subject leads in both schools to come together and evaluate the curriculum as a whole.</p> <p>More time devoted to pupil conferencing.</p> <p>CPD on inclusive practice to continue across the next academic year with a focus on developing classroom practice to cater for all needs.</p>

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		<p>e. Verbal feedback from staff will be targeted and academic based to develop skills and knowledge. The use of Iris Connect will be used to support teachers in reviewing their own practice, along with instructional coaching from the Head of Teaching, Learning and Development.</p> <p>Teachers have used Iris connect in a variety of ways this year in order to make incremental improvement to their own classroom practice. They have filmed lessons and reviewed on their own and in year teams, completing reflection notes and ways forward. Teacher's have had several CPD sessions with HoTLD on the use of Iris connect and its importance in teaching practice development.</p> <p>f. Small group and 1:1 tutoring and/or pupil conferencing with their teacher. Employment of teacher for two mornings a week.</p> <p>Experienced teacher employed two mornings a week to provide small group interventions across the school, focussing on gaps in learning and understanding. Success has varied in different year groups. We are now working on a purposeful model that can be used in all year groups.</p>	<p>More time given to instructional coaching. Process needs to be properly mapped out in order to make the process purposeful.</p> <p>Revise content of intervention work delivered to each year group. Adopt successful working model for all year groups. Track outcomes of pupils to monitor progress.</p>
<p>2a Ensure that all disadvantaged pupils are confident and competent readers by the time they leave the school.</p>	<p>All pupils, by the end of Year 3, will have a firm grasp of the 44 phonic sounds in order to decode 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</p>	<p>a. Staff will work with infant colleagues to identify and support any pupils who have gaps in their knowledge of systematic synthetic phonics (SSP). This will involve the use of phonics screening in Year 3, which dedicated 'catch-up' sessions for those who need additional support.</p> <p>A successful and thorough transition was undertaken in the summer term involving teachers, support staff, children and parents of Year 2 children transitioning to the junior school in September. Hand over information between year 2 and 3 teachers was thorough and teachers were well aware of the learning capabilities of the children coming into their classes. Phonics screening was completed early on in Year 3 for those children who had not gained all sounds. There followed dedicated catch up groups for the small minority of children who needed support. Daily phonic learning is integrated into English sessions to maintain understanding and support reading. Children who came up to juniors on the reading scheme continued with this.</p> <p>b. Staff will follow the agreed SSP programme to help pupils to develop their automaticity. Staff will not promote other strategies for the teaching of reading. Staff training will be provided and time for the Phonics Lead to work with the infant school and monitor progress in the main school.</p> <p>The infant school adopted a new phonics scheme this year and all staff were trained. The scheme itself is very prescriptive and teaching has to follow a particular pattern. Next year's Year 3 intake will have had tuition in this scheme only so it is important that Year 3 teachers and the phonics lead have training on this scheme in this next academic year in preparation for September 2023.</p> <p>c. Staff will identify the key vocabulary that pupils need to understand, consider and discuss the knowledge and topics they learn. They will ensure that disadvantaged pupils have a firm grasp of these terms.</p> <p>This is supported through daily guided reading sessions and the use of the VIPER system as well as the learning journeys used in English and curriculum letters sent home to parents at the beginning of each term. All of these have a focus on essential vocabulary – children have the opportunity to review and learn topic-based vocabulary through daily spelling sessions.</p>	<p>Mapping out the processes of how we address gaps in phonics and reading in Year 3 would be a useful exercise so that there is a plan to follow. This could be monitored and reviewed each year to allow of improvements to be made.</p> <p>Year 3 teaching and support staff, including phonics lead, to have training in new phonics scheme.</p> <p>It would be useful to quiz children on their retention of essential vocabulary at the end of each topic. This would allow us to see gaps in understanding from vulnerable groups.</p>

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	<p>through Ofsted's IDSR document available autumn 2021.</p> <p>A key focus of this will be around their comprehension and inference of a wide range of texts, measured by KS2 SATS scores.</p>	<p>d. Implementation of approved phonics programme in Year 3. Phonics taught discreetly every week in Year 3. Staff to have training on new model and phonics lead to monitor the impact of this. To be completed this coming academic year</p> <p>e. Access to a wide range of high-quality texts to promote the development and enjoyment of reading. Year teams to choose texts to base curriculum learning upon. This will also include provision of each PP child having their own copy of the text to keep. Investment in Dyslexia Friendly Books and shared book boxes. This has all been carried out and has been successful across the school. Children have access to the 50 best reads for each age group in their class libraries, they also have high quality texts for each English topic they study. There has been an investment in Dyslexia friendly books and also a new BAME section in the school library. PP children have been involved in book swaps during world book day as well as having the opportunity to take texts home to keep.</p> <p>f. Focussed reading support for those children making less than average progress through Daily reading programme. TA support in class for 20 mins every morning to ensure that all PP children are heard read regularly. This is a successful programme but will need close monitoring to see the impact. We have recently acquired volunteer readers for Year 3 and part of their role is to read with vulnerable children. This appears to be successful but again, will need monitoring.</p>	<p>This is a bog success and will be reviewed and maintained.</p> <p>Monitoring of additional reading by TAs and volunteers needs to take place to see impact.</p>
<p>2b Maths – fluency Arithmetic & application of four basic operations. KIRFS</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>a. Maths leader training for staff on KIRFS and monitoring of implementation and effectiveness. This has taken place and KIRFS are sent home regularly to parents in order to give an understanding of non-negotiables. It would be prudent to monitor the effectiveness of this – through maths book looks and discussion at pupil progress meetings.</p>	<p>Monitor effectiveness of KIRFS</p>

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<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. This will be evident through anonymised case studies and through end-of-case feedback from pupils and parents. The findings of this will be collated and shared with governors for scrutiny during the summer term 2022.</p>	<p>a. Implementation of new electronic system for monitoring and tracking behaviour (Arbor) to ensure that specific groups or individuals are provided the right support to improve behaviour outcomes at school. Arbor now fully integrated – used for online payments, tracking behaviour and progress data. As with all new electronic systems, there has been teething issues but through additional training put in this coming year we hope to improve staff confidence in the system and allow it work to our advantage.</p> <p>b. Behaviour Lead to monitor behaviour each week and implement changes from foundational data. Individual pupil Behaviour is monitored through reflection log and our Arbor system. Any actions arising are discussed in Inclusion meetings every other week. Consideration is being given to individual behaviour plans for those small number of children who are not working within the behaviour system.</p> <p>c. Inclusion Lead to monitor attendance and report to the Inclusion Team weekly, with follow up actions as per the attendance policy. Head of School and FSW, not the inclusion lead, now monitor attendance. Attendance is monitored twice every short term and general statistics are drawn from the data. Persistent absentees are subject to the Wiltshire flow chart of actions which involves SAMs and the possibility of fines. The % of persistent absentees has declined since this time last year.</p> <p>d. To ensure that appropriate and tailored mental health support is provided for those pupils who need it. The school has access to and has used the MHST (Mental Health Support Team) for individual and group intervention. The school has a full time ELSA who works with targeted children across the week. As a school, we have recently researched the possibility of buying in a counsellor to support children with significant mental health needs.</p> <p>e. Pupils and families can be referred to external agencies for support. The new Senco started with the school in September 2022 and has been busy making referrals for targeted children. The referral system is working well but the pressure on external agencies across Wiltshire means that the process is extremely slow.</p> <p>f. To ensure that parents have the opportunity to discuss their concerns with a trained professional and to be signposted to a range of services. The role of the Family Support Worker is key to this. The FSW continues to engage successfully with families in need of support. This service is an asset for the school and continues to be worthwhile and valuable.</p> <p>g. Thrive Training undertaken by FSW to implement strategies with parents. Not implemented at this current time. The FSW has recently undergone ELSA training which will enhance the offer at the infant school. As a school, we are looking into the possibility of having a full-time inclusion TA and Thrive training would be more beneficial to this role if adopted in the future.</p>	<p>Additional training to be put in this year to support staff confidence and understanding in the system.</p> <p>Introduction of individual behaviour plans and additional training for staff who work with this small minority of children.</p> <p>Continue with the monitoring and resulting actions from regular attendance meetings.</p> <p>Engage Relate counselling service.</p> <p>Implementing an inclusion TA with Thrive training to follow</p>
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