



## St. Mark's Pupil Premium Strategy Statement: Impact Report 2022 – 2023

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
<p>1 Close the attainment gap between disadvantaged and other pupils in English.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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</li> </ul>	<p><b>a. Ensure high quality teaching in phonics (Year 3), daily reading (VIPERS) and daily spelling across the school. English lead and SLT to monitor.</b>                      Daily spelling strategy implemented in Autumn term 2022. Reviewed in January 2023 and improvements made to suit age and stage of children. Strategy embedded across the year. Latest data shows small improvements in spelling amongst our DV group. Introduction of all through phonics this coming year should enhance and improve this data further.</p> <p><b>b. Purchase of standardised diagnostic reading assessments. Training for staff (if necessary) to ensure assessments are interpreted and administered correctly.</b>                      Completed – tests administered 3x yearly during assessment weeks. Improvements with data consistency across and within year groups. Reading age allows teachers to see small step (and large gain) progress across the year.</p> <p><b>c. Equity of resourcing and opportunity given to disadvantaged pupils during whole school events (World Book Day/ Times tables day etc).</b>                      PTA held World Book Day costume swap allowing parents to save money. Books swaps for DV children held alongside peers, books given out, enabling these children to take apart. A book swap area established in school as part of regular practice.</p> <p><b>d. Interventions and classroom support are bespoke and target gaps in learning.</b>                      Interventions teacher was a huge benefit to the children. Regular intervention groups set up across the school for targeted children – plugging gaps in learning. Data showed that the DV group of learners had made small step progress in reading, writing and maths in one or two subjects but not all three. Unfortunately, the cost of an experienced teacher to deliver the interventions outweighed the impact made.</p> <p><b>e. CPD on inclusive classroom practice across the year in order to develop strategies to support all vulnerable groups within the class.</b>                      Teaching teams had a variety of CPD across the year – mostly based on Rosenshine's Principles of instruction and the subsequent walk thrus. Topics included daily reviews, effective questioning, scaffolding and modelling, all designed to bring inclusivity to classroom practice. End of KS2 and in-house data showed significant improvements in reading, writing and maths for our DV groups of learners.</p> <p><b>f. Interventions and classroom support are bespoke and target gaps in learning.</b>                      With the CPD on Rosenshine, teachers are able to use a variety of strategies in class to include all children in their learning. Children can access learning at different starting points and establish independence when ready. Effective TA deployment was another CPD unit delivered to teachers – this has enabled TAs to spot when intervention is necessary in class and when to support independence, it has also enabled teachers to instruct their TAs on how to support learning effectively in class. Drop ins on lessons indicate that children are engaged in their learning, know where to find support if</p>	<p>Introduction of all through phonics system 2023/24 to continue KS1 ELS system into KS2</p>

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	<p>6 and can be viewed through Ofsted's IDSR yearly document.</p> <ul style="list-style-type: none"> <li>Disadvantaged pupils will have significantly developed their comprehension and inference of a wide range of texts, measured by KS2 SATs scores.</li> <li>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.</li> </ul>	<p>needed and can work independently and progress at their own pace, with teacher guidance.</p> <p><b>g. CPD for teaching support team to enhance classroom practice of providing 1:1 support in and out of class.</b></p> <p>A programme of CPD support for TAs is being successfully run this year. Topics include behaviour management, effective support for children with diagnosed learning needs, establishing independence. Lesson drop ins throughout the year show TAs growing in confidence and providing more effective support in class for disadvantaged groups, targeting learning to what children need.</p> <p><b>h. Full time ELSA support to continue with fortnightly inclusion meetings to monitor progress of individual pupils.</b></p> <p>This is ongoing and provides useful shared information. Regular inclusion meetings inform how we target learning (both social and academic) across the week for individual children.</p> <p><b>i. Employ full time inclusion support to work with children across the school who are not yet ready to learn. Train in Thrive.</b></p> <p>Inclusion lead established at beginning of the year 2023. During the first term, improvements in systems and procedures relating to behaviour needs have improved significantly. The school now has clear plans on how to progress with individual cases and staff have gained in confidence as a result of bespoke training. The inclusion lead role will continue to evolve throughout the next academic year.</p>	
<p>2. Maths – fluency Arithmetic and application of four basic operations.</p> <p>Sound use of KIRFS throughout the school</p>	<ul style="list-style-type: none"> <li>Achieve national average progress scores in maths.</li> <li>Evidenced through their learning, pupils will be able to apply the four basic operations to worded problems with increasing confidence and accuracy.</li> <li>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.</li> </ul>	<p><b>a. Through Maths scheme and home learning provision, enhanced teaching of arithmetic and application of four basic operations through investigations and problem solving.</b></p> <p>Investigation and problem solving are now a weekly part of the maths curriculum delivered to children across the school. Children are able to access investigations at their level and there is built-in independence with each task. Impact report shows increased confidence in problem solving, more risk taking and more independence in their learning.</p> <p><b>b. Raise the profile of KIRFs in maths lessons and at home. Maths lead to monitor.</b></p> <p>Key Instant Recall Facts (KIRFs) are up on the school website for parents to access each Term. Parents are reminded of them at parents evening and they are often photocopied and sent home. Teacher voice says parental engagement in this has been poor.</p> <p><b>c. Equity of resourcing and opportunity given to disadvantaged pupils during whole school events (World Book Day/ Times tables day etc).</b></p> <p>PTA held World Book Day costume swap allowing parents to save money. Books swaps for DV children held alongside peers, books given out, enabling these children to take apart. A book swap area established in school as part of regular practice. All children have access to a home device which enables them to access times tables rocks stars – some devices have been provided by school.</p> <p><b>d. Interventions and classroom support are bespoke and target gaps in learning.</b></p> <p>With the CPD on Rosenshine, teachers are able to use a variety of strategies in class to include all children in their learning. Children can access learning at different starting points and establish independence when ready. Effective TA deployment was another CPD unit delivered to teachers – this has enabled TAs to spot when intervention is necessary in class and when to support independence, it has also enabled teachers to</p>	<p>Monitor effectiveness of KIRFS Enhance parental engagement with KIRFs – information evening.</p>

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		<p>instruct their TAs on how to support learning effectively in class. Drop ins on lessons indicate that children are engaged in their learning, know where to find support if needed and can work independently and progress at their own pace, with teacher guidance.</p> <p><b>e. CPD on inclusive classroom practice across the year in order to develop strategies to support all vulnerable groups within the class.</b> Teaching teams had a variety of CPD across the year – mostly based on Rosenshine's Principles of instruction and the subsequent walk thrus. Topics included daily reviews, effective questioning, scaffolding and modelling, all designed to bring inclusivity to classroom practice. End of KS2 and in-house data showed significant improvements in reading, writing and maths for our DV groups of learners.</p> <p><b>f. CPD for teaching support team to enhance classroom practice of providing 1:1 support in and out of class.</b> A programme of CPD support for TAs is being successfully run this year. Topics include behaviour management, effective support for children with diagnosed learning needs, establishing independence. Lesson drop ins throughout the year show TAs growing in confidence and providing more effective support in class for disadvantaged groups, targeting learning to what children need.</p> <p><b>g. Employ full time inclusion support to work with children across the school who are not yet ready to learn. Train in Thrive.</b> Inclusion lead established at beginning of the year 2023. During the first term, improvements in systems and procedures relating to behaviour needs have improved significantly. The school now has clear plans on how to progress with individual cases and staff have gained in confidence as a result of bespoke training. The inclusion lead role will continue to evolve throughout the next academic year.</p>	<p>Look into Thrive training – cost and need</p>
<p>3. To ensure that appropriate and tailored mental health support is provided for those pupils who need it.</p>	<ul style="list-style-type: none"> <li>• Pupils will receive the right support in school and from a range of external agencies when necessary, evidenced through case studies.</li> </ul>	<p><b>a. CPD on inclusive classroom practice across the year in order to develop strategies to support all vulnerable groups within the class</b> Teaching teams had a variety of CPD across the year – mostly based on Rosenshine's Principles of instruction and the subsequent walk thrus. Topics included daily reviews, effective questioning, scaffolding and modelling, all designed to bring inclusivity to classroom practice. End of KS2 and in-house data showed significant improvements in reading, writing and maths for our DV groups of learners.</p> <p><b>b. CPD for teaching support team to enhance classroom practice of providing 1:1 support in and out of class.</b> A programme of CPD support for TAs is being successfully run this year. Topics include behaviour management, effective support for children with diagnosed learning needs, establishing independence. Lesson drop ins throughout the year show TAs growing in confidence and providing more effective support in class for disadvantaged groups, targeting learning to what children need.</p> <p><b>c. Full time ELSA support to continue with fortnightly inclusion meetings to monitor progress of individual pupils.</b> This is ongoing and provides useful shared information. Regular inclusion meetings inform how we target learning (both social and academic) across the week for individual children.</p> <p><b>d. Employ full time inclusion support to work with children across the school who are not yet ready to learn. Train in Thrive.</b> Inclusion lead established at beginning of the year 2023. During the first term, improvements in systems and procedures relating to behaviour needs have improved significantly. The school now has clear plans on how to progress with individual cases</p>	<p>Look into Thrive training – cost and need</p>

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		<p>and staff have gained in confidence as a result of bespoke training. The inclusion lead role will continue to evolve throughout the next academic year.</p> <p><b>e. Develop practical learning spaces for children to work with support and without distraction.</b>          Learning spaces outside of the classroom (and sometimes in it) have been established across the school, based on the needs of the children within the year group. The biggest change was building a new PPA room for teachers and using the old room as a break out space for children who found classroom learning a challenge. The school has invested in specialist chairs for children along with other resources such as writing slopes, fidget toys, headphones and dyslexia friendly workbooks and whiteboards</p> <p><b>f. 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.</b>          The school trained one member of staff in Forest school to Level 3. Targeted groups have been accessing the forest school approach in sessions during the autumn term. Social skills have also been interwoven into groups sessions and are having a positive impact on children in the classroom as they are able to transfer learnt skills.</p> <p><b>g. Take up opportunities offered for P/LAC children in the local community (e.g glass making)</b>          The school makes full use of the initiatives offered and our P/LAC children have benefited from a number of events including glass making, pizza making, mini zoo visit. This will continue in the new year.</p> <p><b>h. 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.</b>          Behaviour training is a regular CPD training opportunity for teaching staff. The head has regular meetings with parents of children who are finding school challenging. The school behaviour policy is available for parents and is evolving with the changing school context.</p>	<p>Develop Forest School area through PTA funding. Extend to one full day.</p>
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<p>4. Attendance and punctuality will improve.</p>	<ul style="list-style-type: none"> <li>• HoS will work with FSW to ensure that a robust system to address persistent absenteeism is in place.</li> <li>• There will be no gap between PP children and all children's attendance.</li> <li>• FSW case studies will show improved attendance.</li> </ul>	<p><b>a. Full time ELSA support to continue with fortnightly inclusion meetings to monitor progress of individual pupils.</b> This is ongoing and provides useful shared information. Regular inclusion meetings inform how we target learning (both social and academic) across the week for individual children.</p> <p><b>b. FSW and HoS to maintain twice termly meetings to address persistent absenteeism. Following Wiltshire flowchart for attendance and engaging EWO where necessary.</b> This is ongoing and also includes a termly meeting with the EWO. The school follows the Wiltshire flow chart on persistent absenteeism, where School Attendance meetings are regularly scheduled followed by a review meeting if attendance has not improved, after which, a referral to the EWO is likely. Following this system has seen a small drop in the number of children who are regularly absent from school.</p> <p><b>c. Actively promote good attendance on pupil outcomes with school community.</b> Attendance percentages and tips on ways to improve attendance regularly feature in the school newsletters. School attendance meetings are supportive and offer advice to parents. This is ongoing.</p> <p><b>d. 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.</b> Behaviour training is a regular CPD training opportunity for teaching staff. The head has regular meetings with parents of children who are finding school challenging. The school behaviour policy is available for parents and is evolving with the changing school context.</p>	
<p>5. Families will show increased confidence in supporting their children in school and at home.</p>	<ul style="list-style-type: none"> <li>• FSW will have a positive impact on working with families – through new parenting classes and regular parental meetings.</li> <li>• ELSA involvement with targeted children will evidence positive improvements in children's wellbeing. ELSA will share knowledge with families where appropriate.</li> <li>• Families will be encouraged to attend school events and school will see an increase in attendance.</li> </ul>	<p><b>a. Full time ELSA support to continue with fortnightly inclusion meetings to monitor progress of individual pupils.</b> This is ongoing and provides useful shared information. Regular inclusion meetings inform how we target learning (both social and academic) across the week for individual children.</p> <p><b>b. FSW and HoS to maintain twice termly meetings to address persistent absenteeism. Following Wiltshire flowchart for attendance and engaging EWO where necessary.</b> This is ongoing and also includes a termly meeting with the EWO. The school follows the Wiltshire flow chart on persistent absenteeism, where School Attendance meetings are regularly scheduled followed by a review meeting if attendance has not improved, after which, a referral to the EWO is likely. Following this system has seen a small drop in the number of children who are regularly absent from school.</p> <p><b>c. Actively promote good attendance on pupil outcomes with school community.</b> Attendance percentages and tips on ways to improve attendance regularly feature in the school newsletters. School attendance meetings are supportive and offer advice to parents. This is ongoing.</p> <p><b>d. Take up opportunities offered for P/LAC children in the local community (e.g glass making)</b> The school makes full use of the initiatives offered and our P/LAC children have benefited from a number of events including glass making, pizza making, mini zoo visit. This will continue in the new year.</p> <p><b>e. 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.</b> Behaviour training is a regular CPD training opportunity for teaching staff. The head has regular meetings with parents of children who are finding school challenging. The school</p>	

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		<p>behaviour policy is available for parents and is evolving with the changing school context.</p> <p><b>f. Ensure school website is up to date and school events are promoted well ahead of time. Incentivise attendance.</b>          This is ongoing work. Parental survey said that communication was very important to support home/school life. A new communication strategy will be worked on in the new year.</p> <p><b>g. Promote how the school can support families through FSW, funding, parenting workshops and external agencies on website and newsletters.</b>          Ongoing work – advertised on newsletters and the school website (which will be updated in the coming year)</p>	
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