

Pupil premium strategy statement –St Mark’s C of E Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021 – 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Keith Rondeau, Headteacher
Pupil premium lead	Claire Baggott, Pupil Premium Leader
Governor / Trustee lead	Jane Price, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,170
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£205,170

Part A: Pupil premium strategy plan

Statement of intent

The school's intent for pupil premium is aligned with the school's vision statement:

Every Day Counts: Every school day is crammed full of enjoyable experiences. Children want to come into school because learning is fun.

The Child is at the Centre: Everything we do is for the benefit of the children in our care. We tend to, nurture and grow each child so they believe that their life is brimming with possibility and opportunity.

Aspirational and Expectational: We, as a school community, strive to grow and improve personally, academically and socially. St Mark's children do amazing things.

Community, Family & Team: Relationships between children, the adults in school, parents and the wider community are underpinned by our Christian Values. We work with one another, for one another.

The school understands the barriers and challenges that the school community faces and how these are displayed in terms of wellbeing, relationships, behaviour, learning and academic outcomes. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not

The school has a strong focus on the quality of teaching and the impact that it has upon learning; this is a continuous and relentless focus of leaders and staff. We understand that the strongest teaching has the most positive impact on pupils who attract the pupil premium. The school understands that the work of the strategy is designed to affect a single, over-arching outcome – increasing the percentage of children in receipt of the Pupil Premium who are working at an age-related expectation across the curriculum.

Through effective systems of evaluation, the school will continuously review the strategy and associated actions to ensure that it is responsive to common challenged and individual needs. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Children are language deprived with limited opportunities to develop the acquisition of new vocabulary.</p> <p>This is supported by: Assessments, observations, and discussions with pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Schooling and education are not highly valued with some parents having had a negative experience of school themselves.</p> <p>This is supported by: Observations, discussions with children and parents, pupil attendance and parental workshop uptake.</p>
3	<p>Effective routines are not always established.</p> <p>This is supported by: Observations, discussions with children and parents and pupil attendance including the number of children not arriving in school on time. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Children lack opportunities to play creatively.</p> <p>This is supported by: Observations in class and during break and lunch time, home visits, discussions with children and parents and analysis of pupil outcomes for "Being Imaginative and Expressive".</p>
5	<p>Children are not exposed to those experiences that will potentially impact upon their cultural capital.</p> <p>This is supported by: Pupil conversations and outcomes show that there is a lack of enrichment opportunities that has been further compounded by school closure and the C-19 pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

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>Improve the oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Percentage of children achieving an age-related expectation in Communication & Language at the end of Reception • Number of children meeting the required level in both the Year 2 and Year 1 phonics screening • Standardised scores and reading age of children in Years 3-5 • End of KS1 and KS2 SATS
<p>Parental engagement in school is positive and focussed with parents and families willing to engage and work with children</p>	<ul style="list-style-type: none"> • Parental Questionnaire • Online Feedback • Attendance data for pupil premium increases each year for the next three years with the number of unauthorised absences reducing each year for the next three years. • Analysis of attendance at parent events including consultations increases.
<p>Children come to school on time and, particularly those who attract the Pupil Premium, forge strong relationships with staff, underpinning effective behaviour that allows children to better access their learning.</p>	<ul style="list-style-type: none"> • The number of FTE and the number of children in receipt of a FTE reduces over a three year period • Monitoring of learning through Internal Phase Audits, Governor Visits and External Audits show that children are better engaged in lessons. • CPOMs and associated behaviour documentation shows that, over a three-year period, there is a sustained reduction in the number of significant incidents during structured and unstructured times of the school day. • Pupil Wellbeing Referrals, Boxhall Profile, Wishes & Feelings and associated documentation evidences sustained high levels of wellbeing
<p>Through playing and working creatively, children and particularly those who attract the pupil premium, become confident, engaged and imaginative learners.</p>	<ul style="list-style-type: none"> • The percentage of children achieving an age-related expectation at the end of Reception in 'Being Imaginative and Expressive' increases from Summer 2022 through to 2024/25 • By 2024/25, monitoring of learning through Internal Phase Audits, Governor Visits and External Audits show that children show that children are acquiring knowledge and skills across the curriculum, particularly in Music, Art, D&T and Computing.

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: £ 32,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders and teachers to develop systems to enhance reading provision across the school.	EEF Reading Comprehension Strategies suggests that low cost approaches have the potential to impact learning by 6 months. EEF Reading Comprehension Strategies EEF Preparing For Literacy	1, 5
Use of non-class-based, experienced teacher to support teaching in KS2.	EEF Mastery Approaches suggest that low cost approaches have the potential to impact learning by 5 months. EEF Mastery Approaches	2, 3
ECTs to be supported by mentor and Phase Leader, with facilitated observations, coaching and additional CPD opportunities.	Additional ECT support provided through the school should help to maintain a high quality of teaching in all classes and phases, giving ECTs access to the knowledge of experienced teachers.	1, 2, 3
Communication in Print to be provided for all class teachers to supplement vocabulary teaching across the curriculum.	Improving pupil's oral language, including their vocabulary has the potential to impact learning by 6 months. EEF Oral Language Interventions	1

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

Budgeted cost: £66,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS Lead will work with in school SALT specialists to screen children that need to be screened.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Daily Speech and Language interventions across KS1 and KS2		

Focussed Reading support (intervention, small group teaching) for bottom 20% of readers in KS1 and LKS2	EEF Reading Comprehension Strategies suggests that low cost approaches have the potential to impact learning by 6 months. EEF Reading Comprehension Strategies	1
Pupils identified for additional phonic support from baseline data. Identified pupils assessed to identify targets and next steps. Sessions and assessments to be recorded for evidence. Termly progress meetings to discuss pupils' progress and identify next steps.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Use of LKS2 Catch Up sessions for Reading	Reading Comprehension Strategies and the focus on the learners' understanding of written texts has the potential to impact learning by 6 months,	1
Use of KS2 Catch Up sessions for Mathematics	Evidence states to teach pupils strategies for solving problems and enable pupils to develop a rich network of mathematical knowledge.	1

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

Budgeted cost: £107,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home reading books are organised to match phonic levels. Book corners are organised so that books are age-appropriate for free readers.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
EYFS and KS1 Parent workshops are planned for and conducted so that parents are aware of how phonics is taught at St Mark's and how they can support their child at home. They are introduced to Floppy's Phonics and how they can access this at home.	There is strong evidence to suggest that parental engagement improves outcomes for pupils.	1, 2
Wellbeing Consultations embedded as common practice with staff identifying pupils and GS, JF and KM planning and facilitating specific provision through use of Wishes & Feelings and/or Boxhall Profiles.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. EEF Toolkit shows that Targeted Interventions can be up to 6 months progress	1, 2, 3

ELSA interventions to be run for identified pupils to support their emotional literacy, supporting their behaviour in school and at home.	Evidence suggests that this has the potential to impact learning by up to 4 months.	1, 2, 3
Creation of a weekly playgroup for children below school age to develop positive relationships with families before children attend the school.	There is strong evidence to suggest that parental engagement improves outcomes for pupils.	2, 5
Home visits and information gathering on new children through updated welcome packs, parent meetings, stay and plays, SEYS meetings.	General approaches which encourage parents to be more involved in their child's education can have up to 4 months progress with a strong evidence base.	2, 3
Regular parent meetings to discuss progress and well-being.		
Creation of an in-school Attendance team to monitor attendance and provide timely support to help families to improve.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 3
Breakfast Club provision to provide breakfasts for pupils from 8:15am at a minimal cost.	Latest evidence suggests that the poverty rate in the Dudley borough is 39%.	
Maintain food packages for families through Magic Breakfast and links with local supermarkets.		2, 3
Further engage with OPAL to redesign provision at break and lunchtimes. This will include the creation of a team who undertake training and lead the implementation of the project.	The Case for Play in Schools EEF suggests that interventions have the potential to improve pupil outcomes by up to 4 months. EEF Play-based Learning	3, 4, 5
Wider Curriculum Experiences to be subsidised and thoughtfully planned to target support of new learning, enrichment of new learning or to increase cultural exposure.	Ofsted 'The Case for Change' School Inspection Update An Unequal Playing Field Excerpt: <i>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people's mental health and wellbeing.</i> The EEF Teaching and Learning Toolkit suggests positive progress outcomes for Arts Participation, Sports Participation and Outdoor Adventure.	5

Total budgeted cost: £205,495

Part B: Review of the previous academic year Outcomes for disadvantaged pupils (2023-2024)

Throughout the year, the school focused its development on improving the day-to-day experience of all of its pupils, both for their wellbeing and academic attainment. Teachers' CPD focused on increasing each teacher's toolkit of strategies to use within lessons to maintain engagement and promote effective learning. This supported the school's ethos of making school a positive place for its pupils and making every day count. Formal and informal lesson observations demonstrated evidence of key strategies being used, including collaborative learning opportunities, oracy and the use of effective scaffolds. The visual scaffold, Communication In Print, continues to be used across the school, supporting pupils to develop their comprehension and widen their language exposure. The school now plans to ensure that all class teachers have access to this resource and that it becomes an embedded, whole-school approach, used effectively alongside colourful semantics.

In EYFS, end of year data shows 75% children achieving age-related expectations in Communication and Language by the end of Reception, although there is a discrepancy between pupils attracting the Pupil Premium and those who do not. Weekly parent story times have raised the profile of reading and continue to help staff to build relationships with parents to support reading at home. Whilst Phonics continued to be a focus, some cohort-specific needs affected the Year 1 screening scores. This year, leaders are focusing their school development efforts on how best to support pupils whose phonic knowledge remains insecure into Year 2 and beyond.

The Speech and Language caseload of the school continues to be high and has consequently continued to require considerable targeted support. The use of screening in EYFS and KS1 has allowed for early identification of children who need further support. Welcomm screening in EYFS has been used to identify and support children with receptive language needs at the earliest possible opportunity. This has allowed class teachers to be made aware of accurate needs within their classes, as well as effective strategies that they can use in their Wave 1 quality first teaching. For pupils requiring more intensive support, teachers, teaching assistants and a specialist speech and language volunteer have continued to run interventions. Children receiving this have all shown improvements based on their speech sounds and Welcomm screening results, but support will need to continue. As part of the school's commitment to early support, the nursery class teacher has been running weekly playgroups for local families, which has provided opportunities to model language opportunities to unfamiliar parents, as well as further developing positive relationships with parents, so that schooling is valued.

Parental engagement through Class Dojo continued to be high. All classes have the majority families connected and it is the main form of communication used through the school. This allows parents to message individual teachers, including members of the Senior Leadership Team, in a way which can feel less formal or intimidating. It has also

provided an effective way for teachers to communicate with parents about minor matters, further building the positive relationships between school and home. In recent Parents Evenings, pupils attracting the Pupil Premium Grant were more heavily represented than those who do not, although overall percentages were a little lower than last year. Leaders need to further investigate how to make these events more accessible for all families.

Breakfast Club has proven to be a popular addition to the school's provision and is well-attended every day. The school continues to offer Magic Breakfast to every pupil in the school. The school has received a lot of parental support for the uniform swap shops, winter clothing swap shops, party clothing swap shops and Christmas jumper swap shops. This allows the school to continue to take a poverty-proofed approach to events whilst giving all pupils in the school experiences which impact their cultural capital.

The Wider Curriculum has been enriched with experiences for each phase, including trips for Year 1-6. Experiences in school have been fully subsidised by the school, while trips off site have been partially subsidised.

The wellbeing team continue to support pupils, staff and families with their wellbeing. The use of Wellbeing Consultations has continues to be an embedded part of teachers' practice at St Mark's. The work of the wellbeing team provides for practical strategies to be put in place to support children and their families. The team have delivered PPP courses with families: parental engagement has been maintained throughout the course and anecdotal evidence suggests an improvement in children's behaviour at home through the development of consistent routines and expectations. These courses have provided further support for families throughout the year, when the wellbeing team have been able to refer back to strategies identified from the courses.

At this point, the school considers itself to be partially on track to achieve its intended outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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