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

This statement details our school's use of pupil 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	332
Proportion (%) of pupil premium eligible pupils	41.7%
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)**	**2025 – 2026** 2026 - 2027 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K Rondeau Headteacher
Pupil premium lead	C Baggott
Governor / Trustee lead	J Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,125
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£202,125

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	**Children are language deprived with limited opportunities to develop the acquisition of new vocabulary.** This is supported by: Assessments (including Welcomm screening data), 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.
2	**Schooling and education are not highly valued, with some parents having had a negative experience of school themselves.** This is supported by: Observations, discussions with children and parents, pupil attendance, parental workshop/evening attendance.
3	**Effective routines are not always established.** This is supported by: Observations, discussions with children and parents, as well as 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.
4	**Children lack opportunities to play creatively.** This is supported by: Observations in class and during break and lunch time, home visits, discussions with children and parents.
5	**Children are not exposed to those experiences that will potentially impact upon their cultural capital.** This is supported by: Pupil conversations and outcomes show that there is a lack of access to enrichment opportunities, especially those which require travel. These challenges particularly affect disadvantaged pupils.

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
Improve the reading and oral language skills amongst disadvantaged learners	• Percentage of children achieving ELG in Comprehension and Word Reading by the end of Reception will increase. • Welcomm screening data • Phonics Screening Results • Reading Results in Years 1-5 • End of KS2 SATs results for Reading
Parental engagement with school is positive and child-centred	• Parental Questionnaire shows that an increasing number and percentage of families view the school positively. • Triple P is accessed by families whose children attract pupil premium funding.

Children come to school on time and consistently demonstrate positive learning behaviours	• Attendance Data, including Lates shows
	  ○ improved attendance for disadvantaged pupils
	  ○ a reduction of persistent absenteeism for disadvantaged pupils
	  ○ reduced lates for disadvantages pupils
	• Behaviour Data, including the use of CPOMs and Behaviour Contracts shows a reduction in incidents for disadvantaged pupils.
	• Pupil Wellbeing Referrals, ELSA documents, Wishes & Feelings and associated documentation evidences sustained high levels of wellbeing.

Children become engaged and more confident learners in creative subjects	• Observations in OPAL provision indicate examples of non-adult-led creative play. • Curriculum Impact Discussions indicate children are acquiring knowledge and skills in creative subjects, such as Music and Art. • The percentage of children achieving an age-related expectation at the end of Reception in being Imaginative and Expressive increases across the term of the plan.
Children deepen their understanding of the curriculum, connecting it to the wider world and themselves	• Each phase has access to a subsidised trip, visit and experience within each year. • Attendance at school clubs indicates an increasing percentage of disadvantaged pupils attend.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders and teachers to embed 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
Phonics to be taught using a DfE approved scheme and supported through subscription to online resources.	EEF Phonics research suggests that low cost approaches have the potential to impact learning by 5 months. EEF Phonics	1

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

Budgeted cost: £66,100

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. Daily Speech and Language interventions across KS1 and KS2	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
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
Vulnerable reading team create to provide 1-1 reading for pupils who do not regularly read at home or who are working below their age-appropriate curriculum.	EEF Reading Comprehension Strategies suggests that low cost approaches have the potential to impact learning by 6 months. EEF Reading Comprehension Strategies	1

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

Budgeted cost: £90,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 Boxall 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
Continuation 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%.	2, 3
Maintain food packages for families through Magic Breakfast and links with local supermarkets.		

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: *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.* The EEF Teaching and Learning Toolkit suggests positive progress outcomes for Arts Participation, Sports Participation and Outdoor Adventure.	5
Triple P courses to be run by school staff to support families.	The EEF Guidance Report about Working With Parents to Support Children suggests that schools should offer positive discourse through intensive support if necessary.	2,3

Total budgeted cost: £ 204,218

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the year, the school focused its whole school CPD on improving the daily experience of all of its pupils in the context of both academia and wellbeing. Teachers' CPD focused on scaffolding the forethought required for teacher modelling to ensure that new learning is conveyed as clearly as possible and that all children are active participants in lessons which support them to become independent learners. Lesson observations and learning walks demonstrated evidence of clear I Do, We Do and You Do sections which had been carefully planned and sequenced. Pupils can articulate these stages of modelling and understand how this helps to scaffold their learning. Communication In Print has been used across the school, and is prevalent as part of the school's OAIP offer which benefits all pupils. The school now intends to further develop teachers' understanding of how to develop pupils' schema when presenting new learning.

The school has partially met its intended outcome for improving the oral language skills and vocabulary among disadvantaged pupils. 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. The Year 1 Phonics Screening results were the highest they have been through the plan at 78% passed. (This would have been 82% if the pupils who are travelling out of year group were removed from the data set.) There was still a discrepancy between those pupils attracting the pupil premium and those who do not. Phonics Screening passes by Year 2 were at 84% and there was negligible discrepancy between those pupils attracting the pupil premium and those who do not. KS2 Reading SATs results were the highest they had been through the term of the plan, with 70% of pupils scoring EXS+ and 20% scoring GDS in their assessments. The school now intends to further focus on the reading provision throughout the school at Wave 1 and target its Wave 2 and 3 provisions to support disadvantaged pupils to develop their reading habits and language comprehension.

Parental contact continues to be high. All classes have almost all families connected and it continues to be the main form of communication for the school. It is used to send positive weekly messages to parents as well as easily share examples of good work. Parents are invited in to share experiences with their children through school performances and shared reading time in EYFS. The school has largely met its target for parental engagement in school to be positive and focussed with parents and families willing to engage and work with children. The school have started to explore other ways (beyond physical parent evenings) to share children's academic information with families to overcome the barrier of those parents who are unable to attend the school in person. The wellbeing team work continue to work closely with a wide range of families, through informal wellbeing support, running Triple P classes and

supporting Early Help referrals. The school must now continue to clarify the roles and responsibilities of the wellbeing team as its responds to the changing needs of the community, especially in the current social and financial climate.

The school has partially met its target for children who attract the Pupil Premium to come to school on time, forge strong relationships and demonstrate good behaviour. The school launched a whole-school common language and approach for behaviour which has been embedded through the year and can be articulated by pupils. This was shared with parents and is used throughout conversations with them. During learning walks, there is no discernible behavioural difference between children who attract the Pupil Premium and those who do not. With the creation of the Attendance Team, attendance support has been able to be more proactive and has focused on providing support through the wellbeing team whenever possible. Persistence absence of those pupils attracting the Pupil Premium has reduced across this year. The school should now continue to provide tiered support to children whose behaviour shows repeated concerns, which should also include seeking positive, child-focused discourse with families.

The school has partially met its target for pupils to become confident, engaged and imaginative learners through playing and working creatively. 95% of pupils achieved the age related expectation by the end of Reception in Being Imaginative and Expressive. Classroom visits and Curriculum Impact Discussions show that pupils have increased knowledge and understanding in Music, Art, D&T and Computing compared with the start of the term of the plan; however, this is not yet at a deep, schematic level and this should continue to be a focus for the school. OPAL has been successfully launched at dinnertimes and is routinely accessed by pupils in Year 1 -6. All pupils, including those who attract the Pupil Premium, have access to performance areas and large parts play, which have been used to play collaboratively and creatively. Observational anecdotes suggest that these specific areas are accessed as readily by pupils who attract the Pupil Premium as those who do not.

The school has partially met its target to pupils to have increased exposure to experience that will potentially impact upon their cultural capital. Pupils in KS1 visited the local zoo, LKS2 visited a mandir and Year 6 had access to a heavily subsidised residential. All pupils in the school enjoyed live music performances from amateurs and professionals. Heavily subsidised after school sports clubs were offered by the school's Sports Coaching partners. Choir, Recorders and Keyboard clubs were available to pupils in KS2 free of charge. The Nursery teacher has continued to run a playgroup for local families, which also allows the early fostering of positive relationships prospective parents. Further curriculum enrichment experiences were provided with hatching kits and dinosaur workshops in EYFS, VR experiences in KS2 and visits to the local church. To further refine this work, the school now intends to analyse attendance at clubs for pupils attracting the Pupil Premium to then work to support more pupils to access these clubs and to attempt to lessen the barriers which currently prevent their involvement.

Whilst each target is partially met, they continue to relevant to the school and its community.

Externally provided programmes

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

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.