

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 CE Primary School
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	17 = 34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Marilyn Freeman Headteacher
Pupil premium lead	Marilyn Freeman
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,735
Recovery premium funding allocation this academic year	£ 4,068
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 28,803

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background, barriers or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal including progress for those who are already high attainers. At St Mark's school however we recognise that within the school population some pupils whom are not eligible for pupil premium funding may at any point during their time at the school require additional support and intervention.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To ensure all our pupils excel 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers with 36% currently working below age related expectation in reading

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with spelling than their peers. This negatively impacts their development as writers with 42% currently working below age related expectation in writing and grammar, punctuation and spelling (GPS).
3	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and are more prevalent amongst our disadvantaged pupils.
4	Internal assessments indicate that Mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils with 36% currently working below age related expectation.
5	Analysis of homework records and discussions with pupils identified that the majority of disadvantaged pupils do not complete homework or engage in home learning activities including online learning programs.
6	Analysis of reading records and discussions with pupils identified that the majority of disadvantaged pupils do not read at home. This lack of reading negatively impacts attainment across all subjects and hinders a love of reading.
7	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment, social and emotional well-being and aspirations for the future. These finds are supported by national studies
8	Our assessments, observations and discussions with pupils have identified under developed fine and gross motor skills among many nursery and reception pupils. This negatively impacts on their creative and writing skills, physical mobility.
9	Our observations and discussions with pupils and families identified 56% of pupils (Y5/Y6) being either unable to ride a bicycle or not at a standard to ride safely on a public highway and therefore unable to successfully complete the Bikeability training. Lack of life experience limits opportunities and self-esteem.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in engagement in learning, book scrutiny and ongoing assessments
Improved reading attainment and progress among disadvantaged pupils.	KS2 reading outcomes show an increased % of children achieving the expected standard at the end of the year. Children make good progress according to their starting points. Disadvantaged pupils will make good progress evidenced in phonics phases and reading trackers.
Improved writing attainment and progress among disadvantaged pupils.	KS2 writing outcomes show an increased % of children achieving the expected standard at the end of the year. Disadvantage pupils will make good progress in writing according to their starting points. This is evident in writing across the curriculum
Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show an increased % of children achieving the expected standard at the end of the year. Disadvantage pupils will make good progress in mathematics according to their starting points. This is evident in book scrutiny and ongoing assessment.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • An increase in a range of aspirations and positive vocabulary • The majority of pupil premium children can ride a bike

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: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Audit and develop our phonics programme to secure stronger phonics teaching for all pupils. Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for all staff in the delivery of high-quality phonics teaching.	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	2

Improve standards in reading by providing quality first teaching Training for staff to ensure good quality guided reading is being taught	Improve skills in reading across the school. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils	6
Audit home reading and guided reading books ensuring texts link with phonic phases Engage and encourage children to read and complete homework tasks at home and encourage strong links between home and school	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkitparental-engagement	6, 5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Training for staff to ensure good quality teaching and learning in mathematics	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	4

Improve first quality teaching in spelling and writing. Training for staff in teaching spelling and writing	Language and literacy provide us with building blocks not just for academic success, but for fulfilling careers and rewarding lives. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2
Enhancement of our social and emotional support by offering Chatterbox opportunities. Focused PHSE and RE lessons to improve mental health and well-being	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers) EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	7

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

Budgeted cost: £ 24,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading focusing on fluency, accuracy and a love of reading	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/reading-comprehensionstrategies	1, 2, 3, 6

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through Fast Track and Bounce Back interventions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Additional phonics, spelling, reading, writing and maths sessions targeted at disadvantaged children	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/2-targeted-academicssupport	1, 2, 3, 4
Effective deployment of staff, Teaching Assistant and HLTA to support key children and year groups. Delivery of identified and targeted interventions from Y1-Y6 outside and as part of the school day	EEF research guidance Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 'If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them - the exception should be that the needs of all pupils are addressed, first and foremost, through high quality teaching'	1, 2, 3, 4

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupils with real life experiences in and out of school. Invite in visitors and take children out of school on trips and visits to increase aspirations.	Research and discussions with disadvantaged pupils show a need to expose all pupils to different cultures, aspirational targets and new experiences. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	7
Support for pupils' wellbeing. Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	6, 7
Purchase bikes to support children to develop the skill of riding a bike.	Based on research and discussions with pupils and families a lack of life experiences have been identified. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	7, 8, 9
Provide opportunities for children to grow and develop through a wide range of extra-curricular provision	Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	7

School is open for 20 minutes prior to the start of the day. This is to encourage parents to have children at school on time to avoid less disruption to the beginning of lessons	Disadvantaged children are in school before 8.50am allowing them a better start to the day. They are more engaged in learning as they join the lesson from the beginning and do not miss vital steps of learning. Disadvantaged pupils can use this time to have 1-1 adult support for learning or to complete homework tasks	3, 4, 5, 6
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Total budgeted cost: £ 28,803

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 2023 to 2024 academic year.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils continues to be lower compared to that of other pupils. It is difficult to make comparisons year on year due to the higher than average inward mobility. School 34% Lancashire 16%. Many pupils that join the school late are disadvantaged, have gaps in their learning and are working at below age related expectations.

Year 6 SAT's Outcomes

50% of Year 6 pupils were disadvantaged

Reading 66% of disadvantaged pupils achieved EXP+

Writing 66% of disadvantaged pupils achieved EXP+

Mathematics 66% of disadvantaged pupils achieved EXP+

Year 2 SAT's Outcomes

57% of Year 2 pupils were disadvantaged

Reading 75% of disadvantaged pupils achieved EXP+

Writing 75% of disadvantaged pupils achieved EXP+

Mathematics 75% of disadvantaged pupils achieved EXP

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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