# Swanage St Mark's CE Primary Core Principles: Our Approach to Supporting Disadvantaged Learners

## Quality teaching for all:

**To ensure all pupils have access to highest quality**

### To empower teachers to know their pupils and do what is best for them.

**Evidence for this approach:**

***John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'***
***https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/***
***EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant***



**We do this by developing:**

**Well sequenced curriculums that build knowledge and understanding**
**Teacher subject expertise**

**Positive relationships with parents and pupils**

**Secure transition arrangements to ensure teachers know as much about their pupils as**

### 4. To empower children - making sure every child feels successful and valued.

### 5. To find and nurture each child's passions

## Targeted support:

**To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum**

### 2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

### 3. To empower parents to understand how to best support their child at home

*Charles Deforges: parental involvement is a more significant predictor in academic attainment than school Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)*
https://visible-learning.org/hattie-ranking-influences-effect-sizes-

**We do this by developing**

***Early academic intervention for those that require it***
***Training for parents***

## Wider Approaches:

**Whole school or non-academic**

### To support all pupils that we feel are disadvantaged, regardless of whether the receive the pupil premium or not

*Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.*
*'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'*
*https://www.gov.uk/government/publications/pupil-premium/pupil-premium*

### 7. To develop support networks around children and their families

*While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and* behaviour **EEF A**

### 8. To work to develop pupils' communication and language skills

*At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11* **CIC Talking About a Generation Study**

**Pastoral interventions to support those who need it**
**Attendance support for identified families**
**Financial support where required to support inclusion and curriculum access**
**Developing a culture of aspiration and celebrating successes**
**Ensuring all pupils have access to appropriate reading books and enrichment opportunities**
**Developing a school approach to oracy**

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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 | 120 |
| Proportion (%) of pupil premium eligible pupils | 51/120 42% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Rebecca Martin |
| Pupil premium lead | Rebecca Martin |
| Governor / Trustee lead | Paul Knight |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £81,400 (based on 55 pupils census October 2024) |
| Recovery premium funding allocation this academic year | n/a |
| School led tutoring grant | n/a |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £81,400 |

# Part A: Pupil premium strategy plan

## Statement of intent

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school fluently reading and knowing the joy that reading can bring. This will then support them in accessing the wider curriculum. They will leave our schools having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects.

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.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | High pupil mobility – students arrive at different times of the year, often only staying for a short period of time. |
| 2 | Low pupil numbers impacting significantly on the budget and staffing – limited staff for interventions or support. |
| 3 | Pupils living in temporary/emergency accommodation – lack of stability |
| 4 | Year six reading currently at 50% ARE 6/12 |
| 5 | Year six writing currently 42% ARE 5/12 |
| 6 | Year five writing currently 44% ARE 4/9 |
| 7 | Year two maths currently 45% ARE 5/11 |
| 8 | Increasingly high numbers of EAL children arriving at the school with no or limited English. |

## 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 |
|---|---|
| New starters quickly settle into the school and have full access to school life. | Pupils feel welcomed into the school and embrace the school offer and opportunities are provided.<br><br>Pupils are accessing pre-loved school uniform<br>Priority access to Nurture and Forest School<br>100% attendance on school trips<br>Priority to clubs: Premium Sports: Multi- sports, Football, Handball, Survival Club/ Forest School.<br>PP numbers at clubs will be monitor<br>Pupil surveys will be undertaken to seek pupil views |
| Pupil numbers to increase over time. | Raise the profile of PP and benefits to families, promote the school to attract higher levels of pupil numbers to the school<br><br>Continue to promote the school in multiple ways:<br>Open afternoons<br>Social media<br>Community events |
| Families are supported in multiple ways by the school which makes the children feel safe and secure. | Pupil premium families will feel welcomed by the school and engage in the school offer, they will feel that they know who and where to go when they need support<br><br>Attendance of PP pupils will be monitored at Breakfast club<br>Fruit and toast for all<br>Fair share<br>Priority access will be given to ELSA for PP who require support, this will be monitored with clear baselines before and exit data for impact<br>Healing together<br>Purbeck Pantry<br>Parental surveys will be completed to gain views |
| All PP to close the gap in reading age and their chronological age. | Pupil premium pupils will develop their love of reading and will improve their reading accuracy and fluency to support their access to the curriculum<br><br>BookTrust packages given to all PP children on a termly basis. |

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| | Clear sequenced phonics program is in place and taught consistently throughout the school.<br>Pupils falling behind quickly identified and receive targeted intervention.<br>All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds learnt over time.<br>Pupils will be identified and baseline assessments will be undertaken and reassessed termly for impact |
| Standards in writing for PP children are improving and in line with the National average. | PP pupils will demonstrate progress in their writing from their starting point<br><br>Handwriting progression document is used across the school and standards are continuously improving.<br>Termly monitoring of writing standards |
| Standards in Maths for PP children are improving and are in line with the National average. | PP pupils will demonstrate progress in their maths from their starting point. PP pupils will achieve the multiplication test and support will be in place for those that did not pass this in Year 4.<br><br>Work with the Jurassic Maths hub increases resilience amongst Pupil premium children.<br>This is a three year project involving half termly workshops. |
| Attendance at least 96% | PP pupils' attendance will be in line with none PP pupils.<br><br>Attendance figures are monitored half termly and barriers identified, with clear action plans drawn up for those pupils falling behind<br>School attendance policy and LA help is accessed is followed to support families |
| Children with EAL and are PP assimilate English quickly and make progress quickly. | PP pupils who are EAL make good progress in their acquisition of English<br><br>Use BELL Assessment to identify levels of support for EAL pupils and to support with learning<br>Phonics provision takes place across the entire school for children who need it. This is assessed every half term and groups are re-organised where necessary.<br>Resources made and used to support pupils with English |

## 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: £20,327

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| INSET days will provide staff with training on 'Relational practice' and staff will coach children to more effectively manage their learning and improve their behaviour | The relational model of education focuses on developing relationships, responding and calming, and repairing and restoring.<br>When children and young people feel safe and their words, thoughts and actions are values they develop a sense of belonging to school and this is the heart of the whole school Relational approach. Children and young people want to be in a school environment where they "feel individually welcomed, respected, included and supported by others within the school social environment." - The attachment research community. | 1 & 3<br><br>£9,686 |
| 'Communication champion' training delivered to school staff and other local schools. | A Communication Champion is a key advocate for the development of speech, language, and communication for all children within an Early Years setting. They are part of a peer network of Communication Champions who learn from each other and receive regular training and encouragement from specialist speech and language therapists. | 1,2 & 3<br><br>£2,359 |
| Phonics - Targeted children who did not achieve phase 2/3 phonics are supported through high quality teaching in small group interventions. Stage not Age philosophy.<br><br>Whole class SATPIN any PP children picked up in intervention groups<br>(daily) | Any Y2+ who did not reach the standard are given Phonics intervention and tracked: - | 1, 4 & 8<br><br>£5,488 |

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| Daily phonics interventions throughout the whole school as required. | 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: | 1, 4 & 8<br><br>£1,660 |
| Work with the Jurassic Maths hub to improve maths mastery and problem solving. | The Maths Hubs model, underpinned by the principles of teaching for mastery and with an evidence and research-informed approach, enables teachers themselves to drive improvements in maths teaching and learning. | 7<br><br>£1,134 |
| HLTAs and teaching assistants will provide high quality interventions based on analysis of termly assessments to identify areas of need | The EEF found that when TAs are deployed effectively with appropriate training & support, they can make a significant contribution to pupils' learning. 7 EEF evaluations have shown that when TAs deliver high quality, structured interventions, they can typically generate three to four additional months progress for pupils in literacy and numeracy. | 1, 2, 3 & 8 |

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

Budgeted cost: £30,431

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 1:1 tutoring for year six pupils in Reading delivered by class teacher. | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing target support for pupils that are identified as having low prior attainment or are struggling in particular areas. | 4<br>£8,900 |
| 1:1 tutoring for year six Pupils in Maths delivered by the class teacher. | | 7 (included above) |
| 1:1 SALT- delivered to selected pupils across the school with the aim to make progress towards their targets. | *'At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in Maths and 6x less likely to be A.R.E in English at age* 11' **CIC Talking About a Generation Study**<br><br>*'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.'* **Education Endowment Foundation** | 1 (included above) |
| Move to Learn intervention programme. (Delivered weekly) | **Brain development:** | 1,2 & 3 |

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| | The cerebellum is the part of the brain that stores muscle memory. It helps predict, rehearse, sequence, and time movement.<br>**Learning and movement:**<br>Movement can help students learn by creating new and stronger neural connections.<br>**Physical activity and cognition**<br>Regular physical activity can improve circulation and oxygen supply to the brain which can lead to better cognition.<br>**Movement programs for children**<br>Movement programs can have positive effects on the physical, cognitive, and social-emotional well-being of children. They can improve attention, social communication skills, self-esteem, and gross motor function in children with SEN. | £3,150 |
| First class at number intervention with year two/three pupils. | The program aims to help children catch up with their peers and improve their mathematical attainment. It also aims to increase children's enjoyment and engagement with math. | 1,2 & 3<br><br>£5070 |
| Mouth Gym interventions programme. | Oral-motor exercises can benefit adults with conditions such as neurological problems, speech disorders, physical disabilities and dyspraxia.<br>There are many benefits of oral-motor exercises. The main benefit of oral-motor exercise is improving the movement and coordination of the oral-motor muscles, which in turn will help to improve an individual's speech when used with speech exercise. | 1,2 & 3<br><br>£1267 |

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

Budgeted cost: £7,124

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| ELSA delivered to students in the school as required. | Research shows the importance of taking a more holistic view in children's education (Liau, Liau, Liau & Teoh, 2003). It was found that low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such | 1,3 & 8<br><br>£2,324 |

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| | as aggression. Research by Sandbrook, (2003) suggests that pupil learning progress can increase as the research identifies a correlation between positive emotional literacy and progress in literacy, numeracy and indeed all aspects of learning | |
| Our pastoral worker works closely with identified children to offer a wide range of support for them and their families. | Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. EEF – 2019 | 1 & 3<br><br>£15,000 |
| Whole school use of 'My Concern' to record concerns which are followed up with discussion and action where needed to support children and families | "Any primary school teacher will tell you that, alongside teaching literacy and numeracy, a large and often unrecognised part of their job involves addressing children's emotional, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups." Sir Kevan Collins, EEF chief executive | 1 & 3<br><br>£8,874 |
| The attendance lead will make contact with families of low attenders and supporting families to improve attendance. Absences will be investigated and support offered to families in order to increase attendance. | The Department for Education (DfE) published research in 2016 which found that: the higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2. Advice from the National Strategies (hosted on the National Archives) also shows that: The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years | 3<br><br>£5,070 |
| Every child eligible for pupil premium will be invited to attend an extra-curricular club of their choice to develop key skills and increase cultural capital | The Education Endowment Foundation (EEF) states that there is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress). This support will have a positive impact on self esteem, participation levels and attendance | 1 & 3<br><br>£6,615 |
| An exciting range of trips and visits will be planned to enhance the curriculum in all Years. Every child eligible for Pupil Premium will be provided with these opportunities at 50% cost. | Children will achieve enhanced 'Cultural capital' through the range of experiences they are exposed to. This is extremely important because as Ed Hirsch summarises in: Cultural Literacy (1988), "to be culturally literate is to possess the basic | 1 & 3<br><br>£5,500 |

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| | information needed to thrive in the modern world." | |
| Peripatetic instrumental lessons will be offered to PP children in Years 3-6 free of charge. | Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music, raising their self esteem | 3<br><br>£3,135 |
| Dorset Mind CYP Connected Minds Programme | Connected Minds is a fully funded eight-week early intervention programme for 10-13 year olds (years 6-8) experiencing mild to moderate anxiety and emotional problems and low attendance at school. The programme is designed to support children and young people at risk of not attending school on a regular basis or with behavioural problems with associated low to moderate mental health concerns such as low mood, anxiety and stress, low self-esteem and anger issues. | 1 & 3<br><br>£1,665 |

Total budgeted cost: £7,124

# 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.

| Aim | Outcome |
|---|---|
| % of disadvantaged pupils meeting ARE rises each year, from previous attainment position<br><br>Pupils remember the key learning set out in the intended curriculum | Year Six KS2 SATS results 2024 (PP x 12)<br>Reading: 83% ARE 42% GDS<br>Writing: 58% ARE<br>Maths: 50% ARE 17% GDS |
| Pupils at least return to previous attainment position before school closures | With high mobility and cohorts of differing sizes the data is subjective. |
| Pupils can read fluently by the end of Y1 | 91% (10/11) of PP children met the standard of the phonic check at the end of year one. |
| Attendance at least 96% | PP attendance for 2023 - 2024 was 92% |
| Barriers to learning for identified pupils are reduced (emotional, social, behavioural) | The Ofsted report (April 2024) stated that 'Children thrive when they join in early years and, for the pupils who join the school at other times, staff ensure they quickly become settled. Pupils behave exceptionally well. They are polite, kind and respectful towards one another and staff.' |
| All pupils fully included in all aspects of school life | The Ofsted report (April 2024) stated that 'Pupils are proud of their school and motivated to learn. They enjoy a wide range of additional activities on offer.' |

## Outcomes for disadvantaged pupils 2024

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|---|
| Phonics - Year One - 91% (10/11 pupils)<br><br>Year Four Times tables check: (10 pupils)<br>Percentage full marks: 20%<br>Average point score: 17%<br><br>Year Six KS2 SATS results 2024 (12 pupils)<br>Reading: 83% ARE 42% GDS<br>Writing: 58% ARE<br>Maths: 50% ARE 17% GDS |