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

***We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.***

## Quality teaching for all:

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

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

**Evidence for this approach:**

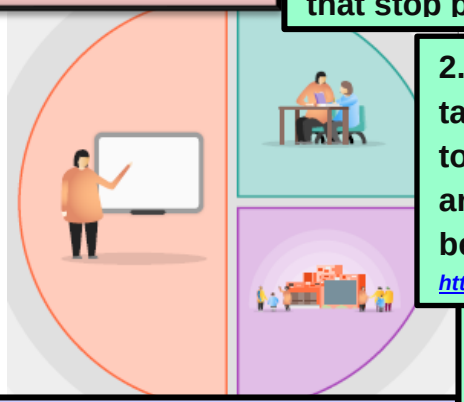
***John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'***
***https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/***
***EEF highlights that schools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

**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 possible**

### 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

***https://educationendowmentfoun***

**We do this by developing**

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

### 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*

## Wider Approaches:

**Whole school or non-academic**

### 6) 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 Tiered approach**

### 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**

- **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**
- ***Begin to develop a school approach to oracy in Year 2 of this plan***

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Marks CE Primary School |
| Number of pupils in school | 156 2021-2022<br>155 2022-2023 |
| Proportion (%) of pupil premium eligible pupils | 50 children (33.6%)<br>59 as of April 2022 (5 service chn)<br><br>60 children (39%) |
| Academic years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | 2021-2022 |
| Date on which it will be reviewed | 21st June 2021 |
| Statement authorised by | 21st June 2022 |
| Pupil premium lead | Vicky Brierley |
| Governor / Trustee lead | Betty Selman |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £67,250 2021-2022<br>£69,250 2022-2023 |
| Recovery premium funding allocation this academic year | £7,250 |
| School led tutoring grant | £5,872 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year** | N/A |

| | |
|---|---|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

# Part A: Pupil premium strategy plan

## Statement of intent

- *What are your ultimate objectives for your 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.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

To meet these objectives we have focussed on the following areas:
-High quality CPD and ongoing support for staff to develop their subject expertise, especially in reading.
-Ongoing work to develop the curriculum, ensuring it is thoughtfully chosen and correctly sequenced so that pupils can learn and remember it (outlined more specifically in the SIP)
-High quality interventions for those who have fallen behind to catch them up quickly and efficiently.
-Pastoral, emotional and attendance support to remove barriers that may stop pupils achieving

- *What are the key principles of your strategy plan?*

1) To empower teachers to know their pupils and do what is best for them, delivering high quality CPD
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
4) To empower children - making sure every child feels successful and valued.
5. To find and nurture each child's passions
6) To support all pupils that we feel are disadvantaged, regardless of whether the receive the pupil premium or not
7) To develop support networks around children and their families
8) To work to develop pupils' communication and language skills

-Quality first teaching and good curriculum planning as predominant approach to ensuring pupils acquire the skills they need
-Focus on early identification, especially in EYFS

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Varied expertise of staff across the school. Ensuring all staff are supported to deliver school wide systems consistently |
| 2 | Regression due to school closures / increased emotional support required |
| 3 | Differing levels of attainment on entry to the school, learning gaps for pupils |
| 4 | Poor attendance of identified families which is a symptom of further individualised barriers which must be overcome |
| 5 | Limit on finances can limit access to resources families can access to support and enrich learning, access to books and library, finance driven activities: trip and clubs |
| 6 | Level of parent expertise to support pupils at home |
| 7 | Low levels of communication and language for some pupils within the school |

## 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 |
|---|---|
| % 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 | Any gaps in learning are quickly identified, and acted upon. These are targeted in class and where necessary through intervention.<br>Interventions demonstrate accelerated progress (measure of this is set up for each existing intervention)<br>Classroom teaching is of consistently high quality (triangulation approach) |
| Pupils at least return to previous attainment position before school closures | Identified pupils who have dropped since previous position show gaps are being filled and they are catching up (triangulation approach) |
| Pupils can read fluently by the end of Y1 | Clear sequenced phonics programme is in place and taught consistently throughout the school Pupils falling behind quickly identified and receive targeted intervention 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. |
| Attendance at least 96% | Attendance figures half termly<br>Where pupils have an attendance below this this is improving<br>School attendance policy and LA help is accessed is followed to support families |
| Barriers to learning for identified pupils are reduced (emotional, social, behavioural) | Pupil by pupil assessment. Pupils are accessing learning. |
| All pupils fully included in all aspects of school life | 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. |

## 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: £17,634

Budgeted cost: £11,550

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| -CPD in Reading and Phonics to ensure children who begin KS2 without having passed the phonics screen / are not at ARE for reading are effectively taught and supported to close the gap.<br><br>-Use of INSET days and additional cover being provided by senior leaders.<br><br>-Team meetings to be focussed on revisiting | EEF guide to pupil premium – tiered approach – teaching is the top priority, including relevant CPD.<br><br>'*John Dunford highlighted the impact that high quality teaching has on disad-vantaged pupils and that schools should have an 'unerring focus on the quality of teaching'*<br>*EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant'*<br>*Education Endowment Foundation* | 1. Varying staff expertise/ experience<br><br>7. High levels of children entering or in school with lower level language skills. |

| | | |
|---|---|---|
| phonics first approaches.<br>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>Continued CPD on reading<br><br>Daily phonics interventions whole school | Sutton Trust – quality first teaching has direct impact on student outcomes<br><br>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:<br>Maths_guidance_KS1_and_KS2.pdf (publishing.service.gov.uk)<br>The EEF guidance is based on a range of the best available evidence:<br>Improving Mathematics in Key Stages 2 and 3<br><br>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.<br>(EEF-Effective-Professional-Development-Guidance-Report)<br><br>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:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | |
| Individualised support/in class coaching for teachers to enhance subject knowledge and provision delivered by subject leaders both core and foundation subjects | As above | 1. Varying staff expertise/ experience |

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

Budgeted cost: £ 47,700

Budgeted cost: £45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Active Learn Book Lists (online access)<br><br>Ransome Reading Stars Scheme<br>£145<br><br>Oxford Owl Reading Scheme<br>Bug Club Reading online access<br>£170<br><br>CLPE Power of Reading<br>£120<br><br>NFER termly assessment packs<br><br>Book Trust Letter Box (x16 PP) £135 per child<br>£2160<br><br>Flashacademy<br><br>Continue to engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Targeted interventions used to help pupils make accelerated progress in reading, writing and maths<br><br>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br>One to one tuition \| EEF (educationendowmentfoundation.org.uk)<br>And in small groups:<br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF | 1. Varying staff expertise.<br>Technology requirements<br>2. Regression due to school closures.<br>3. Low levels of attainment on entry to the school for some pupils. |
| Phonics - Targeted children who did not achieve phase 2/3 phonics are supported through high quality | Any Y2+ who did not reach the standard are given Phonics intervention and tracked:- | 2. Low levels of attainment on entry to the school for some pupils. |

| | | |
|---|---|---|
| teaching in small group interventions. Stage not Age philosophy.<br><br>Whole class SATPIN any PP children picked up in intervention groups (daily) | | |
| 1:1 SALT- delivered to selected pupils across the school with the aim to make progress towards their targets. Possibility of a number of children after targets met may longer need this intervention.<br>***10 PP children receiving this*** | *'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'<br>**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.'*<br>**Education Endowment Foundation** | 7. Low levels of attainment in Speech and Language |
| Reading, Writing and Maths Catch Up groups to narrow the gap in Maths and English for all PP. Focus groups to support those most needing support.<br>Achieve FFT targets in KS1 and KS2 Reading, Writing and Maths<br><br>(25% = £1468) | As part of tutoring, impact will be analysed every 6 weeks to ensure evidence of impact – ***Pupil Progress meetings***<br><br>*'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'*<br>*'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'*<br>**Education Endowment Foundation** | Regression due to school closures. |

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

Budgeted cost: £12,916

Budgeted cost: £11,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|

| | | |
|---|---|---|
| **Attendance** - Pupils are in school 96% + attendance. Pupils are on time.<br><br>-All pupils with low attendance identified and individualised support in place leading to external intervention where needed (Schools Exclusion, Guidance and Training Officer)<br><br>-PP children attend breakfast club, walking bus upon request from parent/ carer. | *Charles Deforges: parental involvement is a more significant predictor in academic attainment than school*<br><br>*'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'*<br>**EEF A Tiered approach** | 4. Attendance<br>6. Increased parental support |
| ELSA - through strong relationships with Outside Agencies, families, or specific pupils who are in need of support, are provided with the strategies they need to cope and then emerge stronger.<br><br>***SJ now fully ELSA trained for 1:1/small group support*** | *'The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.'*<br>**Education Endowment Foundation** | 2. Increased emotional support<br>6. Positive family engagement |
| Nurture provision will support children to overcome social and emotional barriers to both attendance and learning.<br><br>Nurture Lead and separate classroom space: Improve social skills and accessing class time. | 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year'<br><br>Education Endowment Foundation | 1. Regression due to school closures. |
| **Enrichment** - Ensure that financial constraints do not provide barriers to | *While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when* | 5. Limit on finances can limit access to resources families can |

| | | |
|---|---|---|
| pupil learning and enrichment opportunities<br><br>-Discretionary fund available to families in hardship | *deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour'*<br>**EEF A Tiered approach** | access to support and enrich learning, access to books and library, finance driven activities: trip and clubs |
| **Wellbeing** - To support families/pupils when they are approaching 'crisis' point | *'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. '*<br><br>**EEF – Working with Parents to Support Chidren's Learning.**<br><br>Families supported through challenging times enables their children to access school and continue learning.<br><br>Early Help Team<br>ELSA<br>Nurture<br>Breakfast Club<br>Play Therapy x 6 hours weekly<br>Walk and Talk<br>Forest School<br>Greggs Foundation Fund (free toast and fruit for all children included, £300 Easter Egg donation whole school)<br>Open Doors (online parenting support)<br>Incredible Years<br>Swanage Food Bank<br>Book Trust Letter Box (x16 PP) £135 per child<br>21 x £135 per child<br>Friendly Food Club - Recipe Boxes and Family Holiday Workshops<br>Rotary Club Art Activity Packs<br>Milk<br>Guitar lessons<br>MIND –Y6<br>Leonardo's Trust<br>Swanage Community Pantry | 2 and 4. Increased emotional support required |

**Total budgeted cost: £ 69,250**

# 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

**This year's KS2 results show 44% (4/9) of the children eligible for Pupil Premium funding have met the expected standard in combined Reading, Writing and Maths**

***Ensuring high quality teaching with a focus on early reading:***

CPD in Reading and Phonics to ensure children who begin KS2 without having passed the phonics screen / are not at ARE for reading are effectively taught and supported to close the gap. 50% of PP children (2/4) have passed the phonics screening this year. One is very close scoring 31 and the other is SEN/EHCP and will be attending Special School in September 2022.

In Y1, Phonics results showed that the school is prioritising phonics, however there are still further gaps caused by Covid that will take longer to close.

All pupils: 76% (13/17pupils) passed the screener
PP pupils: 57% (4/7 pupils) passed the screener. (4/7 SEND)
All pupils who did not pass are targeted to receive phonics teaching in small groups for Autumn term.

***Ensuring high quality teaching (all other subject areas)***

***Coaching for teaching with subjects leads and paired planning (core and foundation subjects)***

Staff meetings in History, Geography, Maths, Art and DT have been delivered with a focus on developing enquiry skills. Books have been monitored throughout the year, which shows the impact of this.

***NTP Tutoring***

Started in late January 2022
The following numbers show the progress made as a result of tutoring:
Writing focus: 7/16 PP pupils have achieved N-/N in Writing
Maths Focus: 13/21 PP pupils have achieved N-/N in Maths

**R W & M catch up**

Catch up in Y2, Y4 and Y6 Autumn 1 and 2 ( 2 hours weekly)

Book Trust Letter Box (16PP children received these this year.) The impact of this is 54% of PP children (whole school) have achieved the expected standard this summer, compared to 42% in December 2021.

***Attendance***
Whole school attendance was 92.1% compared to PP attendance of 90.6%
This demonstrates a very small gap between both groups. Persistent Absence for non- PP was 17 pupils and PP was 15 pupils.

## 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 |
|---|---|
| N/A | |
| | |

## 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?<br><br>Two children were offered and attended school placement during Lockdown – 2 days supply cover | Pastoral care |
| What was the impact of that spending on service pupil premium eligible pupils?<br>Pupil attended school daily within a small group. PP needs continued to be met. | Pupils are supported emotionally when separate from parents or in forming new friendships if required. |

## Further information (optional)