

## Pupil premium strategy statement – St. Mark’s 21-22

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  | 74               |
| Proportion (%) of pupil premium eligible pupils   | 14 pupils = 19%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 21-22            |
| Date this statement was published   | December 2021    |
| Date on which it will be reviewed   | December 2022    |
| Statement authorised by   | Carol Nesham     |
| Pupil premium lead  | Carol Nesham     |
| Governor / Trustee lead   | Tash Ellerington |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £10,760 |
| Recovery premium funding allocation this academic year  | £1,000  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0      |
| <b>Total budget for this academic year</b><br><br><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>  | £11,760 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the 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 attaining pupils.

Quality first 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.

Our strategy is also part of our wider school plans for education recovery and includes targeted support through tailored intervention for pupils whose education has been worst affected, including non-disadvantaged pupils. The approaches we have adopted complement each other to help pupils achieve well and to reach their full potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set as they access a broad, balanced and diverse curriculum
- ensure disadvantaged pupils are challenged in the work that they are set to develop a fluent, confident and enthusiastic approach to reading and books
- ensure disadvantaged pupils are challenged in the work that they are set to develop their mathematical knowledge and fluency in a variety of contexts
- act immediately to intervene as soon as a gap in learning 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                | Lower levels of oracy, speech and language skills |

|   |   |
|---|---|
| 2 | Persistent difficulties with phonics – leading to KS2 gaps affecting overall reading and writing confidence and attainment          |
| 3 | Maths shows that children have gaps identified in the basics of number and place value affecting ability to be ARE across the board |
| 4 | Emotional and positive mental wellbeing (children and families)   |
| 5 | Attendance and Punctuality– including persistent absenteeism  |

## 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 when triangulated with other sources of evidence, including lesson dropins, book looks and ongoing formative assessment.<br>Read Write Inc will be implemented and delivered by trained staff with positive impact/outcomes for our disadvantaged pupils. |
| Improved reading attainment among disadvantaged pupils  | Fidelity to RWInc and improved outcomes for disadvantaged pupils.<br>KS2 reading outcomes show that attainment and progress of disadvantaged pupils is in line or above national benchmarks.   |
| Improved maths attainment for disadvantaged pupils  | KS2 maths outcomes show that attainment and progress of disadvantaged pupils is in line or above national benchmarks.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils | Improved levels of wellbeing demonstrated by qualitative data from pupil conferencing, pupil and parent surveys and teacher observations<br>Participation in enrichment and wellbeing activities<br>Improved resilience and positive behaviours for learning   |
| To maintain good attendance for all pupils, particularly our disadvantaged pupils.                            | Improved attendance figures with percentages in line with or above national benchmarks.  |

## 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: £

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Whole staff training on language skills and vocabulary development. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment | 1                             |
| Implementation of RWInc phonics.                                    | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.   | 2                             |
| Enhancement of our maths teaching and curriculum planning.          | 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.                    | 3                             |

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

Budgeted cost: £

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implementation of RWInc tutoring to help pupils to keep up. | 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. | 2                             |

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

Budgeted cost: £

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole staff training on learning behaviour management approaches with the aim of developing and maintaining excellent behaviour across the school. | Both targeted interventions and universal approaches can have positive overall effects  | 4                             |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice.   | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5                             |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year 20-21

### Outcomes for disadvantaged pupils

The COVID-19 pandemic had a significant impact on all our pupils during the previous academic year. Partial school closures and high numbers of bubble closures meant that pupils' education, including the additional support facilitated by the pupil premium funding was disrupted.

We have been able to use internal data from the end of the summer term 2021, to analyse any gaps between disadvantaged pupils and their non-disadvantaged peers (and in the relevant year groups, their national non-disadvantaged peers). Despite school closures and huge disruptions, the gaps in most year groups between both groups are broadly in line with those from the previous year. We will continue to work relentlessly to close the gap between disadvantaged pupils and their peers.

Our planned strategies evolved in reaction to the changing restrictions and staff were deployed in different ways to meet the needs of our pupils and families. For example, all our staff made regular contact with families and pupils, in particular those from disadvantaged backgrounds to ensure they were accessing remote learning effectively and to give regular feedback. When in school, learning opportunities were amended to run within bubbles rather than across year groups/classes as originally planned. External agencies worked virtually with targeted pupils and appropriate assessments were able to continue. Staff worked closely with families of those who have pupils with SEND to ensure they had adequate support and access to appropriate resources.

We acknowledge that there remain attainment gaps between our disadvantaged pupils and non-disadvantaged pupils, especially due to the contributing factors outlined above. As such, our School Improvement Plan reflects our focus on ensuring that our disadvantaged pupils make accelerated progress this school year, and that the attainment gaps are diminished. We expect that the wide-ranging strategies in place to support accelerated progress and stable pupil attendance due to reduced Covid-19 restrictions will ensure that our disadvantaged pupils make accelerated progress in order to close the attainment gap.

### 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     |
|-----------|--------------|
| RWInc     | Ruth Miskin  |
| WRM       | White Rose   |
| TTRS      | Maths Circle |

## Part B: Review of the academic year 21-22

### Outcomes for disadvantaged pupils

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. The impact was mitigated by our commitment to provide and maintain our curriculum, including during periods of partial closure, which was aided by use of online resources and our online learning platform Dojo which enabled us to engage with parents and pupils

Overall attendance in 2021/22 was 91.6%, with persistent absence at 29.1%, which was a significant decrease from 96% in 2020/21 and persistent absence only 6.2%. PP attendance in 2021/22 was 92.3% with 14% of PP being persistently absent. Any persistent absenteeism will negatively impact the progress of disadvantaged pupils.

Our assessments and observations indicated that pupil learning behaviour, well-being, resilience and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.