

Pupil premium strategy statement – St Mark’s CE Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	360
Proportion (%) of pupil premium eligible pupils	21.4%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Simon Bird, Headteacher
Pupil premium lead	Tracey Coton, Assistant Head, SENCO
Governor	David Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,859.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£109,859.00

Part A: Pupil premium strategy plan

Statement of intent

All children at St Mark's, irrespective of background, are given a rich and robust curriculum so that they can succeed and be the best that they can be. The curriculum is delivered through high quality teaching so that children can make good progress across all areas of the curriculum and, in addition to this, children are supported to help them have positive well-being.

At St Mark's high-quality teaching is embedded within classroom practice so that children are given the opportunities to learn new skills and build on their prior learning so that they achieve well. Additionally, children are given opportunities to participate in extra-curricular activities and school trips to enrich their school life experience. Therefore, our ultimate objectives for pupil premium children are:

- Quality first teaching is embedded in daily classroom practices.*
- That all pupil premium children make good progress from their starting points and where necessary make accelerated progress so that pupil premium children close the attainment gap.*
- Children are exposed to a rich curriculum filled with a wide variety of opportunities to explore the wider world around them building on their cultural capital experience, including extra-curricular activities.*
- That pupil premium children report a positive sense of well-being so that they can achieve their full potential without concerns or worries.*

As part of our current pupil premium strategy St Mark's uses data analyses, pupil conversations and pupil progress meetings to identify support for pupil premium children and this is monitored termly. Our current plan also involves using diagnostic assessments and professional conversations to help drive support for pupil premium children and put in the right targeted support. This is in addition to providing well-being support either through the Nurture programme; Happy You Coach, REST interventions, Jigsaw PSHE curriculum and breakfast club support.

- Regular pupil progress and pupil premium meetings to identify support for pupil premium children.*
- The use of diagnostic assessments to identify bespoke and effective targeted support for both academic support and well-being support.*
- Review of how effective interventions are and the impact they are having.*
- CPD for teachers and teaching partners so that they can deliver effective practice.*

- *Parents evenings, SENCO surgeries, and Family Liaison Officer (FLO) support, provide parents of pupil premium children opportunities for parents and carers to discuss their child's needs.*

Therefore, our key principles in supporting pupil premium children are to ensure that as a school we are providing a rich curriculum with opportunities to for our pupil premium children to participate in activities that enhance their educational experiences and life as well as ensuring that they report having positive well-being and the strategies to support them when faced with challenges and a high quality teaching environment that enables them to learn with confidence.

Challenges

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

Challenge number	Detail of challenge
1	<i>The majority of pupil premium children do not make expected progress in reading writing and maths. 65% of PP are making expected progress in maths. 59% of PP are making expected progress in reading. 50% of PP are making expected progress in writing.</i>
2	There is a high percentage of PP students who are also SEN students. 34% PP students of SEN
3	The majority of children in reading that are in the lowest 20% are Pupil Premium

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
<i>Increase the number of children that make the same progress as non-PP students in Reading, Writing and Maths.</i>	Move three progress points across the academic year.
Improve the progress made by PP children with SEN.	Move two progression steps across the academic year.
To widen the opportunities available for PP students within the lowest 20% for reading to make good progress.	30% of PP students access the Bookmark Mentored Reading Programme. 25% of placements at Library club given to PP students

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: £14,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>STLS Reading Training all TPs are able to have strategies to support PP in the lowest 20% with reading including colourful semantics.</i></p> <p><i>Reading Lead to monitor impact of training through qualitative and quantitative data and support next steps with TP training.</i></p> <p><i>Metacognition Training lead by AHT to teaching staff and Teaching Partners.</i></p>	<p>EEF research shows that high quality CPD for staff and Quality First Teaching has the most impact on progress and attainment for pupil premium children.</p> <p>EEF says that TA (TP) interventions can have up to four months progress with correct support and training.</p> <p>Teaching Assistant Interventions EEF</p> <p>Independent review of teachers' professional development in schools: phase 1 findings discuss how the EEF says that teachers CPD needs to instil insight; motivate goals; teach technique and embed practice.</p> <p>Independent review of teachers' professional development in schools: phase 1 findings - GOV.UK</p> <p>The EEF toolkit shows that metacognition has a very high impact at a low cost and children on average make plus seven months progress.</p>	<p>1 3</p> <p>1</p> <p>1</p>

	<p>The Great Teacher Toolkit also supports metacognitive and effective teaching and learning strategies.</p> <p>Metacognitive practice is being delivered daily in classrooms and practice is supported by on-going CPD.</p> <p>Great Teaching Toolkit Evidence Review.pdf</p>	
<p><i>STLS Dyslexia Training all teachers have effective CPD to support PP children in making good progress with their reading and spelling.</i></p> <p><i>Review of PP progress at Pupil Conversation and Pupil Progress Meetings.</i></p>	<p>Mainstream Core Standards supports Strategies for supporting Dyslexia and children who needs support with reading. Mainstream core standards help to support SEND children but also pupil premium children with SEND. These form part of the quality first teaching practice in the classroom on a daily basis.</p> <p>Special educational needs mainstream core standards</p> <p>Assessing and reviewing progress of pupil premium children through pupil progress meetings helps identify support children and monitoring helps identify whole school support and strategy for disadvantaged children. This is completed termly.</p>	<p>1 2 3</p>
<p><i>Little Wandle Rapid Catch-Up Phonics Training</i></p>	<p>Phonics EEF</p> <p>EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	<p>1 2 3</p>

	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. As a result, we deliver SEN, Keep Up Catch Up and Rapid Catch Up in KS1 Little Wandle and in KS2 Rapid Catch Up.	
<i>A variety of assessments to help identify next steps and support for children who are pupil premium include: Boxall profile, Accelerated Reader, WRiT</i>	Diagnostic EEF document evidences how diagnostic assessments support teaching and learning and progress. Therefore, we use diagnostic assessments to support bespoke provision for children. EEF Diagnostic Document	1 2 3
<i>Curriculum support including Kapow, Sing Up, Literacy Shed Spelling.</i>	The Sutton Trust publishes 'What makes good quality teaching?' What-makes-great-teaching-FINAL-4.11.14-1.pdf Curriculum resources and effective subject knowledge help to support good quality teaching in the classroom to help engage pupil premium pupils with their learning.	1

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

Budgeted cost: £71,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Rapid Catch-Up Intervention</i>	Phonics EEF EEF says that phonics interventions can have up to 5 months progress.	1 2 3
<i>Speech and Language Link</i>	Best Start in Speech, Language and Communication: Supporting evidence states that:	1 2 3

	Early identification and intervention: early identification and support for those children identified as at risk, or falling behind with their SLC (20).	
<i>Bookmark</i>	The National Literacy Trust report shows that pupils increased reading for pleasure and most children made expected progress with lots of children reporting enjoying reading. Bookmark Reading Impact Evaluation - Insights from teachers and volunteers - Final.pdf	1 2 3
<i>Daily Reading Intervention</i>	Reading comprehension strategies EEF With support from STLS, Reading and text level with AR. Reading interventions can have up to 6 months progress.	1 2 3
<i>Words First Intervention</i>	Reading comprehension strategies EEF With support from STLS, Reading and text level with AR. Reading interventions can have up to 6 months progress. Words First, alongside phonics, helps supports children with their reading	1 2 3
<i>TWIST</i>	Best Start in Speech, Language and Communication: Supporting evidence SaLT therapist supports children with significant speech and language needs in order to close the gap for attainment and progress particularly with writing.	1
<i>Sensory Circuits</i>	Special educational needs mainstream core standards Sensory Circuits happens every day and is taught first thing in the morning to maximise children's learning time and support their regulation when they start learning for the day.	1 2
<i>Clicker</i>	Special educational needs mainstream core standards Supports creating sentences with writing and is a strategy in the mainstream core standards.	1 2
<i>Widget (Communicate in Print)</i>	Special educational needs mainstream core standards Supports learning for children by providing visual support for now and next boards; visual timetables; emotional regulation.	1 2

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

Budgeted cost: £22,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Happy You Project</i>	<p>The EEF are currently conducting a trial for emotional coaching and its impact. Bath Spa University conducted research and case studies in the impact of emotional coaching. In the case studies and research, they present it suggests the children, who undertook emotional coaching, reported an increase in wellbeing and the adults learning and implementing emotional coaching strategies said it should be incorporated in PGCE.</p> <p>Emotion-Coaching-Full-Report-July-2017-(1).pdf</p>	<p>1 2 3</p>
<i>Great Out Tours</i>	<p>School trips and activities are linked to improving writing in the curriculum as this trial and study suggests from the EEF. Writing attainment and progress has improved since the end of 2023-2024.</p> <p>This also links to geography national curriculum objectives.</p>	<p>1 2</p>
<i>Schools Trips-Tunbridge Wells Literacy Festival; Young Voices, Port Lympne Zoo, Rochester Cathedral; Herstmonceux Science Trip;</i>	<p>Trial shows project based on a fun day out boosts writing... EEF</p> <p>School trips and activities are linked to improving writing in the curriculum as this trial and study suggests from the EEF. Writing attainment and progress has improved since the end of 2023-2024.</p>	<p>1 2</p>
<i>Rocksteady</i>	<p>Low-income students more likely to be missing out on extra-curricular activities - The Sutton Trust</p> <p>This article discusses how 900 undergraduates are taking less extra-curricular activities. It also talks</p>	<p>1 2</p>

	<p>about impact of not participating in these activities over the long term.</p> <p>The impact of instrumental music learning on attainment at age 16: a pilot study British Journal of Music Education Cambridge Core</p> <p>The pilot study discusses how learning an instrument could impact attainment at 16 with those children who play an instrument attaining more highly.</p>	
<i>MSPORTI</i>	<p>Low-income students more likely to be missing out on extra-curricular activities - The Sutton Trust</p> <p>This article discusses how 900 undergraduates are taking less extra-curricular activities. It also talks about impact of not participating in these activities over the long term.</p> <p>Physical activity EEF</p> <p>EEF – to support health and well-being and can have impact on academic achievement.</p>	1 2
<i>Gymspire</i>	<p>Low-income students more likely to be missing out on extra-curricular activities - The Sutton Trust</p> <p>This article discusses how 900 undergraduates are taking less extra-curricular activities. It also talks about impact of not participating in these activities over the long term.</p> <p>Physical activity EEF</p> <p>EEF— to support health and well-being and can have impact on academic achievement</p>	1 2
<i>Fitness Fiesta</i>	<p>Low-income students more likely to be missing out on extra-curricular activities - The Sutton Trust</p> <p>This article discusses how 900 undergraduates are taking less extra-</p>	1 2

	<p>curricular activities. It also talks about impact of not participating in these activities over the long term.</p> <p>Physical activity EEF</p> <p>EEF-- to support health and well-being and can have impact on academic achievement</p>	
<i>Life and Soul</i>	<p>To work with children to build positive self-esteem and resilience. Research from supports this intervention.</p>	<p>1</p> <p>2</p>
<i>Breakfast Club</i>	<p>The Sutton Trust publishes the document 'General Election policy briefing' closing the attainment gap-Feb 2024. Discuss children cannot learn when hungry.</p> <p>Closing the attainment gap - The Sutton Trust</p> <p>EEF Breakfast clubs found to boost primary pupils' reading writing... EEF</p>	<p>1</p> <p>2</p>

Total budgeted cost: £109,470.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the last academic year (2023-2024) 2024 did not see any progress data as KS1 assessments were not administered in 2020 due to Covid-19 restrictions. 34% of pupil premium are SEND.

EYFS

In EYFS overall our Good Level of Development (GLD) for the whole cohort of children was above local and national average (4.9% for both). For disadvantaged children, GLD was below local by 6%. Literacy again for the whole cohort was above local and national (2.5% and 2.1%) but when disadvantaged attainment compared to local this was lower by 8.2%. For maths, ELG were above national and local for both disadvantaged and non-disadvantaged pupils by 9.2% for both.

Phonics

Last year, Little Wandle phonics programme was implemented and all staff received training to support this. Phonics screening check score rose from 75.2% in 2022-2023 to 85.7 in 2023-2024.

KS1

In Key Stage 1 statutory assessments were not required to be reported as in previous years. However, the following teacher assessments were carried out in Year 2 which showed 92% of disadvantaged made progress in maths, reading and writing. 69% made expected progress in maths and reading.

KS2

KS2 30.8% of disadvantaged children met the standard in reading writing and maths which was lower than local by 11.7% and lower than 2023 by 7.7%. However, disadvantaged children performed better than local in reading at the expected standard (8.2%); GPS expected by 10.1% and GPS at GDS by 15.9%. For maths, children in Key Stage overall performed better than nationally and locally; however, disadvantaged were below local average.

School's Assessments:

In terms 2,4 and 6 children are assessed using teacher assessment, HeadStart, Accelerated Reader and White Rose.

2023-2024-Years 1-5

Progress

In reading, expected progress for children in years 1-5 was greater than non-disadvantaged children by 1% (75%-74%) in writing the progress was closer to non-disadvantaged children with a 9% gap and whilst disadvantaged children made better progress in maths than in writing the gap was wider than in reading and writing in comparison to non-disadvantaged pupils.

Attainment

With regards to attainment. whilst there is a gap between disadvantaged and non-disadvantaged in reading, writing and maths. 34% of the children who are pupil premium are also SEND and as part of the school's Pupil Premium strategy and SDP there is focus effective interventions, b-squared assessments and the assess, plan, do review cycle to support SEND and pupil premium children so that can make good progress and work towards attaining closely with non-pupil premium children.

Autumn 2 all year groups

Current attainment and progress indicate that the current strategy is having an impact as the gap between disadvantaged and non-disadvantaged is closer than at the end of the academic year 23-24. Particularly with writing which has been a focus for this year and is part of the school's SDP.

Analysis and Strategy

As a result, by taking into account the data; reviewing our strategy previously and recognising that a large proportion of our pupil premium children are also SEND learners writing and SEND support has remained a focus for the school SDP. Training for colourful semantics and resources such as clicker 6 and communicate in print have been put in place to help increase progress and attainment in writing for disadvantaged pupils this year, along with continued quality first teaching strategies and CPD delivered by the writing leads. Also, as part of the quality of writing, the school has reviewed the delivery of spelling lessons and is now using Spelling Shed as a resource to support teaching spelling skills.

Additionally, to continue to support the progress of maths we are looking at exploring programmes such as Dynamo maths to help increase the progress with disadvantaged pupils in mathematics alongside bespoke interventions that children are currently receiving for this subject. However, by using resources such as Dynamo Maths, this resource can be used at different times of the day therefore maximising children's opportunities to make progress in maths.

Interventions continue to be planned for three times a week to help support progress; however, training for TPs in phonics, reading intervention support and colourful semantics has been planned and delivered to provide further impact to close the attainment gap between the disadvantaged and non-disadvantaged group. Speech and Language therapist has also been working with children to help support progress with writing and oracy. In regard to maths, Teaching Partners have also attended maths training to help support maths interventions with the Maths TRG group.

Analysing the SEND register; data from school assessments and reports for stakeholders linked to the school; the school has also had an emotional coach working in school, who helps to provide strategies and support to children with their social, emotional, and mental health. This is further supported by other social skills interventions and Nurture provision. As a school, we have invested in supporting well-being; interventions and well-being. Whilst well-being has had a positive impact since our previous Pupil Premium strategy and children who are disadvantaged children in reading are reaching the expected standard more than local; some interventions to support SEND and PP children need reviewing to close the gap. Bookmark was also a positive intervention with the small group who participated, and this will be delivered to a larger group in 2024-2025.

Attendance:

We continue to work towards supporting attendance for our pupil premium children with support from our school FLO and open-door policy with parents and carers. As a result, our pupil premium attendance is nearly in line with national attendance figures 92.9% to 94.5% currently.

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
Little Wandle Phonics Programme	Letters and Sounds
Bookmark	Bookmark Charity