



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.

School overview

Detail	Data
School name	St Mark's CE Primary School
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Michelle Johnstone
Pupil Premium Leader	Victoria Bradbury
Governor / Trustee lead	Laraine Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,440 + £4500
Recovery premium funding allocation this academic year	£22,040
Pupil premium funding carried forward from previous years	£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	£230,980

Part A: Pupil Premium Strategy Plan

Statement of Intent



THE ORCHARD COMMUNITY TRUST MISSION

'Together we Learn, Grow and Achieve'

The Orchard Community Trust is a partnership of five Primary Academies and 2 Special School Academies.

Our priority is improving the life chances of all children, where they may be.

Our shared vision and mission is to have fully inclusive schools working in our trust, that fully embrace all stakeholders and which celebrate individuality and success by offering a high-quality education and range of opportunities, where everyone makes excellent progress.

To achieve this, across our academies, we will work in partnership offering each other support and encouragement.



At St Mark's CE Primary School, we live by our mission statement:

'Loving to Learn, Learning to Love'

This is at the heart of all we do and is underpinned by our school values of Respect - **R**esponsibility, **E**quality, **S**pirituality, **P**erseverance, **E**nthusiasm, **C**ommitment and **T**rust.

We have high aspirations and ambitions for all of our children and we believe that no child should be left behind. We have a clear rationale that the best place to meet the needs of all pupils is through quality first teaching to ensure they make good progress and achieve high attainment across all subject areas. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and mobility.

It is our belief that all children should have equal entitlement and opportunity to a wealth of experiences, which develop skills and abilities, build their resilience and a love for learning. All members of staff and governors accept responsibility for all pupils and are committed to meeting their pastoral, social and academic needs within a stable, consistent and caring environment where children feel safe. We recognise that not all of our children who are 'socially disadvantaged' are registered for or qualify for Free School Meals. Therefore, when making decisions on allocating PP funds, we target all pupils who may be disadvantaged so they too are supported to thrive.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tuition for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils succeed.

Our ultimate objectives for disadvantaged pupils:

- Have positive relationships with all pupils and families.
- Use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged so they are ready for the next stage of their education and beyond.
- The learning environment is supportive of disadvantaged pupils' needs ensuring they have access to the resources they need regardless of their socio-economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Adopt a whole school approach in which all staff and governors take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

Our current pupil premium strategy plan works towards achieving the objectives through:

- Embedding the teaching of language vocabulary and communication skills across the school ensuring this is effective through quality teaching and learning and robust assessments.

- Addressing any gaps in learning associated with school closures during the Covid19 pandemic.
- Ensuring access to educational resources and experiences for all disadvantaged pupils across all subject areas.
- Targeted academic support for disadvantaged pupils including interventions and small group tuition.
- Provision of strategies to support disadvantaged pupils with their attendance and wellbeing, including the Magic Breakfast Club and nurture group.
- Addressing difficulties with metacognition, social and emotional health explicitly in class teaching across the curriculum and targeted small groups.
- Addressing socio economic disadvantage.

“Every child deserves a champion” - an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” Rita Pierson, Educator

Challenges

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

Challenge number	Detail of challenge
1	Maintaining effective, quality first teaching in all year groups consistently across the school including support staff. As well as, recruiting, retention and CPD.
2	Addressing and closing gaps in learning due to school closures and other Covid19 measures so that disadvantaged pupils make better than expected progress with all pupils nationally in core subjects.
3	Difficulties with oracy, language, vocabulary and communication skills (including written communication) needs to be addressed in a structured way, during class teaching and through the school curriculum to close the gap between disadvantaged pupils and others.
4	Supporting the needs of pupil's with difficulties in social and emotional learning. This includes strategies taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and cultural capital experiences. Increased number of families needing support on a Safeguarding level of need e.g. Early Help, CIN or CP plans. Increased referral to the SENCO via staff and parents/carers to support children whose mental health has been impacted on by the pandemic.
5	Developing reading comprehension including inference and reading fluency as children who have poor comprehension skills have difficulty in making inferences to connect ideas and incorporate their prior knowledge and understanding.

6	Developing reasoning, logic and problem solving in mathematics as Singaporean Mathematics is introduced into Y6 for the first time in 2021-2022. Disruption in learning over the last two years due to the Covid19 pandemic.
7	Addressing the challenges of pupil mobility. The school has a high percentage of mobile pupils, who can start at any point during the academic year. Many pupils throughout school have joined the school after the Reception year. Many mobile pupils are in the early stages of English language acquisition. Few pupils are fluent in English.
8	Impact of school closure, lockdown and social isolation caused by Covid 19 pandemic on: metacognition, self-regulation and self-regulated learning need to be addressed in class teaching, across the curriculum, building levels of independence in disadvantaged children.
9	Engagement of parents in their children's learning by reviewing the aims and current approaches focussing on 3 areas: <ul style="list-style-type: none"> - Supporting parents to have high expectations for their children - Developing and maintaining communication with parents about school activities and school work; - Continuing to promote the development of reading habits.
10	Maintaining attendance so that after the impact of school closures and bubble closures, attendance for pupil premium children is at least in line with national attendance. Ensure persistent absence for disadvantaged pupils is below the national persistent absence threshold. Absence may lead to under-performance and pupils may not reach their full potential. As a result, having a long-term impact on their social and economic future

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
1. Effective Quality First teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on improved teaching and attainment.	<p>Good, effective quality first teaching across the school is evident through learning walks and deep dives.</p> <p>All CPD will be informed and validated by EEF research.</p> <p>Internal data will reflect this with disadvantaged pupils in line with 'All Pupils' at the end of EYFS, key stage 1 & 2.</p> <p>Staff development and retention is high.</p>

<p>2. Address and closing gaps in learning due to school closures and other Covid 19 measures so that disadvantaged pupils make better than expected progress with all pupils nationally in core subjects.</p>	<p>Rigorous diagnostic assessment of pupils' individual needs carried out across the school and curriculum to ensure the teaching addresses the pupils needs.</p> <p>All class teachers have secure knowledge of the needs of their children and gaps that need to be closed.</p> <p>A broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impacts upon learning.</p> <p>Effective formative assessment as a central point of teaching and learning.</p> <p>Following on from assessment information, effective teaching using explicit teaching strategies are in place across the school and pupils' learning needs are met.</p> <p>Any determinism based on prior attainment or labels are addressed.</p> <p>Pupils make better than expected progress from their starting points.</p> <p>Timetables ensure that curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.</p> <p>Disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible.</p> <p>Previous year's objectives covered as well as current year.</p> <p>Lost learning gaps closed.</p> <p>Catch up clubs and recovery clubs pre and post assessment show progress.</p> <p>Increase in pupil premium children attending catch up clubs / recovery clubs compared to 2020/2021.</p>
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	<p>Recovery funding is used to explicitly address the identified needs of pupils and is used consistently across the school.</p> <p>Interventions do not significantly impact on curriculum equity in school.</p> <p>All pupils make progress from pre to post assessments.</p> <p>The most vulnerable pupils have priority access to classroom teaching and online materials, including the technology required for remote learning.</p> <p>Pastoral contact at home for disadvantaged children also identify barriers to engagement due to technology or a lack of other forms of support.</p> <p>Use of coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning approach.</p> <p>Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching to be used as an effective strategy to support learning</p>
<p>3. Successfully embed the teaching of oracy, language, vocabulary and communication skills (including written communication) needs to be addressed in a structured way, during class teaching and through the school curriculum to close the gap between disadvantaged pupils and others.</p>	<p>All staff, teaching and non-teaching, have the requisite level of language vocabulary and articulacy and demonstrate effective teaching and scaffolding of language.</p> <p>A clear implementation plan, shared with all stakeholders leads to the school achieving. The activities set out in plan for improvement have been successfully embed across the curriculum and school.</p> <p>Monitoring and refinement of activities by all subject leaders in the school ensures language is consistently and explicitly taught through the school and impacts on improving learning.</p>

Rigorous, robust assessment, evaluation and monitoring shows that by explicitly teaching language children make good progress and gaps that were previously difficult to close are diminishing as evidenced by attainment in reading.

High quality teaching and learning by all leaders and staff shows evidence of implementation of EEF guidance and recommendations.

CPD opportunities lead to staff becoming experts with regards to language development and the needs of individual pupils.

CPD opportunities completed by all staff and evident in the delivery of language programmes (Word Aware, Time to Talk etc..).

Rigorous assessment and evaluation shows a positive impact on the implementation of speech and language programmes such as Time to Talk and Talk Boost and Word Aware to aid language development and progress across the EYFS.

High quality, consistent delivery of the speech and language programmes across the school show an enhancement to the teaching of vocabulary. E.g. Talk Boost, Word Aware etc.

Evidence of the use of further research based resources to develop oral communication and language.

Evidence in planning including flip charts, book scrutinies and lesson visits/monitoring show that teachers plan, teach and deliver specific vocabulary across the curriculum and pupil interviews show an increase in the use and extent of their vocabulary.

	<p>Staff have a clear understanding of the language expectations and outcomes to be achieved for each year group.</p> <p>Monitoring and evaluation shows the consistency of language development threaded through all subjects.</p> <p>Language development and vocabulary acquisition in all subject areas is clear and all subject leaders take a shared collective responsibility for this.</p> <p>In reading and writing, children make at least expected progress at the end of EYFS, KS1 and KS2 for disadvantaged pupils.</p> <p>All pupils increase their score on the early communication screen.</p> <p>Pupils are referred to Speech and Language Therapy where outside agency support is required.</p>
<p>4. Difficulties with social and emotional learning are addressed and strategies to address socio-economic disadvantage are used by all teachers so that all pupils have access to the necessary resources and Cultural Capital experiences.</p>	<p>The recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school.</p> <p>Teachers are supported with quality CPD to develop metacognitive approaches and these are rigorously evaluated for the impact on children.</p> <p>Strategies that help children to work independently with success are in place.</p> <p>Sufficient time is devoted to CPD, to enable all staff develop knowledge and understanding of metacognition through high quality professional development and resources.</p> <p>All teachers are developing their use of metacognitive strategies throughout the year and are using the strategies and tools to develop pupils' self-regulated</p>

	<p>learning skills. As a result, pupils develop awareness of their strengths and weaknesses and the strategies they use to learn.</p> <p>Evaluation of the teaching of metacognitive skills impacts on the pupils' development of self-regulated learning, motivation and perseverance to tackle problems and apply strategies.</p> <p>All children engage in a wide range of visits and visitors to expand their life experiences and enhance their learning.</p>
<p>5. The teaching of reading comprehension including inference skills and reading fluency is developed and as a result pupils make the expected progress by the end of KS1 and KS2.</p>	<p>A rigorous and sequential approach to the reading curriculum is in place, which develops pupils' fluency, confidence and enjoyment in reading.</p> <p>Disadvantaged pupils achieve national average or above attainment at end of EYFS, KS1 and KS2.</p> <p>Disadvantaged pupils achieve national average progress scores at the end of KS2 for PP pupils.</p> <p>NTS tests show the gap between pupil's reading age and chronological age is closing.</p>
<p>6. Outcomes in mathematics improve across the school through Quality First Teaching with children making strong progress.</p>	<p>Disadvantaged pupils achieve national average at end of KS1 and KS2 for PP pupils.</p> <p>Disadvantaged pupils achieve national average progress scores at the end of KS2 for PP pupils.</p> <p>Disadvantaged pupils are on track to achieve ARE in mathematics.</p> <p>Disadvantaged pupils make progress in line or better than that of All pupils.</p>
<p>7. All new children adapt well to life at St Mark's and make good progress from their starting points.</p>	<p>School have adopted the recommendations in the EEF social and emotional learning in primary school.</p>

	<p>All staff understand the importance of mental health across all year group.</p> <p>Teachers are confident in delivering PSE lessons that meets the pupils' needs.</p> <p>All pupils have breakfast every day at school.</p> <p>Positive relationships have been built with parents from their first day in school.</p> <p>All pupils new to English make rapid progress in developing their acquisition of English.</p> <p>All pupils are ready to participate in all aspects of school life.</p> <p>Interventions and strategies enable pupils to access the curriculum and learning opportunities.</p> <p>The Bell Foundation Framework for Assessment is embedded and is used to effectively to assess the needs of pupils new to English.</p> <p>All staff are confident in customising lessons when appropriate.</p> <p>All pupils new to English are using appropriate EAL programmes and resources and progress is evident.</p>
<p>8. Successfully implementing the teaching of metacognitive strategies impacts on improving self-regulated learning skills across the curriculum enabling children to work more independently</p>	<p>The recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school</p> <p>Sufficient time is devoted to CPD, to enable all staff develop knowledge and understanding of metacognition through high quality professional development and resources.</p> <p>All teachers develop their use of metacognitive strategies throughout the year and use the strategies and tools to develop pupils' self-regulated learning skills. As a result, pupils develop</p>

	<p>awareness of their strengths and weaknesses and the strategies they use to learn.</p> <p>Evaluation of the teaching of metacognitive skills impacts on the pupils' development of self-regulated learning, motivation and perseverance to tackle problems and apply strategies.</p> <p>The seven recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school:</p> <ol style="list-style-type: none">1) CPD2) Explicit teaching of metacognition strategies3) Modelling and scaffolding4) Setting challenge5) Promoting metacognition through talk in the classroom6) Explicit teaching of organisation and independence7) Developing Leadership <p>Monitoring and assessment of pupils shows an improvement in the use of metacognitive strategies to improve self-regulated learning skills across the curriculum and as a result, children are working more independently and achieving well.</p> <p>Inclusion team attend nurture training and implement ideas into school.</p> <p>Nurture provision is set up to address the needs of targeted pupils.</p> <p>Pupils make rapid progress across the curriculum to narrow the gap between their current attainment and their age related expectations.</p> <p>Boxall profiles and SDQ show improvement.</p>
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<p>9. Improved engagement of parents in their children's learning especially in their engagement in the development of reading.</p>	<p>The aims and current approaches focusing on 3 areas using the EEF guidance report are reviewed and strategies put in place to:</p> <ul style="list-style-type: none"> - support parents to have high academic expectations for their children; - develop and maintain communication with parents about school activities and schoolwork - promote the development of reading habits. <p>Positive relationship with parents supports home engagement with children's learning and dispels any potential unconscious bias.</p> <p>Pupils make expected progress by the end of KS1 and KS2 in reading.</p> <p>Monitoring shows the inference intervention is delivered consistently across KS2.</p> <p>NTS assessments show an increase in inference marks.</p>
<p>10. Maintaining attendance and improving punctuality in light of the impact of the pandemic on attendance so that after the impact of school closures and bubble closures attendance and punctuality for PP children is at least in line with national attendance. Ensure persistence absence for disadvantaged pupils below national attendance.</p>	<p>EWO works closely with the school and comes in every Thursday.</p> <p>Home school link worker works closely with the Head of School to improve attendance.</p> <p>All absentees are rang on first day of absence.</p> <p>Vulnerable PP pupils attend school and there is an increase in attendance compared to 19/20 academic year.</p> <p>There is a decrease in the persistence absentees and is below national absence.</p> <p>Attendance meetings have led to an increase in the pupils' attendance.</p>

	<p>The school have adopted strategies to improve attendance, rooted in evidence of the causes of weaker attendance:</p> <ul style="list-style-type: none">- Emotional / mental health based factors- Physical health based factors- Attitudinal based factors- School behaviour based factors.
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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

Budgeted cost: See Appendix 1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support expert teaching by developing and sharing teaching strategies such as explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p> <p>Develop teacher subject knowledge across the Curriculum where needed to enhance quality first teaching.</p> <p>Embed and continue to evolve our broad, balanced and engaging curriculum across the school to enhance children's knowledge and skills</p> <p>Extra Teaching Assistants to support children at risk of not making progress by the end of KS1 and KS2.</p>	<p>The EEF Attainment Gap Report 2018 states that, "Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial; therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."</p> <p>For effective CPD to be achieved a culture needs to be established in school whereby professional development is valued and prioritised by senior leaders (DFE 2016) and staff (William 2016) and where teachers are respected and trusted as professionals. The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months' progress (EEF, Making The Best Use of TAs).</p> <p>EEF guidance Making The Best Use</p>	<p>1</p>

<p>Continue to embed RWI phonics and spelling programmes.</p> <p>Effective feedback and marking helps to move pupils learning forward.</p> <p>Use formative and diagnostic assessment to inform planning and delivery.</p>	<p>of TAs states that explicit connections need to be made between learning from everyday classroom teaching and structured interventions.</p> <p>“ Effective deployment of teaching staff was seen as vital in raising standards among disadvantaged pupils, with the best teachers working with those who needed most support and using teaching assistants to support pupils’ learning.” OFSTED report on PP 2014.</p> <p>The programmes are nationally recognised with proven impact in improving children’s phonics and spelling.</p> <p>“Deliver appropriately timed feedback that focuses on moving learning forward.” Summary of Recommendations, Feedback, EEF.</p> <p>“Feedback more likely to move learning forward focus on task, subject and self-regulations strategies.” What might the content of effective feedback look like in the classroom?, EEF</p> <p>EEF guide to planning for schools 2020 recognises that formative assessment can provide numerous opportunities to assess learning to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn’t been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice.</p>	
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<p>EYFS Senior Leaders develop a Curriculum that is coherently planned and sequenced across EYFS to build on what children know and can do.</p> <p>Staff Training for all relevant staff on the new EYFS Curriculum Staff knowing and Understanding the new framework EYFS reviews Mentoring of teaching and learning in EYFS.</p>	<p>EEF Early Years Guidance Report Early Year Interventions (+5)</p> <p>EEF guidance-Preparing for Literacy (+4)</p> <p>Updated Development Matters</p>	
<p>High quality teaching is firmly embedded across the whole school and is evidenced through monitoring.</p> <p>Pupils are assessed and gaps in learning addressed.</p> <p>Gaps in the curriculum from the previous year are identified and new class teacher to cover these objectives.</p> <p>Track progress and attainment across the curriculum and in phonics, reading, writing and mathematics.</p> <p>Leaders develop recovery curriculum and provide appropriate training</p>	<p>EEF Covid support guide for schools</p> <p>EEF Covid recovery document</p> <p>Quality of Teaching for All (EEF small group tuition + 4)</p>	<p>2</p>

<p>and resources to support staff.</p> <p>Recovery clubs are set up for each year group.</p> <p>Monitor quality of teaching and impact on learning.</p> <p>Targeted Academic interventions identified and in place.</p> <p>Remote learning is in place for pupils isolating or for any local or national closure of schools.</p>		
<p>Talk for Writing is embedded in all year groups.</p> <p>Teaching is monitored to ensure that effective high quality teaching of writing is in place in EYFS, KS1 and KS2.</p> <p>All children across the school receive pre teaching of vocabulary so that they can access class teaching</p> <p>Embed use of the Durrant sheet boxed success criteria to <i>improve vocabulary choices</i>.</p>	<p>Talk for writing develops key vocabulary and grammar, and impacting positively on children’s speaking, listening and writing.</p> <p>“A broad and deep vocabulary is integral to every facet of learning. Vocabulary is like mental Velcro- the more you know, the more ‘hooks’ you have to hook onto new words,” Alex Quigley, ‘Closing the Vocabulary Gap’</p> <p>“It is just a visual device for focusing the thinking of teachers and pupils on what writing is actually about: communication and effect, not just the performance of skills.” James Durrant, 2019, Re-thinking ‘success criteria’: a simple device to support pupils’ writing</p>	<p>3</p>

<p>All nursery children receive 30 hours instead of 15 hours. This is topped up by the school.</p> <p>Speech and language therapist to meet regularly with EYFS Lead.</p>	<p>“Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.” Evidence on early years from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</p> <p>Reports such as ‘ The State of Speaking in Our Schools’ highlight the need for an oracy influenced curriculum.</p>	
<p>Social and emotional learning is to be embedded across the school and taught by all teachers to address socio economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences.</p> <p>A curriculum that is inspirational and designed for depth of understanding across all subjects is embedded.</p> <p>Introduce knowledge mats in y1- 6 which support vocabulary acquisition and understanding as well as pupils’ knowledge linked to the Learning Challenge questions.</p> <p>Teaching across the curriculum is closely monitored.</p>	<p>Many children have limited life experiences outside of the home and this impacts on their learning in school. The half termly ‘WOW’ engages children in their education: enhances their learning and provides them with experiences they may not otherwise have had.</p> <p>As Elliott Major (2015) writing for the Sutton Trust says: “Widening wealth gaps have created a privileged class hell-bent on preserving that privilege for their offspring and armed with ever more resources to enrich their children educationally. At the same time ‘working class’ kids have been stripped of the traditional places where they once developed cultural capital: the youth club, town hall, local library, or children’s centre.” He goes on to say “Given this, the role of schools as places of cultural and social as well as academic learning has become even more critical.”</p>	4

<p>Reviews of the curriculum are planned throughout the year.</p> <p>As part of the curriculum, all pupils engage in a wide range of visits and visitors to expand their life experiences and enhance their learning.</p>		
<p>Embed a rigorous and sequential approach to reading across the school.</p> <p>CPD and high quality teaching to improve the inference skills of KS2 disadvantaged pupils.</p> <p>Regular formative assessment of reading attainment at all stages to ensure gaps are addressed quickly and effectively.</p> <p>Reading attainment is assessed at all stages and gaps are addressed quickly and effectively.</p> <p>Reading books connect closely to phonics knowledge pupils are taught.</p> <p>Reading is rewarded across the school</p>	<p>Reading is an essential life skill, which has a major impact on outcomes throughout life.</p> <p>EEF Toolkit Impact. Reading Comprehension Strategies + 6 months.</p>	<p>5</p>

<p>through the reader of the week awards.</p> <p>Home reading is to be monitored weekly by the teacher and concerns to be addressed quickly.</p> <p>Effective feedback moves pupils' learning forward.</p> <p>Green Word grids are sent home for pupils (who are on the RWI phonics programme) to practise.</p>		
<p>Regular formative assessment of maths attainment is in place to ensure gaps are addressed quickly and effectively to ensure PP pupils are at age related expectations.</p> <p>Ensure all relevant, identified staff have access to appropriate maths CPD to deliver maths effectively.</p> <p>Use of concrete, pictorial and abstract approach to support pupil progress.</p> <p>Regularly monitor that pupils are given regular opportunities to apply their basic skills and solve reasoning problems and the consistency across year groups.</p>	<p>The Department for Education, the National Centre for Excellence in Teaching Mathematics (NCETM), the National Curriculum Review Committee and OFSTED have all emphasised the pedagogy and heuristics developed in Singapore. Today, Maths No Problem textbooks based on the Singapore Maths approach are being used in thousands of schools across the UK and have been widely adopted by the Department for Education's Maths Hubs.</p>	<p>6</p>

<p>Review the use of stem sentences across school.</p> <p>Review the use of 'Prove it' stamps for Y2-6 pupils encouraging pupils to further develop their reasoning skills.</p> <p>Introduce Singapore Maths into Year 6.</p> <p>A strong emphasis on the teaching of times tables and associated division facts in Y2,3 and 4.</p> <p>Reception, Y1 and 2 teachers to attend NCETM mastery in number training.</p> <p>A secure foundation is in place in the EYFS for pupils to build upon in the next stage of their learning.</p>	<p>Today, there is an increasing awareness that the earliest years of a child's life are the foundation for future life chances and achievement. " Early Education, The British Association for Early Childhood Education."</p>	
<p>Pupils new to English are supported in their language acquisition e.g. Racing to English, Flash Academy</p> <p>Inclusion team deployed to support new arrivals and ensure that they</p>	<p>Racing to English has been successfully used with pupils at both primary and secondary levels, and with pupils who have hearing impairment, special learning needs (SEND), and with whole classes in primary schools.</p> <p>Deputy Head Claire Evans from Anderton Park where there are over 30 languages said that by using the Flash Academy platform, "pupils are mastering vocabulary and grammar much more quickly than using more</p>	7

develop both socially and emotionally.	traditional booster programmes.”	
<p>Provide whole staff training on EEF guidance on metacognition Agree and roll out approaches which meet needs of children.</p> <p>Monitor delivery and effectiveness of approaches across the curriculum and across the school.</p> <p>Develop and roll out strategies to build positive relationships with parents in liaison with safeguarding/ inclusion team.</p> <p>Teachers are supported with quality CPD to develop metacognitive approaches and these are rigorously evaluated for the impact on children.</p>	<p>EEF guidance report on metacognition (+7)</p> <p>EEF Teacher feedback to improve learning (+6)</p>	8
Use EEF guidance on engaging with parents in their children’s learning with a particular focus on the development of reading habits to implement strategies across the school.	EEF engagement with parents guidance (+3 months)	9
Extra Teaching Assistants to support children at risk of not making expected progress by the end of KS1 and KS2.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months’ progress (EEF, Making The Best Use of TAs).	1 2 4

	<p>EEF guidance Making The Best Use of TAs states that explicit connections need to be made between learning from everyday classroom teaching and structured interventions.</p> <p>EEF Toolkit – Oral language interventions impact + 5 months</p>	
<p>Pupils new to English are supported in their language acquisition using a variety of programmes e.g. Racing to English, Flash Academy</p>	<p>Racing to English has been successfully used with pupils at both primary and secondary levels, and with pupils who have hearing impairment, special learning needs (SEND), and with whole classes in primary schools.</p> <p>Deputy Head Claire Evans from Anderton Park where there are over 30 languages said that by using the Flash Academy platform, “pupils are mastering vocabulary and grammar much more quickly than using more traditional booster programmes.”</p>	<p>1 2</p>

Targeted academic support

Budgeted cost: See Appendix 1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support Use structured interventions for key skills using academic mentor provision for:</p> <ul style="list-style-type: none"> • Small group tuition for key knowledge and skills • One to one support for key knowledge and skills • Talking Maths • Language interventions in EYFS (Time to talk) which are regular, brief and maintained over a sustained period of time and delivered by well trained staff. <p>Use our well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p> <p>Use pre-teaching and effective feedback for identified children in key subject areas.</p> <p>Provide after school sessions to support learning and</p>	<p>The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>The EEF reports show that Oracy language interventions improve progress by five months</p>	<p>1</p>

<p>application for identified groups of children.</p> <p>Interventions are monitored to ensure that effective high quality interventions are in place in EYFS,KS1 and KS2 and consistency across year groups.</p>		
<p>Baseline assess and monitor progress.</p> <p>Pupils who are not on track to achieve ARE are identified.</p> <p>Reassessment curriculum tool in place and staff trained to use in each curriculum lesson.</p> <p>Revisit prior learning at the beginning of each lesson.</p>	<p>EEF Diagnostic Assessment guidance</p> <p>The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored</p>	<p>2</p>
<p>Language vocabulary programmes are used by staff across the school to build on prior experiences and develop oracy.</p> <p>Full implement Early Talk Boost and Talk Boost in EYFS.</p> <p>One of the staff delivering the intervention is bilingual. This further supports children who have EAL.</p>	<p>The EEF reports show that Oracy language interventions improve progress by five months</p> <p>Vocabulary at aged five:</p> <ul style="list-style-type: none"> • There is a 27% gap between the lowest income quintile and the highest. • The lowest quintile have 16% more likely to have conduct problems compared to the highest quintile. 	<p>3</p>

	<ul style="list-style-type: none"> The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile. <p>Waldfoegel and Washbrook, 2010</p> <p>EEF Early Years Guidance Report</p> <p>Early Year Interventions (plus 5)</p> <p>EEF Teaching and Learning toolkit</p>	
<p>TSAAs to attend inference and Bench Marking training to maximise impact.</p> <p>Targeted pupils are identified and read with Beanstalk volunteers</p>	<p><u>EEF Toolkit Impact</u></p> <p>Small Group Tuition + 4 months</p> <p>Reading Comprehension Strategies + 6 months</p>	5
<p>Pupils new to English are supported in their language acquisition. E.g. Racing to English etc...</p>	<p>Targeted support to be carried out by practitioners ensuring that those who are new to the school have the opportunity to have a smooth transition from their previous setting/situation into St. Mark's.</p> <p>Behaviour in school is good.</p> <p>OFSTED 2017 " Pupils' personal development, behaviour and welfare are a strength of the school because of the high priority that leaders place on this aspect of the school's work."</p>	7

	<p><u>Social and Emotional Learning-</u></p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	
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Wider strategies

Budgeted cost: See Appendix 1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Home school link worker employed and Education Welfare Officer traded services bought in to help get pupils back into school.</p> <p>Carefully monitor attendance and punctuality got PP children so that it is at least in line with national attendance.</p> <p>Weekly monitoring of attendance continues to be embedded.</p> <p>First call home consistently used.</p> <p>Attendance rewards.</p>	<p>Attainment cannot improve for children if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p><i>‘Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school.</i></p>	4
<p>Mental health targeted in PHSE lessons</p>	<p>“High quality PSHE education will aim to develop children’s skills whilst also building knowledge about particular aspects of life, for example, physical health or safety. PSHE can therefore provide valuable contexts in which to teach social and emotional learning.” Improving social and emotional learning in primary schools, guidance report, EEF, 2019</p>	4
<p>All pupils have access to free breakfast in their classrooms.</p>	<p>‘Breakfast is a crucial part of every child's day. It affects everything from memory to creativity in the classroom. Children who go hungry are more inclined to become distracted from learning at school, or give up more easily when faced with challenges.’ Fleck 2018</p>	4

<p>Wide variety of activities available, including non-academic clubs delivered by staff with specific skills in those areas.</p> <p>Pupils have access to extra-curricular activities for which there may be a financial barrier.</p> <p>Monitor registers for the uptake of PP children to the extra-curricular activities.</p>	<p>Enrichment opportunities can impact on attainment.</p> <p>Allocating time to enrichment activities motivates pupils who have difficulty viewing aspects of the curriculum as relevant to their needs.</p>	<p>4</p>
<p>Further develop parent workshops both in school and with external agencies/projects</p>	<p>EEF Engagement with parents guidance (+3 months)</p>	<p>5</p>

Total budgeted cost: See Appendix 1

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.

Aim	Outcome
<p>Developing oracy, language vocabulary and communication skills including written communication</p>	<p>English lead has been released to monitor writing across the school to ensure high quality English provision,</p> <p>Children in EYFS have been identified and language programmes put into place and completed.</p> <p>Phonics check score for Year 2 children was 70%, 66% of PP children passed. Phonics check score at the end of Y1 was 75% for all children and 60% for PP children.</p> <p>Phonics in EYFS and KS1 will remain a focus for the next year due to the impact of the pandemic.</p> <p>All EYFS pupils increase their score on the early communication screen</p> <p>Communication screening tool has been used in Early Years to identify those needing intervention and support. Class teacher and Inclusion Lead are working together to identify those needing support at KS1 and KS2. 1:1.</p>
<p>Developing pupils' cultural capital/ experiences and understanding of the world.</p>	<p>All learning challenge curriculum topics start with a WOW.</p> <p>Curriculum maps ensure appropriate/age related vocabulary is taught and links effectively to each subject and the different Learning Challenge questions.</p> <p>45% of pupil premium pupils attended clubs.</p>

<p>Developing reading comprehension including inference skills and reading fluency</p>	<p>Increase in children reading 5 times a week at home.</p> <p>Children, who were not on track or were unable to read at home due to parents' level of English, were identified in Pupil Progress meetings and targeted for daily reading.</p> <p>63% of disadvantaged children achieved the expected level in reading at the end of KS1</p> <p>Disadvantaged children made 3.8 progress in reading at the end of KS1 compared to all pupils 3.9.</p> <p>55% of disadvantaged children achieved the expected level in reading at the end of KS2.</p> <p>Disadvantaged children made 3.7 progress in reading at the end of KS2 compared to all pupils 3.8.</p> <p>Book bag scan monitoring showed books matched children's reading ability.</p>
<p>Successful integration for pupils who are new to school</p>	<p>77 pupils arrived during 2020/2021.</p> <p>20 languages.</p> <p>The Bell Foundation Assessment Framework has been implemented in all 4 areas.</p>
<p>Promote personal development and ensure pupils know how to stay physically and mentally healthy</p>	<p>Learning walks have showed children have a good attitude to learning.</p> <p>Learning mentors were assigned to classes where they would have the most impact.</p>
<p>Improving attendance and punctuality</p>	<p>EWO monitored attendance of targeted families and offered support where needed.</p> <p>Prior to Lock down attendance was 95.6%</p>

	<p>EWO monitored attendance and letters have been sent to parents where attendance fell below National.</p> <p>14.9% of persistent absentees.</p>
<p>Recovery and support programme to address gaps in learning/social and emotional health due to school closures following Covid-19.</p>	<p>Children make rapid progress from their starting points.</p> <p>Previous year's objectives covered.</p>
<p>Develop remote learning for missed education and extended leave.</p>	<p>Analysis of remote learning trackers shows an increase in the number of pupil accessing blended learning.</p> <p>Welfare calls were made weekly and Staff hand delivered work packs every two weeks and spoke to the pupils. Any pupils, who we could not contact via telephone, received door knocks to ensure their safety.</p> <p>Monitoring of remote learning shows the pupils are making progress.</p> <p>Pupil's work shows progress and curriculum coverage.</p>

Externally provided programmes

Programme	Provider
Bell Foundation Framework for Assessment	Bell Foundation
Flash Academy	Learning Labs
Singaporean Maths	Maths No Problem
Racing to English	LCP
RWI Phonics and Spelling	Badger Learning
Early Talk Boost/Talk Boost	I CAN
Time to Talk	LDA
Times Tables Rock Stars	Maths Circle
Word Aware	Routledge

Service pupil premium funding

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

Further information (optional)

Disadvantaged Learners Strategic Review – Stoke Opportunity Area Project- Spring 2021 Completed by Marc Rowland.

1. This is a school that goes above and beyond – but not just because of a desire to do that – what exists in the vast majority of schools. The school is able to do so because of the structured, well planned, embedded strategy that focusses on the needs of learners. It is a learning led strategy, rather than a label led strategy.
2. School leaders have a clear understanding that an effective strategy is framed around inclusion in learning, and the intersectionality across different labels – e.g. Pupil Premium, EAL, SEND etc. Adults are expected to be experts in their pupils. Whole school ownership is fundamental to success, given the school's context.
3. The school's approach is an uplifting example of a *pupil led* approach to addressing the impact of disadvantage on learners.

Appendix 1

Pupil Premium Grant Academic Year 2021/2022

PUPILS ELIGIBLE FOR PP GRANT	AMOUNT OF PP
Initial Allocation	£204,440 + £4500 (EYPP)
Recovery Premium	£22,040
Residual from 19/20	0
Total Available	£230,980

	SUMMARY OF SPENDING	ESTIMATED AMOUNT
1.	To retain extra Teaching Assistants to support children at risk of not making expected progress by the end of KS2, KS1 and reception to booster some children working in small groups and 1:1, including staff CPD.	£137,189
2.	To deploy specialist practitioners in a dedicated Inclusion Team of Learning Mentors to address behaviour and emotional barriers to learning in addition to EAL children transferring in to school including staff CPD.	£15,600
3.	Deployment of SENDCo to ensure that all PP children have access to funding and to monitor and track outcomes and Nurture Leader	£92,748
4.	To continue to pay for a Home School Link Worker and Education Welfare Officer to work with children and families on a range of issues, including supporting families to improve attendance.	£27,932
5.	Subsidising educational visits and extra-curricular activities	£15,000
6.	To continue to enhance Read Write Inc Phonics/ Spelling Programme to improve attainment in English throughout the school, including resources and CPD.	£3,000
7.	Provision of Breakfast.	£2,782
8.	Provision of 2 volunteer readers from Beanstalk reading scheme to develop reading skills in targeted children.	£413
9.	EYPP spending (£4500) <ul style="list-style-type: none"> • Additional 15 hours per child. • Subsidise Educational visits 	£95,532 £800
10	Recovery Premium <ul style="list-style-type: none"> • Reading resources • Top up tutoring costs 	£8,000 £14,040
	Total	£413,036