



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 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	458 (Dec 24)
Proportion (%) of pupil premium eligible pupils	54% Funding for year 24/25 based on 248 pupils  (235 primary school pupils and 13 EYPP pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Deborah Sadler
Pupil Premium Lead	Victoria Bradbury
Governor / Trustee lead	Laraine Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288, 600 (Census allocation) + £5044 EYPP
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£293,644

# 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 - Responsibility, Equality, Spirituality, Perseverance, Enthusiasm, Commitment and Trust.

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 other 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 CPD.
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Weak language and communication skills.
4	Increase in social, emotional and mental health needs
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	Cultural Capital poverty- lack of access to experiences.
7	Mobility of children eligible for PP- new to school/local area/country. The school has a high percentage of mobile pupils, who can start at any point during the academic year.
8	Significant gaps in learning – impact of Covid 19 closures
9	Supporting parents/carers to engage in their children’s learning, to have high expectations for their children, to be able to support them with their school work and to continue to promote the development of good reading habits.

## 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
<p>1. The quality and consistency of teaching across the whole curriculum is improved so pupils' achievement in all curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained.</p>	<p>Curriculum leaders are further supported and developed to enhance the delivery of Quality First Teaching, leading to improved outcomes for all learners, as evidenced through ongoing monitoring. Pupil voice reflects an increased understanding and awareness of the world around them."</p>
<p>2. Disadvantaged pupils will demonstrate accelerated progress in all areas of learning, with a specific focus on communication and language, personal, social, and emotional development, and early literacy and numeracy skills.</p>	<p>A higher proportion of pupils achieve a Good Level of Development (GLD), closing the attainment gap with their peers.</p>
<p>3. Improved oral and language skills and vocabulary among disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>4. Pupils will be physically fit, active, healthy, and emotionally well, enabling them to engage more effectively in learning and prepare for life in modern Britain. Disadvantaged pupils are healthy, happy, and actively engaged in school, community life, and broader global issues.</p>	<p>Sustained high levels of well-being and mental health from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, parent and pupil questionnaires, and teacher observations</li> <li>• A decrease in the number of well-being and mental health concerns raised by parents and staff, as evidenced through Multi-Disciplinary Team meetings, safeguarding meetings, behaviour trackers, and mental health care plans</li> </ul>

	<ul style="list-style-type: none"> <li>Improved observations of children's engagement and participation in learning activities</li> </ul>
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>A structured, sequential approach to the reading curriculum is in place to enhance pupils' fluency, confidence, and enjoyment of reading.</p> <p>In school tracking data (Insight) and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.</p> <p>NTS test results show a narrowing gap between pupils' reading age and chronological age.</p>
6. Pupil Premium children will develop a rich cultural capital, enabling them to broaden their knowledge, experiences, and understanding of the world.	Children have access to a wide range of extracurricular activities, educational trips, and enrichment opportunities.
7. A comprehensive set of strategies to enhance language proficiency ensures that children can articulate their thoughts clearly and communicate effectively with others through spoken language.	Monitoring and Pupil Voice evidence indicate that children can communicate effectively through spoken language across a variety of contexts and situation
8. The gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of each Key Stage is reduced.	<p>Teachers possess strong subject knowledge, enabling them to identify gaps in learning and plan targeted support for pupils as needed. Barriers to achievement have been addressed, allowing children to meet expectations. Pupils receive both support and challenges to foster their success.</p> <p>Tracking data (Insight) and end-of-Key Stage assessments (GLD, KS1, and KS2) will demonstrate a yearly increase in the number of children meeting age-related expectations, as well as a rise in the number of disadvantaged pupils achieving higher standards by the end of KS2.</p>

9. Children and parents work in collaboration with the school to support their child's aspirations.	Pupil voice and stakeholder audits demonstrate that a strong sense of aspiration, a positive attitude toward learning, and a culture of self-realisation are consistently nurtured throughout the school community.

## 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>Develop and sustain high-quality teaching to improve attainment for disadvantaged pupils by focusing on key areas of staff development</p> <p>Use high quality tailored CPD to upskill teachers and TAs with appropriate approaches and pedagogy for quality first teaching and intervention support. (Walk thrus with a focus on instruction, modelling, scaffolds, cognitive load and retrieval practice)</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>	1,2,3,5, 7,8,9

<p>Extra Teaching Assistants to support children at risk of not making progress by the end of KS1 and KS2.</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>“ 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>“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>	
<p>Early communication screening assessment used with all EYFS pupils to identify communication/language baselines and to measure progress.</p> <p>Appropriate staff training for intervention and targeted implementation and training impacting all.</p> <p>Staffing in EYFS/Year 1 to increase communication modelling and dialogue</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and language therapist.</p> <p>Consistently good provision (environment, assessments &amp; practice) provides communication experiences, language development, reading and writing progress.</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months)</p>	<p>2, 3, 6,7</p>



<p>in continuous provision and small group work.</p>		
<p>Refine procedures used, including direct modelling</p> <p>Develop children's understanding and use of technical vocabulary</p> <p>Set up a system that develops and assesses children's oracy skills and provides them opportunities to speak in public.</p>	<p>Many children enter our Reception class with significantly below-average language and communication skills, particularly disadvantaged pupils. All disadvantaged children receive a comprehensive support programme, including 'Time to Talk,' 'Early Talk Boost,' 'Talk Boost,' and 'Time to Listen,' due to their significant language deprivation. Additionally, children joining the school in other year groups often have limited or no English and restricted vocabulary knowledge.</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>1, 2,3,7</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>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>4,7</p>
<p>Continue to deliver 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>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, 8</p>

<p>Regular formative assessment of reading attainment at all stages to ensure gaps are addressed quickly and effectively.</p>		
<p>Pupils new to English are supported in their language acquisition e.g. Racing to English,</p> <p>Inclusion team deployed to support new arrivals and ensure that they develop both socially and emotionally.</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>7</p>
<p>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.</p>	<p>EEF engagement with parents guidance (+3 months)</p>	<p>9</p>
<p>Extra Teaching Assistants to support children at risk of not making expected progress by the end of KS1 and KS2.</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 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>1,2,3, 5, 6, 8</p>

## Targeted academic support

Budgeted cost: See Appendix 1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use structured interventions for key skills using academic mentor provision for:</p> <ul style="list-style-type: none"> <li>• Small group tuition for key knowledge and skills</li> <li>• One to one support for key knowledge and skills</li> <li>• Language interventions, which are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</li> </ul> <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>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>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>1,2, 3,4, 5, 6,8</p>

<p>Baseline assess and monitor progress.</p> <p>Pupils who are not on track to achieve ARE are identified.</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, 3, 6, 7,8</p>
<p>Language vocabulary programmes are used by staff across the school to build on prior experiences and develop oracy.</p> <p>Continue to deliver Early Talk Boost and Talk Boost KS1 and KS2.</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"> <li>• There is a 27% gap between the lowest income quintile and the highest.</li> <li>• The lowest quintile have 16% more likely to have conduct problems compared to the highest quintile.</li> <li>• The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile.</li> </ul> <p>Waldfogel 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>2,3 5, 6, 8</p>

<p>TSAs to attend appropriate CPD to support delivery of interventions.</p> <p>Targeted pupils are identified and read with Beanstalk volunteers in KS2</p> <p>Additional phonics sessions for KS1 who are risk of not passing the screening and KS2 children who did not pass their phonics screening in KS1 or new to English</p> <p>Targeted pupils are identified and inference interventions in place in KS2</p>	<p><u>EEF Toolkit Impact</u></p> <p>Small Group Tuition + 4 months</p> <p>Reading Comprehension Strategies + 6 months</p>	<p>5, 7, 8</p>
<p>Pupils new to English are supported in their language acquisition. E.g. Racing to English etc...</p> <p>New to English pupils attend Sunbeams when they join the school.</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><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>	<p>7</p>
<p>Maths Whizz introduced into Y2 and Y5 to close the gap between chronological age and maths age.</p>	<p>Maths Whizz research of 12,000 pupils who used Maths-Whizz for 60 minutes a week increase their Maths Age, on average, by 18 months in the first year of use. It guides pupils along a tailored learning journey, filling knowledge gaps, and continually</p>	<p>8</p>

	adapting to their needs and pace of learning.	
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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 so PP children are 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>‘Children who are persistently absent are affected in a number of ways. Pupils who have ongoing <b>absence issues often come from disadvantaged backgrounds.</b> 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.</p>	9
<p>Mental health targeted in PSHE 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>	4,8
<p>All pupils have access to free</p>	<p>‘Breakfast is a crucial part of every child's day. It affects everything from</p>	4

breakfast in their classrooms.	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>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>All pupils in Y6 have access to a residential visit 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>	4, 6
Further develop parent workshops both in school and with external agencies/projects	EEF Engagement with parents guidance (+3 months)	9
Weekly family reads are embedded from Nursery to Y6.	EEF Engagement with parents guidance (+3 months)	9

**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 2023 to 2024 academic year.

Aim	Outcome
<p>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>	<p>CPD has been provided in Talk for Writing to support English</p> <p>Teaching and learning was monitored. Any areas of development were revisited.</p> <p>Staff retention is high.</p>
<p>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>Progressive curriculum maps have been produced and used by staff to ensure gaps are filled.</p> <p>Disadvantaged pupils can articulate effectively using their prior knowledge, skills and understanding to enhance the quality of their work</p>
<p>Continue to 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>English lead has been released to monitor English lessons and books across the school with the Head Teacher and Deputy Head Teacher to ensure high quality English provision.</p> <p>All staff from Y2 to Y6 use the Durran sheet to improve vocabulary choices.</p> <p>All staff pre cue vocabulary and knowledge mats are given to support the children.</p> <p>Curriculum maps have been implemented for all subjects with progressive vocabulary to support staff in the delivery.</p> <p>Knowledge mats are in place for Science, Geography and History to support language acquisition.</p> <p>Children in EYFS have been identified and</p>



	<p>language programmes put into place and completed.</p> <p>EYFS- 50% of disadvantaged pupils achieved a good level of development across the 3 prime areas compared to 53% all pupils and 57% Non PP</p> <p>60% of stable disadvantaged pupils achieved a good level of development across the 3 prime areas compared to 59% stable all pupils and 58% Non PP stable. Stable disadvantaged pupils achieved better.</p> <p>Phonics check score for Year 2 children was 71% and 48% of PP children passed. Phonics check score at the end of Y1 was 64% for all children and 39% for PP Children. Stable children PP 42%</p> <p>Phonics in EYFS, KS1 and KS2 will remain a focus due to the gaps.</p> <p>All EYFS pupils increased their score on the early communication screen. 6 children moved to green. At the start of the year, 61% were screened as red compared to the end of the year where 26% were screened as red. The children who have now scored a red on the assessments are-</p> <ul style="list-style-type: none"> <li>- Either: on the SEN register, receive S&amp;L support from a therapist or are an English as Additional Language Beginner.</li> </ul> <p>Class teachers and Inclusion Lead are working together to identify those needing support at KS1 and KS2. 1:1.</p> <p>All nursery children receive 30 hours instead of 15 hours.</p>
<p>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>This year, the children have engaged in a wide range of visits and some classes have had visitors into school.</p> <p>Nursery- Church</p> <p>Reception- Farms on Wheels, Unconventional menagerie and police.</p> <p>Y1- Warslow visit, Brampton Museum, bike ability and seat belt safety</p> <p>Y2- Tesco Extra, park</p>

	<p>Y3- Liverpool  Y4- Hanley Museum, Sudbury Hall, Victorian History man, park, art project and Unconventional menagerie  Y5- Warwick Castle, Prime VR, B arts project linked to Brazil, Brazil drumming visit.  Y6- Standon Bowers residential  Hanley Museum  Severn Trent visitor  Game on  Music- City Songbirds concert  Dance show</p>
<p>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>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> <ul style="list-style-type: none"> <li>• 59% of stable disadvantaged children achieved the expected level in reading at the end of KS1 compared to 44% Non PP/ 52% all groups. (Stable) Disadvantaged achieving better.</li> <li>• 27% of stable of disadvantaged children achieved the expected level in reading at the end of KS2 compared to 26% Non PP/ 27% all groups (Stable) in line</li> </ul>
<p>Outcomes in mathematics improve across the school through Quality First Teaching with children making strong progress.</p>	<p>Maths No Problem is embedded in Reception so there is good continuity now from the EYFS through to Key Stage 1. Staff are well supported through CPD both from the Maths leader and external training. NTS tests completed in Maths this year. Maths interventions used this year- Talking Maths.</p> <ul style="list-style-type: none"> <li>• 48% of stable disadvantaged children achieved the expected level in Maths at the end of KS1 compared to 43% Non PP/ 46% all pupils (Stable) In line.</li> <li>• 28% of stable disadvantaged children achieved the expected level in Maths at the end of KS2 compared to 47% Non PP/ 37% all pupils (stable)</li> </ul>

All new children adapt well to life at St Mark's and make good progress from their starting points.	67 pupils arrived during 2023/2024 +8 on previous year. There are 36 spoken languages in school. Other schools have visited for best practice.
Successfully implementing the teaching of metacognitive strategies impacts on improving self-regulated learning skills across the curriculum enabling children to work more independently	Learning walks show behaviour and attitudes towards learning is good Learning mentors were assigned to classes where they would have the most impact.
Improved engagement of parents in their children's learning especially in their engagement in the development of reading.	Increase in children reading at home. Every class have a set of family read books taken from the recommended reads for each year group. The children are changing these books weekly. Homework is completed weekly. Parents attended Family Learning Workshops Parents have completed DBS check to read with children from September.

## Externally provided programmes

Programme	Provider
Bell Foundation Framework for Assessment	Bell Foundation
Singaporean Maths	Maths No Problem
Racing to English	LCP
RWI Phonics and Spelling	Badger Learning
Early Talk Boost/Talk Boost KS1 and KS2	I CAN
Time to Talk	LDA
Times Tables Rock Stars	Maths Circle
Maths Whizz	Whizz Education
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

## Appendix 1- Pupil Premium Grant Academic Year 2024/2025

PUPILS ELIGIBLE FOR PP GRANT	AMOUNT OF PP
Initial Allocation	£288,600 (Dec 24 allocation- 195 PP children) £5044 (13 EYPP children)
Recovery Premium	£0
Residual from 23/24	£0
<b>Total Available</b>	<b>£293,644</b>

	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.	<b>£141,021</b>
2.	To deploy specialist practitioners in a dedicated Inclusion Team of Learning Mentors including to address behaviour and emotional barriers to learning in addition to EAL children transferring in to school including staff CPD.	<b>£98,549</b>
3.	Deployment of SENDCo to ensure that all PP children have access to funding and to monitor and track outcomes.	
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.	<b>£25,476</b>
5.	Subsidising educational visits and extra-curricular activities	<b>£8,959</b>
6.	Provision of Breakfast	<b>£5,687</b>
7.	Provision of 2 volunteer readers from Beanstalk reading scheme to develop reading skills in targeted children.	<b>£1,380</b>
8.	Implementation of Whizz Maths in Year 2 and 5	<b>£874</b>
8.	<b>EYPP spending (£5044)</b> <ul style="list-style-type: none"> <li>• Additional 15 hours per child.</li> </ul>	<b>£31,756</b>
	<b>Total</b>	<b>£313,702</b>