

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St. Mark's C of E P.S.
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022 – 2023 2023 – 2024 2024 – 2025
Date this statement was published	Sept' 22
Date on which it will be reviewed	Annual / Sept '25
Statement authorised by	Martha Braithwaite (Headteacher)
Pupil premium lead	Sean McElaney
Governor / Trustee lead	Robin Garrett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 139,165
Recovery premium funding allocation this academic year	£ 10,754
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£149,929

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Marks Primary School, we are fully committed to ensuring that every child entrusted to our care, will achieve their fullest potential, regardless of their colour, gender, ethnicity or background. We believe that the sum of our pupil's achievements should not be dictated to by their start in life, but rather, the culmination of the excellent education that they can receive. At St. Marks, we have the means, diligence, tenacity and conviction to carry this ideal forward. We want aspirational children, who believe that they can become, whatever they want to be.

Pupil premium funding is a core component of our annual budget, and as such, we aim to use it to develop the 'whole child' in our school. Our ambition as a primary school is not only to close the gap, but to develop young minds. We want our children to be avid readers, keen mathematicians, superior scientists, junior philosophers, thinkers and well-rounded individuals. We want our children enriched by experiences outside of the classroom, as well as inside. To visit places, they may not have had the chance to visit: to spark an air of curiosity and wonder in awe of the world around them, which will allow them to flourish throughout life.

At the centre of our approach, is strong, quality-first teaching. We will focus primarily on those areas, in which we know, our disadvantaged pupils require the most support. Through robust and rigorous pupil assessment, we will seek to highlight and close the gaps within our school. In partnership with strong teaching materials for use in classes, and an extra adult in each class, our teachers will seek to embed our new curriculum throughout the school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery. Notably in its targeted support through an interventions teacher for pupils who have fallen behind their peers, or their age-related expectations.

To ensure that we achieve our aims stated above, we shall;

- Promote a rigorous assessment framework, which will highlight the truest needs of our individual children.
- Swiftly act to curtail and shrink any gaps, which are holding our learners back (routed in strong pedagogical and curriculum knowledge)
- Work as a staff team to ensure that all members of staff have accountability for the promotion of strong learning and high expectations of all children
- To create a bespoke intervention plans for our disadvantaged children, overseen by an intervention's teacher.

- To develop our teachers so all children receive quality first teaching, which will be supported by teaching assistants with specific interventions.
- To be aware of the challenges facing our families and seek to remedy these within our school community.

## Challenges

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

Challenge number	Detail of challenge
1	Limited experiences outside school affects children's vocabulary and wider understanding of abstract concepts which have impacted on children's progress and attainment across the curriculum, particularly writing.
2	Attendance rates within the school are presently lowest in four years. Currently 95%, which is below school and DfE target. In addition, there is a significant difference in persistent absence between children eligible for PP and those who are not. This reduces their school hours and causes them to fall behind on average.
3	As a result of living in the most deprived ward in the borough of Islington, many parents find it difficult to support their children in their learning due to socio-economic factors. This has a detrimental effect on the attainment and progress of our pupils.
4	Communication and difficulties – Speech and Language. It is a common occurrence that children who attend our EYFS facility are more likely come with language difficulties and are far below the expected national standard for their age. This inevitably leads to children falling further behind as they progress through the school.
5	Due to the Covid pandemic, mental health - for both carers and pupils - has been severely impacted. This has had an adverse effect on the progress of our children.
6	Pupils on our role are highly likely to live in over crowded homes with limited access to technology. 75% of residents in the Tollington Park Ward live in overcrowded households (2018).
7	St. Mark's school currently has over 3% of it's role on an EHCP. Nationally, this figure would be closer to or less than 1%. >80% of EHCPs are PP.

## 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
EYFS Good Level of Development to be 70% for all pupil premium children	<ul style="list-style-type: none"> <li>• Appointment of new Pupil Premium Teacher (PPT), who with class teachers will seek to develop bespoke lessons for PP children who have fallen behind.</li> <li>• Regular assessments will occur within school, to monitor and understand pupils' attainment. This will be through; Quality assurance, observations, learning reviews, books look, pupil voice and targeted pupil progress reviews.</li> <li>• Targeted tutoring interventions and catch-up classes to be created to aid this progress.</li> </ul>
To be in line or above the expected level in the year 1 phonics screening check.	
KS1 and 2 SATS results for reading, writing and maths will be in line or above expected standards for pupil premium children.	
Attendance in school will be 96% or above for pupil premium children.	<ul style="list-style-type: none"> <li>• PPT to work closely with School Home Support Worker (SHSW) and Senior Leadership Team to monitor attendance of PP children. SLT with also liaise with PP Teacher and SHSW to ensure strong levels of engagement.</li> </ul>

## 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: £ 56,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Consistent Quality assurance of teaching practice in schools. Support and monitor classes to ensure children all PP are progressing.</i>	CMT: QA £240 X 9 = £2,160 (Agency)  £23,000 - P.P.L (Time in class)  PPR: 240 X 3 = £720 (Agency)	All
<i>External Moderation: To ensure high standards are maintained (1-6)</i>	Oak Package from London Diocesan Board of Schools (LDBS) Director Cost: £5,500 (3 visits)	1, 3, 4, 7
<i>External Moderation: To ensure high standards are maintained (EYFS)</i>	LA Advisor £2,600	
<i>Joint Moderation of core subjects to ensure standardisation across schools.</i>	Joint Moderation of all core subjects across schools in LDBS Cluster Cost: £50 X 3 = £150	1,
<i>The employment for specialist teachers to enable best practice.</i>	P.E. Specialist: Cost: £11,500 - P.E. lessons Music Teacher: Cost: £ 1,911 - Choir	1, 5,
<i>2 ECTS enrolled on Ambition Institute. Mentor within school to maintain progress and attainment.</i>	Development of QTF capability: Cost: £500	1,
<i>Speech and Language support to develop children.</i>  <i>See EEF</i>	Funded through the Local Authority Internal Intervention:  £1710 (3 Pupils per week @ £15 each)	4

<i>Pupil Progress Reviews held termly to assess both progress and attainment.</i>	Supply teacher: Cost: PPR: 240 X 6 = £1,500 (Agency)	All
<i>Adverts and recruitment support (LDBS) for new teachers to support QTF.</i>	Cost: £2,000	1
<i>ECT Mentor Support</i>	Frequency: X 4 Cost: £500	1
<i>ECT Induction Coordinator Support</i>	Frequency: X 4 Cost: £500	1
<i>PP Resources</i>	Resources Cost: £2,500	1, 2

## Targeted academic support

Budgeted cost: £ 65,140

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Appointment of P.P.L. to lead interventions, as per EEF recommendations for small group learning.</i>	<i>English Lead support in classes – Small Groups (Yrs. 1 – 6) £10,000</i>	1
	<i>Intervention Lead Catch-up interventions small groups (Yrs. 1 – 6) £10,000</i>	1
	<i>Phonics Booster Success for all (Yr. R and 1) £4,000</i>	1, 4
	<i>Cover of ECT classes X 2 per week</i>	All
	<i>Parental Workshops with Intervention Teacher £2,000</i>	3, 5, 6
<i>Targeted TA consolidation Interventions (Yrs. 1 – 6)</i>	TA Number: 6 H Rate @ £15 X 2 Sum: £14,000	1, 3, 4,
<i>Additional Learning Time After School SATS boosters Easter School (Yr. 6)</i>	Teachers: 2 (CMT) H Rate @ £25 25 X 28 = £700  25 X 32 = £1600	1, 3, 5

<i>Additional Learning Time After School SATS boosters (Yr. 5)</i>	Teachers: 2 (CMT) H Rate @ £25 25 X 20 = £500	1, 3, 5
<i>Best Practice Visits and internal observations / best practice</i>	2 days per term to cover teachers £1500	1, 4
<i>Deputy Head PP Support</i>	Behaviour Support - £2,000 Attendance Support - £2,000 Pupil Progress Reviews - £2,000 ECT Induction - £2,000 Total: £8,000	All
<i>EYFS PP Support</i>	£12,000	All
<i>SLT Interventions</i>	Cost: £3,000	1, 4

## Wider strategies

Budgeted cost: £ 25,100

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>School Home Support Worker</i>	£15,000 P.A.	2, 3, 5, 6
<i>Providing curriculum enrichment and financial assistance (Inc. Travel)</i>	Trip for all classes: £1,300	1, 3,
<i>SALT Training (QFT best classroom practice)</i>	Whole School £250	1, 4, 7
<i>ITIPS Training for all staff (refresher)</i>	Whole School £1,250	1, 4, 7
<i>Funding for PP children to attend after school club – one term</i>	Vulnerable PP children to attend ASC. £1,800	3, 5, 6, 7
<i>End of term trip – per class – part financed as a reward for all children.</i>	Whole school community day to the beach £2,500.	All
<i>Support Staff CPD training</i>	£3,000 (Core Subjects)	1

**Total budgeted cost: £ 149,929**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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

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

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*