



Pupil Premium Strategy

2024-25

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

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

*St Mark’s is participating in the LA project “Mitigation to Success” and we will be reviewing our Pupil Premium statement in response to the project.

Detail	Data
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	60.13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)*	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jane Fendley Headteacher
Pupil premium lead	Natalie McKenzie Deputy headteacher
Governor / Trustee lead	Amanda Healey and Allistare Smedley – co chairs of governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 144,045
Pupil premium plus funding	£ 2,570
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£146,615

Please note that this provision and total cost will have included support for ALL disadvantaged and vulnerable	OVERALL TOTAL COST Academic Year 2024-25	£211,769.20
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Pupil premium strategy plan

Statement of intent

St Mark's Mission and Ethos

At St Mark's, our mission is to provide an outstanding education that enables every child to reach their full potential. We are dedicated to developing children's aspirations, self-esteem, and academic achievement within a safe, stimulating learning environment.

Pupil Premium Funding

Guided by research from the Sutton Trust and Education Endowment Foundation, we strategically allocate Pupil Premium funding to benefit disadvantaged children, ensuring progress and equity.

- **Inclusive Education:** We embrace and support every child, ensuring our ethos and values reflect inclusivity at all levels.
- **High-Quality Teaching:** High-quality, first-class teaching in every classroom is our foundation, supplemented by targeted interventions for those who need extra support.
- **Addressing Barriers:** We understand that children face diverse challenges—academic, social, and emotional. Our strategies include personalized interventions, social and emotional well-being support, and opportunities for enrichment activities.

Enriching Experiences We know that some children face multiple disadvantages. To bridge the gap, we use Pupil Premium funds to facilitate enrichment activities such as school trips, holiday clubs, and free breakfast sessions. We also provide mentoring and nurture groups to address emotional needs.

A Child-Centered Approach Our children are the heart of everything we do. From fostering curiosity, creativity, and enthusiasm for learning to delivering a rich and engaging curriculum, we support every child's journey to achieve their fullest potential.

Together, we aim to inspire, nurture, and empower the learners of today to become confident, resilient, and successful individuals for the future.

Challenges

We have identified the following barriers to learning and progress for children at our school. This includes the substantial number of pupils who are in receipt of the Pupil Premium.

Code	Barrier	Success Criteria
A	Attendance in the school is not high enough. This includes children who are persistently absent.	Overall attendance across the school improves to, or above, a target of 96.0%. Lateness needs to drop to, or below, a target of 1.0% and persistent absence shows a decline towards a target of 10.0%. Where children have been identified as having issues related to attendance, there will be a clear path of action relating to policy that leads to impact.
B	Behaviour for learning with some key pupils can be poor. There have lower self regulation skills.	Learning walks and lesson observations show that there is consistently good Behaviour for Learning across the school. Transitions, in and around school, are calm and effectively managed by all staff over the year. Further improvements with in class behaviour for learning is observed, through the use of Just Right, attachment strategies and liaison with parents. The successful behaviour system is maintained and further improved throughout the academic year. Fixed term suspensions are reduced.
C	Standards of teaching and learning in reading need to be improved across the school.	End of Key Stage 2 attainment and progress in reading are improved from 2023 to be closer to National Average. The number of pupils working at ARE for reading in all year groups increases in 2023-24. Lesson observations, environment walks, planning scrutinies and book scrutinies show whole-school improvement and consistency. Children have consistent strategies to support their reading and display a love of high-quality texts. Home school reading strategies and expectations are embedded across the school. Interventions are comprehensive, timely and effective (RWI, phonics interventions) impact is monitored on EduKey.

D	Standards of teaching and learning in writing need to be improved across the school.	End of Key Stage 2 attainment and progress in writing are improved from 2023-24 to be closer to National Average. The number of pupils working at ARE for writing in all year groups increases in 2024-25. Lesson observations, environment walks, planning scrutinies and book scrutinies show whole-school improvement and consistency. Children apply their reading skills when writing. There is an improvement in the application of grammar, punctuation and spelling across the school. Impact is monitored on Edukey. Interventions are comprehensive, timely and effective.
E	Standards of teaching and learning in Maths need to be improved across the school.	End of Key Stage 2 attainment and progress in maths are improved from 2023-24 to be closer to National Average. The number of pupils working at ARE for maths in all year groups increases in 2024-25. Lesson observations, environment walks, planning scrutinies and book scrutinies show whole-school improvement and consistency. Children show a depth of understanding of maths mastery concepts and any gaps in previous learning are addressed. Children show improved confidence in fluency and reasoning. Interventions are comprehensive, timely and effective (First Class @ Number) impact is monitored on EduKey.
F	There are significant language and vocabulary needs across the school which impact on academic standards.	Language interventions are comprehensive, timely and effective, impact is monitored on EduKey (Vocabulary Groups, Durrington Research Project). Vocabulary will be embedded in teaching slides. Pupil Premium boys will show clear evidence of improvement in Early Years and Key Stage 1.
G	There continues to be significant welfare needs across the school which impacts on academic standards and well-being.	All statutory obligations are met and upheld, with particular reference to safeguarding. A range of effective and appropriate strategies are employed by the school to meet the varying needs of vulnerable children, eg use of learning mentor time. There is some evidence of academic impact and improved attendance from children in receipt of such support and interventions. The school offers strong Nurture Group support.
H	Some Pupil Premium children need support to ensure lunchtimes are purposeful, positive and successful.	Behaviour analysis of this group of children show generally positive and successful lunchtimes for them and other children. They also learn how to eat with good manners and be part of a community. This helps with their behaviour for learning.

I	Lower cultural capital	Our discussions and observations have identified that some disadvantaged pupils lack background knowledge of the world around them and as a result have limited aspirations and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date. We therefore provide a range of enrichment activities both in school and off site.
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Planned Pupil Premium Expenditure 2024-25

A- PROVISION FOR IMPROVING ATTENDANCE				
Outcome	Action	Rationale	Monitoring and costing	Reviews
A	To support parents and carers with removing barriers to coming to school. Setting attendance action plans etc. See Attendance Action Plan SLT lead and school office focus on families with attendance of less than 90% Home school contracts and plans set for pupils with attendance of below 90%.	In 2023-24 33% of Attendance cases were PP families We have looked carefully at barriers to coming into school and work closely with key families, however this remains persistently low. Therefore this year we have changed the way we target attendance and created a new action plan to meet with parents and carers earlier to try to improve attendance from 94/95%. Data shows that if the persistent absence cohort is removed from absence calculations the overall absence would be 3.62%. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	Daily monitoring £2761.15 per year office staffing focusing on attendance Daily and Weekly monitoring of attendance by SLT £4991.14	Termly

A	Breakfast Club and wraparound care- We provide a free breakfast club spaces for families to promote positive starts to the day and improve attendance	This is to increase the school's core offer of wrap around care.	2 members of staff 5 days a week £4095	
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B- BEHAVIOUR FOR LEARNING

Outcome	Action	Rationale	Monitoring	Reviews
A, B, G, H	Deployment of Learning Mentor (0.5) to support children with behaviour for learning. Inclusion assistant 2 hours per day, 5 days a week	As above, and with Behaviour for Learning a focus area on the School Improvement Plan, our mentors provide support for our vulnerable children, either on a regular basis or in response to need.	ABC notes &/or academic data show clear evidence of growth. Case studies. Behaviour for Learning data analysis (CPOMS). Pupil progress data. Learning Mentor: £10,598.40 Inclusion Assistant: £7,529.40	On-going monitoring throughout the year.
A, B, G, H	Staffing plans for transition times and Just Right Coaching (at the start and end of day to help transitions for key pupils)	Our support staff help key vulnerable pupils with SEMH and attachment needs, Just Right Coaching and with attention and listening skills.	Monitoring CPOMS- Classroom disruption termly 1 hour per day per class £4,416 x 7 classes= £30,912	Termly monitoring

C- READING PROVISION & INTERVENTIONS

Outcome	Action	Rationale	Monitoring and costing	Reviews
C, F	Deployment of teaching assistants in KS2 to lead high quality reading interventions, including 1:1 support for the lowest 20% of readers,	Teaching assistant effectiveness is increased by giving specific staff clearly defined roles and responsibilities to support/enhance progress in reading. Pupils are identified in PPM and assigned to key adults. Progress is tracked on EduKey. The teaching assistants will focus a Read Write Inc intervention with the pupils in Key Stage 2 who are struggling the most with their reading skills.	Termly monitoring of the data of the individuals and groups of children targeted through early intervention shows clear progress made by targeted children. 2 hours per week = £6,440 For 4 TAs = £26,000	Termly.
C, F	Deployment of 4 TAs to deliver RWI in KS1 and EYFS and phonics groups.	TAs are planned to work with key groups of pupils to deliver RWI effectively to help to accelerate progress for pupils.	Half termly monitoring of progress by RWI teachers, English champion and SLT 40 minutes per day per week and 40 minutes prep time= 4 hours per week = £12,880	Termly
C, D, F	Release time is provided to provide CPD through coaching delivered by DHT and SENCO CPD opportunities to embed Rosenshine's principles.	Adaptive teaching is embedded and the % of good or better teaching is judged to be 100%, with increased outstanding examples.	Staff questionnaire Monitoring QFT 9 hours per TA per year £1575	Termly

C, D, F	Raise standards in English and Maths for all pupils in Year 6 by using senior leader, UPS teacher and TA for 30 minutes daily	Year 6 The Class TA is trained in Reading Inference to teach reading in small focussed groups.	£33,803	termly
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D- WRITING PROVISION & INTERVENTIONS

Outcome	Action	Rationale	Monitoring and costing	Reviews
D, B	Deployment of teaching assistants in class to support high quality teaching of writing to target key pupils.	Pupils at risk of not reaching ARE in writing are identified in PPM and assigned to key adults. Spotlight pupils receive additional targeted support of 30 minutes from CT or TA within the class, focusing on grammar, composition and individual targets. Deploying a TA in class enables the CT to deliver high quality small group intervention, including handwriting groups.	Termly monitoring of the data of the individuals and groups of children targeted through early intervention shows clear progress made by targeted children. 30 minutes x 4 weeks = £6400 X 4 classes = £25,200	Termly.

E- MATHS PROVISION & INTERVENTIONS

Outcome	Action	Rationale	Monitoring and costing	Reviews
E, B	Deployment of teaching assistants in class to support high quality teaching.	Pupils at risk of not reaching ARE in Maths are identified in PPM and assigned to key adults. Progress is tracked in PPMs. Spotlight pupils receive additional targeted support of 30 minutes from CT or TA within the class. Deploying a TA in class enables the CT to deliver high quality small group intervention.	Termly monitoring of the data of the individuals and groups of children targeted through early intervention shows clear progress made by targeted children. 2 hours per week = £11,914	Termly.
E, B	Use of Same Day Intervention Maths strategy to address misconception in maths	SDI were used well with the maths mastery project and same day intervention delivered by the Teacher and TA taking the pupils for whole school activities (20 minutes per day 3 times a week) Pupils are assessed in lessons and identified for same day intervention to address misconceptions identified in lessons or for pre-teaching for the next session.	Termly monitoring of the data and books of the individuals and groups of children targeted through SDI on shows clear progress made by targeted children. 1 hour per week KS1 and KS2- £4,968	Termly- PPM

F- SPEECH, LANGUAGE & COMMUNICATION INTERVENTIONS				
Outcome	Action	Rationale	Monitoring and costing	Reviews
B, C D, F	To deliver high quality vocabulary groups	Analysis of data and need from past academic years has showed that there is a significant issue across the school, and in-particular, Early Years and Key Stage 1, in standards of speech, language and communication. We are participating members of the Durrington Research partnership project which aims to develop disadvantaged pupils' literacy. As a school, we believe that English skills such as reading and writing are under-pinned by speech, language and communication and therefore this significant deployment of resources is integral to the school's long- term development. Other Speech, Language and Communication interventions are delivered through SEND provision.	Cross referencing of results of assessments of the programmes with the progress in reading and writing of targeted pupils shows clear evidence of progress from targeted children. TAs : EYFS - 1 hour 30 minutes per week £1,108.14 Y1- 2 hour 30 minutes per week £1,846.90	Termly.

G- WELLBEING AND SAFEGUARDING

Outcome	Action	Rationale	Monitoring and costing	Reviews
A, B, G	Leadership of safeguarding and welfare across the school by SLT	At St Mark's we have significant welfare needs due to the deprivation rating of the surrounding area, alongside a high number of children on the child protection register and/or on the vulnerability index. High standards have been praised in the past for our welfare procedures and protocols. We believe that this role is of paramount importance to our children and links to the safety, well-being and attainment/progress. We are looking to review how we manage this provision in the upcoming year.	Reporting to Governors. Safe At School Survey shows higher than local average results in all areas. ABC meetings 30 minutes weekly = £1170 Safeguarding risk assessments Office – Pupil and Pastoral = £2761.15	On-going monitoring throughout the year.
A, B, E, F	Deployment of learning mentor (0.5) and inclusion assistant (2 hours per day)	As above, and with Behaviour for Learning a focus area on the School Improvement Plan, our mentors provide support for our vulnerable children, either on a regular basis or in response to need.	CPOMS/ABC notes &/ or academic data show clear evidence of growth. Case studies. Behaviour for Learning data analysis. Pupil progress data. Costing in part B	On-going monitoring throughout the year.
A, B, E, F	Deployment of TAs, Inclusion Assistant and Inclusion Coach to deliver Nurture Groups 4 hours per week.	Our Nurture provision works with children across the school to reach the following objectives: • Improve and promote accessibility to their learning and improve attainment • Support students' self-esteem, resilience and self-confidence • Improve social skills and team work skills	Children are assessed through SDQs and "graduate" from the provision. 4 hours per week £13,200	Reports to SLT ABC notes.

		• Provide the tools for emotional regulation and positive communication • Meet the needs of and improve mental health • Build strong friendships between peers • Give children the opportunity for reflection, deeper discussion and tailored support		
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H- PROVISION FOR VULNERABLE PUPILS AT LUNCHTIMES AND PLAYTIMES				
Outcome	Action	Rationale	Monitoring and costing	Reviews
H	Learning Mentor and TAs to run small groups for key pupils who may find lunch and play times stressful. To lead effective indoor play for key children for the first/second thirty minutes of lunchtimes (2 TAs). Play increased supervision and emotional regulation for key students in Yr. 1 :Yr.2: Yr. 3/4 :Yr. 5/6	At St Mark's, we have a small group of children with individual needs whose needs and requirements make it difficult for them to function effectively and happily on the playground without affecting themselves or others. By providing alternative and effective provision that is fun and educational for these children it enables all members of our school community to have a happy and effective lunch-break, returning to class ready to learn.	Behaviour reports and analysis for this group of children. Lunch club: Learning Mentor- 3x a week lunch and play= 1 hour 20 minutes £3,748.08 TA's 4 hours per week £3,532.80 Playtime activity sessions x 3 key members £5255.04	Half-Termly

I- PROVISION FOR VULNERABLE PUPILS TO ENRICH CULTURAL CAPITAL AND LIFE EXPERIENCES

Outcome	Action	Rationale	Monitoring and costing	Reviews
I	Funded spaces provided and additional staff allocated to ensure that all children can access a range of enrichment opportunities.	Our discussions and observations have identified that some disadvantaged pupils lack background knowledge of the world around them and as a result have limited aspirations and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date. We therefore provide a range of enrichment activities both in school and off site.	Evolve evaluations. Pupil voice re: Roedean experiences and other trips, events and experiences. £2000 allocated to staff and support pupils' access to trips and events.	Half-Termly

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.

2023-24 Review

ATTENDANCE:

- *Daily monitoring of absence by office staff-reporting to SLT*
- *Weekly monitoring of attendance by SLT*
- *Pastoral Manager reviewed attendance processes to be in line with updated DFE and LA guidance.*
- *This includes communication with parents, monitoring and escalating concerns in line with school policy, writing and reviewing attendance contracts.*
- *Breakfast club places are offered free of charge to children with low attendance on a half termly basis.*

BEHAVIOUR FOR LEARNING

- *Deployment of the learning mentor and inclusion assistant changed over the course of the year to support children across the school at risk of exclusion or vulnerable children presenting with specific need. Please see ABC notes.*
- *Just Right Coaching has been successful in ensuring positive transition for key children. See ABC notes.*

READING PROVISION AND INTERVENTIONS

- *KS2 TAs delivered 1:1 reading interventions at lunch times for pupils below ARE.*
- *KS2 TAs ran inference groups, guided reading groups and phonics recovery groups. Progress was monitored through PPMs.*
- *RWI groups run daily across EYFS and KS1.*
- *Groupings are reviewed half termly following assessments.*
- *DHT taught Maths 4 x weekly working with a group below ARE with the aim to close gaps in arithmetic.*

WRITING PROVISION AND INTERVENTIONS

- *All TAs worked alongside class teachers to deliver writing sessions in line with English cycle.*
- *Class data supports progress made by key groups.*
- *Handwriting/busy hands groups also ran to improve children's letter formation and orientation.*

SPEECH, LANGUAGE AND COMMUNICATION INTERVENTIONS

- *School Start ran in EYFS during Autumn and Spring Terms.*
- *The EYFS review highlighted strength of speech and language provision (including Ocean provision)*
- *In KS1, stem sentences and key vocabulary was used to support children's language acquisition.*
- *Language Link programme Voice 21 as an LA objective did not go ahead.*

WELLBEING AND SAFEGUARDING

- *Pastoral Manager was in place to lead on safeguarding across the school, liaise with outside agencies.*
- *Reviewed and streamlined reporting on CPOMS to more efficiently track key pupils. Reporting via ABC and report to governors for safeguarding and attendance.*
- *Learning Mentor groups have run 5 x weekly for a full hour.*
- *1 groups runs 3 x weekly focusing on social behaviours.*

COUNSELLING

- *This ran weekly with focus children identified through ABCs. See Counselling provider report.*

Further Information

St Mark's is part of the Durrington Teaching School Partnership project:

Literacy - The Key to Social Equity - Durrington Research School and Brighton & Hove LA Tackling Educational Disadvantage Partnership

Partnership aim

Pupil: The project's overarching aim would be to develop disadvantaged pupils' literacy, through a specific focus on:

- Spoken language and communication: Developing students' speaking and listening skills and wider use of language so that they develop competent and confident verbal communication, reading and writing skills.
- Vocabulary: Develop students' secure knowledge of the tier 2 and tier 3 vocabulary needed to access the curriculum at different phases so they are able to access reading material and apply the new terms in both writing and verbal communication.

Improve outcomes for disadvantaged pupils, specifically raising attainment in EYFS communication and language, KS2 reading & writing and GCSE English School: Develop and embed an evidence-informed and consistent approach across schools to tackling disadvantage through language and communication and vocabulary instruction .

School: Develop and embed an evidence-informed and consistent approach across schools to tackling disadvantage through language and communication and vocabulary instruction.

System: To create and sustain collaborative networks between schools in Brighton and Hove that unite school leaders around evidence-informed approaches to tackling educational disadvantage. These would initially focus on language and communication and vocabulary instruction but would be used to tackle further challenges beyond the scope of this partnership.