

Pupil premium strategy statement 2024-2027

Mark First & Pre-school CE Academy



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

| Detail | Data | |
|---|--|-----------------|
| School name | Mark First & Pre-school Academy | |
| Number of pupils in school | 129 (excluding Pre-school) | |
| Proportion (%) of pupil premium eligible pupils | 18 PP Including 5 Service | 14% 3.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 | |
| Date this statement was published | JANUARY 2025 | |
| Date on which it will be reviewed | Due to be revised annually September 2025 or before if necessary | |
| Statement authorised by | L Parle | |
| Pupil premium lead | C Bull and J Fear | |
| Governor / Trustee lead | Lorraine Clarke | |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | 2022-2023 £19180 2023-2024 £22 715 2024-2025 £23575 |
| Recovery premium funding allocation this academic year | 2021-2022 £2000 2022-2023 £2175 2024-2025 £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 2022-2023 £0 2023-2024 £0 2024-2025 £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 | 2022-2023 £19180 2023 -2024 £22 715 2024 – 2025 £ |

Part A: Pupil premium strategy plan

Statement of intent

At Mark First and Pre-school CE Academy, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education and to achieve in line with their non-disadvantaged peers.

Quality first teaching is central to our plan and provision, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We also enhance this by using targeted interventions for those children who need them most. We continue to adapt our curriculum to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. A broad and balanced curriculum is vital for all our pupils.

Our strategy is focused on identifying what each child needs to be successful and achieve well. In order to do this we will:

- Ensure that the needs of children are identified through a range of mechanisms, including assessments, observations of behaviour, and speaking to the pupils and those that care for them
- Regularly review the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time
- Continue to improve the quality of teaching and learning in all curriculum areas for all children
- Ensure disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Speech Language and Communication Internal assessments and classroom observations indicate that the speech language and communication skills of our disadvantaged children are lower than those of children from non-disadvantaged backgrounds. This has a negative impact attainment and progress. |
| 2 | Phonics |

| | |
|---|--|
| | Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Outcomes in the core subjects: gaps in knowledge and understanding of curriculum content Internal assessments, in school monitoring and discussions with pupils indicate that the attainment in all core subjects of the disadvantaged pupils is below that of non-disadvantaged pupils. |
| 4 | Engagement in Learning Our assessments and observations indicate that the education, mental health and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures throughout the pandemic to a greater extent than for other pupils. A lack of resilience and low self-esteem are preventing a significant number of our disadvantaged pupils from fully engaging with their learning. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. |

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 |
|---|---|
| Children's SLC skills are developed in every classroom and this has a positive impact on attainment and progress. | <ul style="list-style-type: none"> Attainment and progress in all subjects is in line with non-disadvantaged children Observations indicate children are able to listen and attend Internal assessments and observations indicate improved SLC skills |
| All disadvantaged children in Y1 pass the Phonic Screening Check | <ul style="list-style-type: none"> Unlocking Sounds programme is fully embedded, providing consistent T &L PP children attain well (in line with their peers), and make good progress in reading. |
| Disadvantaged children make good progress (at least expected) in reading, writing and maths | <ul style="list-style-type: none"> In EYFS, Assessment, Tracking and Data show a Good Level of Development. Children are ready for the National Curriculum at the end of the Reception Year Quality First Teaching, 1:1 and small group interventions tailored to individual needs with individual resources to support individuals Tracking of progress indicates good progress in reading, writing and maths |
| Maintain High Quality support in place for children with SEMH needs | <ul style="list-style-type: none"> Staff trained to support SEMH (ELSA training) Staffing levels provide opportunity to deliver ELSA intervention |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Share Well-being training in staff meetings • ELSA resources used in school and impact measured |
|--|--|

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 (for example, CPD, recruitment and retention)

Budgeted cost: £7000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Coaching for new SLT Team-including Deputy Headteacher and SENDCO later in the year</i> | Coaching will support the skills, knowledge and development of the SLT to enable them to support teachers effectively within the school | 1,2,3 |
| <i>Ongoing training opportunities for Unlocking Letters and Sounds for all staff delivering whole class learning or interventions for phonics with more kinaesthetic activities to support pupil engagement</i> | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. | 2,4 |
| <i>Teachers and Support Staff are trained to use adaptive teaching as part of everyday teaching and learning</i> | Adapting to different learning styles and needs supports learning. <i>(The Sutton Trust and Education Endowment Foundation Research WLT Focus, filtered down to school level</i> | 4 |
| <i>Enable teachers to attend relevant training and network meetings in order to become experts in their subjects and to share developments and information with all staff</i> | WLT Focus, filtered down to school level | 1,2,3 |
| <i>Inclusive learning environments are developed that account for the needs of all children within the class and maximise learning opportunities, including 'Considered Seating' training</i> | Learning environments and resources can have a huge impact on children's attention, engagement and learning | 4 |

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

Budgeted cost: £5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>TA deployment to support in class – support planned by the class teacher (All classes to have TA support at least in the mornings to support learning in class)</p> | <p>When intervention is targeted to support next steps it will accelerate progress. (<i>The Sutton Trust and Education Endowment Foundation Research</i>)</p> | <p>3</p> |
| <p>TA training in delivering interventions for different SEND needs a priority, including Talk Boost and delivering S&L plans</p> | <p>When intervention is targeted to support next steps it will accelerate progress. (<i>The Sutton Trust and Education Endowment Foundation Research</i>)</p> | <p>1,2,3</p> |
| <p>PP children know their strengths and areas for development *Feedback, marking and next steps identified in learning *Pupil Passports are developed and used effectively for all PP children</p> | <p>Children take ownership of learning (<i>The Sutton Trust and Education Endowment Foundation Research</i>)</p> | <p>3,4</p> |
| <p>Quality reading support for children who have been identified as falling behind. *Priority Readers *Specific interventions delivered to enable children to keep up before they need to catch up *Online books used to support reading *Reading Buddies to promote reading within school</p> | <p>When intervention is targeted to support next steps it will accelerate progress. (<i>The Sutton Trust and Education Endowment Foundation Research</i>)</p> | <p>2</p> |
| <p>Purchase of high-quality literature and reading materials to support reading for pleasure and teaching and learning within the classroom *Development of library with variety of high-quality books *Whole class reading developed in KS2 *Reading for pleasure promoted through book talk and reading buddies</p> | <p>Reading for Pleasure has a big impact on vocabulary and can improve children’s general knowledge and maths skills (<i>Education Research Journal</i>)</p> | <p>1,2,3</p> |

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

Budgeted cost: £10000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Children identified with SEMH needs receive intervention and appropriate support as needed - ELSA</p> <p>*Identify PP children early who require mentor/support and refer to other services as appropriate</p> <p>*Continue ELSA training (supervision network meetings) for key member of staff. Information cascaded to other staff</p> <p>*Train another member of staff to become an ELSA</p> <p>*Implementation of whole school behaviour policy to include use of zones of regulation within the school</p> | Behaviour is a form of communication. Increasing the understanding of this and supporting children will enable children to access their learning | 4 |
| <p>PP Attendance is at least 95% and punctuality is monitored</p> <p>*Half termly sweeps of attendance required and swift action taken to inform parents and address underlying issues. EWO informed if on-going concern. More frequent monitoring on an individual basis and regular communication with parents made</p> | Attendance in school and punctuality has an impact on learning and attainment | 3 |
| <p>Practical support is provided to families to ensure that PP children have access to different extra-curricular opportunities</p> <p>*Free entry to PTFA events such as the discos</p> <p>*After School Clubs are subsidised and PP children offered places</p> <p>*Cost of trips, including residential subsidised</p> <p>*School uniform provided by the PTFA</p> <p>*Cost of music tuition supported within school, e.g. piano lessons, ukelele</p> | Opportunities that enhance children's cultural capital give them experiences, knowledge and awareness to use in future life. | 3,4 |
| <p>Development of Pre-School</p> <p>*Support Parental engagement from an early age though inclusion in school events</p> <p>*Target children and families with early intervention and access to support service</p> | Early intervention for families who require support makes a difference for disadvantaged families | 1 |

Total budgeted cost: £ 22000

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 2022 to 2023 academic year.

Phonics-Y1

Pupil Premium-Y1 Phonics Pass



Non Pupil-Premium-Y1 Phonics Pass



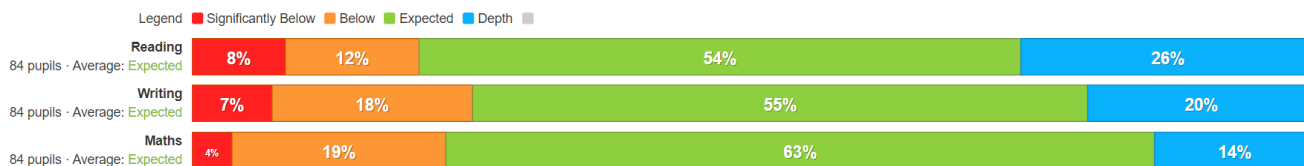
Pass rate was higher for non Pupil-Premium children. 3 out of 6 Pupil Premium children will need to retake phonics screening in 2024.

Attainment of Pupil Premium Children

Pupil Premium Children (Y1-Y4) Attainment in R, W, M



Non-Pupil Premium Children (Y1-Y4) Attainment in R, W, M



The difference in the reading attainment between PP and non-PP children is lowest in reading, with slightly more PP children significantly below or below age related expectations. The number of children achieving expected is fairly comparable, while the Greater Depth figure is exactly the same.

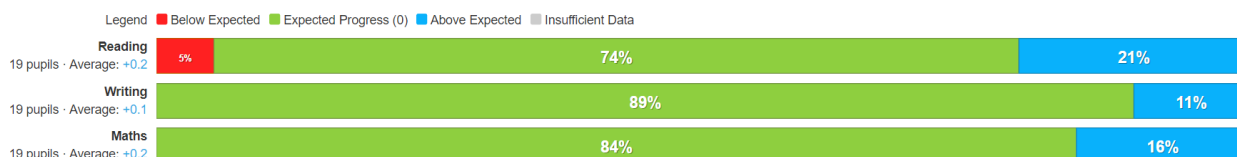
In writing, the difference is more significant with no PP children achieving Greater Depth, but a higher percentage achieving expected than non-PP children. The number of children significantly

below age-related expectations is much higher for PP children, but below is higher for non-PP children.

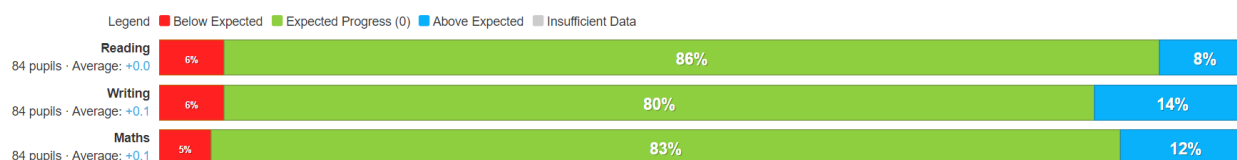
In maths, the number of children achieving Greater Depth is comparable and expected is 10% lower for PP children. The total percentage of children below expectations is 32% for PP children, compared to 23% for non-PP children.

Progress of Pupil-Premium Children

Pupil Premium Children (Y1-Y4) Progress in R, W, M from Autumn 2022 to Summer 2023



Non-Pupil Premium Children (Y1-Y4) Progress in R, W, M from Autumn 2022 to Summer 2023



Progress of Pupil Premium children is mostly expected or better than expected with the exception of one child who did not make expected progress in reading. This is better overall than the non-Pupil-Premium children.

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 |
|------------------------------|--------------------|
| Talk Boost SLC Intervention | Talk Boost |
| Numbersense | Numbersense Maths |
| Unlocking Letters and Sounds | Ransom |
| ILI | Access 2 Inclusion |

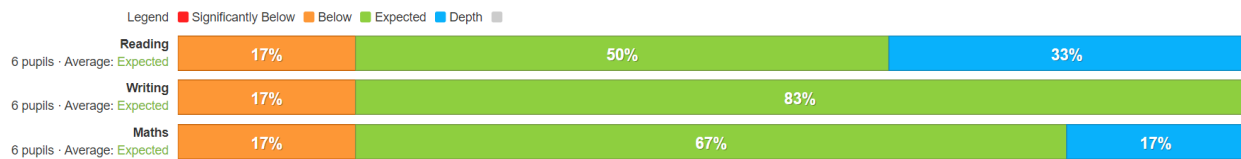
Service pupil premium funding (optional)

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

Amount of Funding: £335 per child=£2010

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | TA deployment in the classrooms and access to pastoral interventions provided within classrooms. Social and emotional support is given to children, such as ELSA support which is provided when needed during challenging times |
| What was the impact of that spending on service pupil premium eligible pupils? | See below for progress and attainment of children |

Attainment of Service Children



Progress of Service Children

