

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Catholic Primary School |
| Number of pupils in school | 207 |
| Proportion (%) of pupil premium eligible pupils | 11% (16% FSM March 2022) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-24 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | March 2023 |
| Statement authorised by | Mrs B Derrett & FGB |
| Pupil premium lead | Miss L Andrews |
| Governor / Trustee lead | Mrs M Filmer /Mr D English |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £40340 |
| Recovery premium funding allocation this academic year | £1522 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £41,862 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Language and communication needs, including vocabulary knowledge and acquisition. Assessments with children in Reception and Year 1 show that a number of children, including disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps which impact on their access to the broader curriculum and progress within reading and writing. |
| 2 | Social and Emotional Mental Health. Assessments and observations have identified that a number of our disadvantaged pupils have a range of social and emotional needs. These have been observed as a lack of resilience, difficulty to cope with some social situations and emotional overload along with lack of confidence and independence within learning activities. These needs have led to an increase in nurture support activities and Thrive and ELSA support. |
| 3 | Gaps in pupils' learning. Assessments have identified gaps in pupils' learning as a result of school closures and identified learning needs. Cognitive difficulties are observed to impact on the engagement of pupils with their learning and outcomes in reading, writing and maths. Within reading children have identified gaps in their knowledge of vocabulary and their understanding of texts within comprehension activities. Within writing children need support to use ambitious vocabulary to enrich their writing and to master a range of sentence structures. In maths we have identified a need to develop greater fluency and recall and the ability to apply their learning and mathematical knowledge within problem solving activities. |
| 4 | Phonics and early reading skills. Assessment and observations have identified that the acquisition of phonics and early reading skills is lower for a number of our disadvantaged pupils, particularly in EYFS and KS1. |

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| | This impacts on their development as confident and proficient readers and on their early writing skills. |
| 5 | <p>Wider experiences and support.</p> <p>Discussions with parents have highlighted that a number of parents are struggling to provide their children with some basic needs which can impact on children's engagement with their learning and levels of concentration. Families and children need extra support to around the school day via 'wrap around care.' Parents are not always able to fund wider experiences for their children, which will enrich their understanding of the world and of diversity and cultural opportunities whilst developing their vocabulary.</p> |

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 |
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| Improved oral language skills and vocabulary acquisition in EYFS and KS1 which will form the foundation of Literacy and academic success and enable our children to become successful readers and strong communicators. These skills also foster their confidence and overall sense of wellbeing. | <p>Language assessments and observations indicate:</p> <ul style="list-style-type: none"> • improved oral language and communication skills • children will demonstrate improved understanding and use of vocabulary within class discussions and within their writing across the curriculum • children will show improved outcomes in reading comprehension assessments – both oral and written • Lightning Squad reading comprehension outcomes will show progress in decoding, fluency and comprehension skills • Accelerated reading assessment outcomes from Year 2 – 6 will be in line with age-related expectations and will show sustained progress. • by the end of KS2 children will be at least in line with national average outcomes in reading |
| Improved social and emotional wellbeing for our pupils promotes greater self regulation, resilience, ability to develop and build relationships and greater engagement, independence and participation in learning. | <p>Observations, discussions, pupil perceptions, behaviour tracking forms and assessed outcomes from ELSA/ THRIVE baseline assessments sessions indicate:</p> <ul style="list-style-type: none"> • children display greater self-regulation in class and the ability to manage their emotions, handle frustration and resist impulsive behaviour |

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| | <ul style="list-style-type: none"> • children have the confidence to articulate their emotions and seek support when needed • children show greater independence and organisation in their learning • improved and sustained levels of engagement in learning resulting in progress across the curriculum • ELSA/ THRIVE pre and post monitoring show positive impact on the emotional wellbeing of pupils. |
| <p>Identified gaps in reading, writing and maths are identified and successfully addressed leading to improved learning outcomes and sustained progress.</p> | <p>Outcomes of diagnostic assessments and teacher monitoring accurately identify specific gaps in learning and enable teachers to plan learning sequences and interventions to address specific aspects of reading, writing and maths for improvement.</p> <ul style="list-style-type: none"> • Reading: Accelerated Reader assessments show individual progress in decoding, fluency and comprehension skills with the majority of children attaining in line with age-related expectations. • End of KS2 reading outcomes is at least in line with the national average. • Writing: Assessed writing (half termly) will show: a greater understanding and confidence in using varying sentence structures • confident use of ambitious vocabulary. • greater awareness and correct application of spelling patterns and rules. • End of KS2 writing outcomes are at least in line with the national average. • Maths: WRM assessments show that the majority of children are able to apply taught number skills with fluency and confidence and to apply these to reasoning and problem solving questions. • Year 4 timetables screening outcomes are broadly in line with or better than the national average. • End of KS2 maths outcomes is at least in line with the national average. |

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| <p>Improved acquisition and understanding of phonics leading to improved reading attainment and progress</p> | <ul style="list-style-type: none"> • Pupils achieve at least in line with and above the national average expected standard in the Year 1 Phonics Screening Check. • Consistent teaching and acquisition of phonics skills through FFT reading. • Observations and assessments show: Pupils show a greater awareness of the sounds in words and syllables. • Pupils are observed to hear and segment the words they want to spell. • Pupils are observed to blend together the sounds in words when reading with increased independence. • Early reading assessments of identified pupils show improved phonological awareness. • Lightning squad assessed and used effectively to close gap of early reading skills for identified children. |
| <p>Children will be able to engage positively in their learning, experience enriched learning experiences and improve their levels of fitness and stamina.</p> | <p>Families will be supported to ensure that children are well and nourished, so that they can engage positively in their learning. Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys and observations showing positive feedback as a result of participation in enrichment activities • Participation in high quality extra curricular activities and enriched experiences leading to improved attendance. |

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: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To ensure that training for the new phonics programme is in place in order to deliver the new phonics scheme effectively and consistently and to maintain the school's high quality teaching and outcomes in phonics.</p> <p>Where gaps are identified by new assessment tools, bespoke phonic support with small group and 1:1 intervention.</p> <p>£1,350</p> | <p>By ensuring high-quality phonics teaching using a validated scheme we want to improve literacy levels to:</p> <ul style="list-style-type: none"> • give all children a solid base upon which to build as they progress through school • help children to develop the habit of reading widely and often, for both pleasure and information <p>provide in school tutoring/intervention to support pupils who need catch-up support or additional practice to improve their reading skills.</p> <p>EEF Evidence advocates that spending funding on improving teaching might include professional development, training and support.</p> | <p>1, 3 and 4.</p> |
| <p>Bespoke interventions in place to ensure the school meets the needs of each child. Aspects are identified within gaps analysis and are addressed through individual/small group interventions.</p> <ul style="list-style-type: none"> •Teaching Assistant (LSA) led interventions put in place for maths (Rainbow Maths, HLTA Pre/post teaching/ Power of 2). Along with English interventions (Lightning Squad, phonics interventions, Beat | <p>EEF Maximising Impact of Teaching Assistants:</p> <p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p> | <p>1, 3 and 4</p> |

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| <p>Dyslexia, 60 second read, reading comprehension) and daily reading. Also Language Link and vocabulary acquisition.</p> <ul style="list-style-type: none"> • Additional allocated LSAs are trained to be deployed to support identified children in small group/ 1:1 in some classes, with additional needs. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Identification of and support for language and communication needs :</p> <ul style="list-style-type: none"> • Nursery nurse to screen all EYFS pupils in entry to school using Language Link assessment tool. • Weekly bespoke speech programmes put in place to address identified areas of need, which include vocabulary acquisition, naming, describing, retelling and justifying language skills, receptive language skills. | <p>A number of pupils in EYFS and Year 1 have weak language and communication skills. Oral language is often called a "bedrock" of reading and writing. Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending. "Good communication is one of the most important skills anyone could have." (I Can Trust) There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>1 and 4</p> |
| <p>Accelerated Reader/ MYON</p> | <p>An independent study conducted by the Education Endowment Foundation and Durham University</p> | |

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| <p>To encourage the growth of reading skills with Year 2-6 pupils. To monitor, track and have up to date assessment information to support our pupils reading progression. To offer a breath of appropriate texts to stimulate and develop reading fluency, accuracy and comprehension skills.</p> <p>£4600 approx</p> | <p>in 2015 found that students using Accelerated Reader achieved an additional three months growth in reading age compared to their peers, over a 22-week period. Low-income students were found to achieve an additional five months growth with AR – outperforming their peers and closing the gap between them.</p> | |
| <p><i>HLTA Maths tutoring</i></p> | <p>EEF</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. | <p>2</p> |

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Boost pupils' self-esteem, self-confidence and resilience through the school's Early Help strategies and SEMH ELSA support programme/ group.</p> <ul style="list-style-type: none"> • Ongoing ELSA training and supervision for designated LSA with SEMH lead with Educational Psychologist. • Ongoing assessment of need through PP barrier analysis, Boxall Profile resources and Anna Freud Foundation pupil perception surveys. • Weekly ELSA sessions in place for identified children after assessment and monitoring. • Review and evaluate provision in line with EEF 'Improving Social and Emotional Learning in primary Schools'. • Resource and create a nurture room to be used to support best practice. | <p>Children learn better and are happier in school if their emotional needs are also addressed. This programme is an educational psychology led intervention for promoting the emotional wellbeing of children and young people.</p> <p>EEF 'Improving Social and Emotional Learning in primary Schools' cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours. EEF_Social_and_Emotional_Learning.pdf (education Endowment foundation.org.uk)</p> | 2 |
| <p>THRIVE. Individual activities: assessed, planned and delivered by Thrive Practitioner</p> <p><i>Thrive trained practitioners and online subscription and resourcing</i></p> <p><i>Approx £4000</i></p> | <p>Grounded in established neuroscience, attachment theory, child development, and play and the creative arts.</p> <p>Each profile identifies the specific needs of each pupils with proven strategies to improve self-regulation, promote wellbeing and help prevent mental health issues for children</p> <p>EEF report-self regulation strategies EEF- Working with parents to support pupils learning</p> | 2 |
| <p>Improved social and emotional wellbeing</p> | <p>Physical Activity</p> | 3 |

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| <p>through Enrichment activities/extracurricular clubs</p> <p>Autumn Term Clubs £35 School trip - £255 Music £618.50</p> <p>Summer Term: School funded coach trips for enrichment</p> <p>Music lessons Approx £600</p> | <p>Low impact for very low cost based on moderate evidence</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Arts Participation</p> <p>Moderate impact for very low cost based on moderate evidence</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> | <p>5</p> |
| <p>Wraparound £2735</p> <p>7</p> | <p>Wrap around care – homework support, listening to reading</p> | <p>1, 3, 4 and 5</p> |

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 |
|------------------------------------|-----------------|
| Reading and Spelling | Nessy |
| National Tutoring Programme | Tute |
| Reading | Coram Beanstalk |
| Reading literacy and comprehension | Lightning Squad |

Service pupil premium funding (optional)

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

| Measure | Details |
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| How did you spend your service pupil premium allocation last academic year? | Additional mathematics support with trained HLTAs. Peripatetic teacher provided flute, violin and piano lessons to service children. |

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| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <p>Mathematics – All our Year 6 cohort including Pupil Premium children made expected attainment in Mathematics.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> |
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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.