

Pupil premium strategy statement

This statement details St Mark's Catholic Primary 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 Catholic Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	March 2021
Statement authorised by	Mrs C Jackson & FGB
Pupil premium lead	Mrs C Jackson
Chair of Governor / Link Governor	Mrs M Filmer /Mr D English

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,865
Recovery premium funding allocation this academic year	£3045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£788
Total budget for this academic year	£33,698

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period.

At St Mark's, we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children at St Mark's are

- less support at home
- weak language and communication skills
- lack of confidence leading to more frequent behaviour difficulties
- attendance and punctuality issues
- complex family situations and mental wellbeing issues that prevent children from flourishing

The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles and practices

Our pupil premium strategy is founded on the following principles and practices:

- A tiered approach to Pupil Premium spending so that we balance our approaches to improving teaching, targeted academic support, and wider strategies thereby ensuring that teaching and learning opportunities meet the needs of all the pupils
- A focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- The approaches adopted are selected on the basis of strong external evidence.

School leaders will consider a broad array of external evidence to inform their decision making, to enhance the expert knowledge they have of the pupils in their care.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time, although we track the provision each child in receipt of pupil premium grant receives.

Provision

The range of provision the Governors consider making for this group could include and would not be inclusive of:

- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software
- PE provision

- Music provision
- Behaviour support (THRIVE)
- Social and Emotional, Mental Health workshops and support for pupils and families (OM Health and Well-Being)
- Wrap around care

This list is not exhaustive and will change according to the needs and support our socially disadvantaged and vulnerable pupils require. The Pupil Premium strategy will link with the wider school improvement action plan and be reviewed annually to reflect the needs of each cohort.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils for 2021-22.

Challenge number	Detail of challenge
1	Attainment gap in reading has extended as a result of national lockdown for some disadvantaged pupils as they are not listened to read at home
2	Attainment gap in mathematics has extended as a result of national lockdown for some disadvantaged pupils as parents have struggled to support home learning or lack confidence in teaching their child maths
3	COVID has impacted on the mental health of many pupils and consequently behavioural incidents have increased for some disadvantaged pupils
4	Some disadvantaged pupils did not go swimming for two years so have not developed this lifesaving skill (target for 2021-22 only)
5	Disadvantaged pupils lack specific vocabulary required for some subjects

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
<i>Develop a love of reading</i>	<p>Accelerated progress in attainment.</p> <p>Improved fluency measured by Fluency Rubric</p> <p>Increase frequency of reading at home and school, evident in Reading Record</p> <p>Parent workshops attended by parents of disadvantaged pupils</p>

	<p>Increase confidence evidenced in pupil voice.</p> <p>Employment of part time librarian</p>
<i>Improve outcomes in Mathematics</i>	<p>Improve recall and fluency in number facts evidencing in Maths scores.</p> <p>Increase confidence evidenced in pupil voice.</p> <p>Challenge for all in every lesson evidenced in SL monitoring</p> <p>Accelerated progress in attainment</p> <p>Parent workshops attended by parents of disadvantaged pupils</p>
<i>Address non-academic barriers to success in school</i>	<p>Pupils self-regulate and take improved ownership of their learning</p> <p>Pupils develop improved self-confidence and self-worth</p> <p>Pupils behaviour for learning improves so that they focus on tasks, remain in class and do not distract others.</p> <p>Engagement and support of parents in behaviour support plans</p> <p>Reduction in behavioural incidents</p>
<i>Achieve National Curriculum swimming objectives for Year 6 through additional lessons (NB Year 4 and Year 5 lessons funded annually)</i>	<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations
<i>Whole school approach embedded over next two years</i>	<p>Vocabulary rich classrooms</p> <p>Pre-teaching of vocabulary</p> <p>Introduction of vocabulary books</p> <p>Introduction of whole school approach to teaching of SPAG</p>

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: £ 11,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embed Feedback (revised Assessment, Marking and Feedback policy & Behaviour and Relationship Policy Sept 2021)</i></p> <p><i>Additional adult in Year 4 (0.5 fte)</i></p>	<p>EEF Very high impact for very low cost based on extensive evidence</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Low attaining pupils tend to benefit more from explicit feedback than high attainers.</p>	<p>1, 2, and 3</p>
<p><i>Phonics training-teaching of phonics for reading, writing and spelling</i></p> <p><i>Staffing costs for one days inset training (support staff and p/t teachers)</i></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 • provide in school tutoring/intervention to support pupils who need catch-up support or additional practice to improve their reading skills 	<p>1</p>
<p><i>Behavioural support - Building Emotional Health in Childhood Course -</i></p>	<p>THRIVE</p> <p>Developed over the past 25 years, Thrive is a leading provider of tools and training to help adults support the social and emotional development of the</p>	<p>3</p>

	children and young people they are working with. EEF report-self regulation strategies	
<i>Librarian for all PP - Oral Language intervention</i>	EEF Impact in early years (+7 months) and primary schools (+6 months) Oral language approaches include: <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. 	1 and 5

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

Budgeted cost: £ 6,193

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coram Beanstalk reading helpers x2</i> NB due to COVID postponed until SPRING as helpers are not willing to come into schools when Ipswich is an Enhanced Response Area	Oral Language Intervention EEF Impact in early years (+7 months) and primary schools (+6 months) Impact to be assessed using Rasinski Fluency Rubric	1
<i>Swimming lessons (Recovery Premium)</i>	Recovery of lost learning due to school closure	4
<i>National Tutoring: TUTE Reading and Mathematics</i> <i>To commence in SPRING when teacher assessment complete so targeting known gaps</i>	EEF 1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. 3. One to one tuition can be expensive to deliver, particularly when delivered by	1 and 2

	<p>teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	
<i>HLTA Maths tutoring</i>	<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. 	2
<i>NESSY subscription and support staff co-ordinator</i>	World leader in helping children who learn differently to read, spell and write, guided by the Science of Reading - intervention before and after school.	1 and 5

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

Budgeted cost: £ 15,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>THRIVE.</i> Delivered to whole class by teachers and	Grounded in established neuroscience, attachment theory, child development, and play and the creative arts.	3

<p>individual activities with Thrive Practitioner</p> <p><i>(Part funded from PP & SEN SEMH)</i></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</p> <p>EEF- Working with parents to support pupils learning</p>	
<p>Metacognition and self-regulation</p> <p>LSAs to support disadvantaged pupils with specific strategies for planning, monitoring, and evaluating their learning.</p>	<p>Very high impact for very low cost based on extensive evidence</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>EEF report-self regulation strategies</p>	<p>3</p> <p>(school budget supporting strategy)</p>
<p>Improved social and emotional wellbeing through Enrichment activities/extracurricular clubs</p>	<p>Physical Activity</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 (HLTA club SPRING TERM)</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</p>	<p>3</p> <p>3</p>

	which can be subject to financial barriers for pupils from deprived backgrounds.	
Wellbeing £4,000	Wrap around care – homework support, listening to reading	1, 2 and 3

Total budgeted cost: £ 33,698

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.

Whilst national assessment was suspended due to COVID, at St Mark's we administered the 2019 Reading and Mathematics SATs papers under exam condition with access arrangements for those eligible. Using NFER summative assessment to triangulate with teacher assessment and pupil outcomes, we were able to track progress closely.

Phonics screening

100% PP pupils passed Phonic Screening (Y2 Aut 2020)

PP SEN increased score from 18-28 (Y3 AUT 2020)

100% PP pupils passed Phonic Screening (Y1 SUM 2021)

GIRL'S PROGRESS

Year 6 girl made expected progress from GDS KS1 to GDS in KS2 in reading and accelerated progress from EXP KS1 to GDS KS2 in writing

Year 2 girl made acceleration progress from 2 at end of EYFS to GDS in at KS1 in all subjects

END OF KS2 ATTAINMENT

KS2 achieving EXP			KS2 achieving EXP (PP)		
	School 2021	National (2019)		School 2021	National (2019)
Reading	93%	73%	Reading	80%	78%
Writing	87%	78%	Writing	80%	83%
Maths	90%	79%	Maths	80%	84%
combined	87%	65%	combined	80%	71%
KS2 achieving GD			KS2 achieving GD (PP)		
	School 2021	National (2019)		School 2021	National (2019)
Reading	53%	27%	Reading	40%	31%
Writing	27%	20%	Writing	20%	24%
Maths	43%	27%	Maths	20%	31%
combined	17%	11%	combined	0%	13%

End of KS2 PROGRESS - PP

Reading	Progress	Writing	Progress	Maths	Progress
GDS	Green	GDS	Blue	EXP	Green
EXP	Green	GDS	Blue	EXP	Green
EXP	Green	EXP	Green	EXP	Green
WTS (SEN)	Green	WTS	Green	WTS	Green
GDS	Blue	EXP	Green	GDS	Blue

Externally provided programmes

Programme	Provider
Phonics, reading and spelling	NESSY
Maths Tuition	ThirdSpaceLearning (not re-subscribed)
National Tutoring Programme	TUTE

Service pupil premium funding

Measure	Details
Increased Arts Participation - instrumental tuition.	<p>Peripatetic teacher provided flute, violin and piano lessons to service children.</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> <p>Service children all made expected progress at EXP and GDS in Reading and Mathematics and some in writing.</p>

Further information

St Mark's has an above average comparable support staff cost and this year the whole school development plan is focussing on EEF Making the Best use of TA so to improve emotional wellbeing and consequently impact on pupil progress, post lockdown, for some of our vulnerable pupils. For example, some LSAs are working 1:1 with school refusers and their parents as well as those on behaviour support plans who are socially disadvantaged and this is funded from the school budget.

In additional we are working collaboratively with NHS Educational Mental Health Practitioners based in our school and OM Health and Wellbeing Consultancy Ltd who provide support to parents of some of our disadvantaged pupils.