

# 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	208
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	July 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Dr M Keller & FGB
Pupil premium lead	Miss L Andrews
Governor / Trustee lead	Mr N Vidot /Mr D English

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,945
Recovery premium funding allocation this academic year	£4205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
<b>Total budget for this academic year</b>	<b>£49,150</b>

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	<b>Communication needs, including vocabulary knowledge and acquisition.</b> We have identified that with some of our Pupil Premium children there are difficulties around communication and language acquisition. Assessments 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. Their use and understanding of vocabulary is at a level below their peers.
2	<b>Social, Emotional Mental Health and Wellbeing.</b> 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, as well as 1:1 personalised provision for pastoral needs and Thrive and ELSA support. There has also been an increase in referrals to specialist services such as the Mental Health Support Team, Specialist Educational Service and involvement of the Early Help teams.
3	<b>Gaps in pupils' learning.</b> 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	<b>Phonics and early reading skills.</b> 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. This impacts on their development as confident and proficient readers and on their early writing and spelling skills.
5	<b>Wider experiences and support.</b> 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.

## 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
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"> <li>• Improved oral language and communication skills, seen through closing the gap in vocabulary assessments</li> <li>• Children will demonstrate improved understanding and use of vocabulary within class discussions and within their writing across the curriculum</li> <li>• children will show improved outcomes in reading comprehension assessments – both oral and written</li> <li>• Lightning Squad reading comprehension outcomes will show progress in decoding, fluency and comprehension skills</li> <li>• Accelerated reading assessment outcomes from Year 2 – 6 will be in line with age-related expectations and will show sustained progress.</li> <li>• by the end of KS2 children will be at least in line with national average outcomes in reading</li> </ul>

<p>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>	<ul style="list-style-type: none"> <li>• Zones of regulation embedded and used successfully by all children.</li> <li>• Common language used to describe emotional regulation used consistently throughout the school community</li> <li>• Observations, discussions, pupil perceptions, behaviour tracking forms and assessed outcomes from ELSA/ THRIVE baseline assessments sessions indicate: <ul style="list-style-type: none"> <li>• children display greater self-regulation in class and the ability to manage their emotions, handle frustration and resist impulsive behaviour</li> <li>• children have the confidence to articulate their emotions and seek support when needed</li> <li>• children show greater independence and organisation in their learning</li> <li>• improved and sustained levels of engagement in learning resulting in progress across the curriculum</li> <li>• ELSA/ THRIVE pre and post monitoring show positive impact on the emotional wellbeing of pupils.</li> </ul> </li> </ul>
<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"> <li>• 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.</li> <li>• End of KS2 reading outcomes is at least in line with the national average.</li> <li>• Writing: Assessed writing (half termly) will show: a greater understanding and confidence in using varying sentence structures • confident use of ambitious vocabulary.</li> <li>• greater awareness and correct application of spelling patterns and rules.</li> <li>• End of KS2 writing outcomes are at least in line with the national average.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Year 4 timetables screening outcomes are broadly in line with or better than the national average.</li> <li>• End of KS2 maths outcomes is at least in line with the national average.</li> </ul>
<p>Improved acquisition and understanding of phonics leading to improved reading attainment and progress</p>	<ul style="list-style-type: none"> <li>• Pupils achieve at least in line with and above the national average expected standard in the Year 1 Phonics Screening Check.</li> <li>• Consistent teaching and acquisition of phonics skills through FFT reading.</li> <li>• Observations and assessments show: Pupils show a greater awareness of the sounds in words and syllables.</li> <li>• Pupils are observed to hear and segment the words they want to spell.</li> <li>• Pupils are observed to blend together the sounds in words when reading with increased independence.</li> <li>• Early reading assessments of identified pupils show improved phonological awareness.</li> <li>• Lightning squad assessed and used effectively to close gap of early reading skills for identified children.</li> </ul>
<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"> <li>• Qualitative data from pupil voice, parent surveys and observations showing positive feedback as a result of participation in enrichment activities</li> <li>• Participation in high quality extra curricular activities and enriched experiences leading to improved attendance.</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 (for example, CPD, recruitment and retention)

**Total cost: £18,223.81**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke assessments and 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> <p>Please see Language Link, Lightning Squad, Thrive, Elsa sections and costings</p> <p>New assessments used for Pupil Premium children include GL assessments for Dyslexia and Dyscalculia – SENDCo trained and key LSAs.</p> <p>New assessments purchased: Dyslexia <b>Total Cost £80</b></p> <p>SENCo attended V send conference and training on new assessment tools.</p> <p>HLTA led interventions put in place for maths Rainbow Maths, Pre/post teaching/ Power of 2, Arithmetic. Along with English interventions, 60 second read, SPAG pre</p>	<p>EEF and SEND highlights the link between Pupil Premium children and SEND, with pupils with SEND being twice as likely to have free school meals.</p> <p>The <u>EEF toolkit</u> reports that small group tuition has an average impact of four months' additional progress over the course of a year. Also, small group tuition is most likely to be successful and effective if diagnostic assessment is used to pinpoint the best way to target support.</p> <p><u>EEF Maximising Impact of Teaching Assistants:</u></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>

<p>and Post teach, reading comprehension and daily reading.</p> <p><b>Total Cost: £3,043.63</b></p> <p>Rainbow Maths Total: <b>£3,043.63</b></p> <p>Summer term: £1,217.45 Autumn Term: £1, 217.45 Spring Term: £608.73</p> <p>•Additional allocated LSAs are trained to be deployed to support identified children in small group/ 1:1 in some classes, with additional needs.</p> <p>LSA deployment</p> <p><b>Total cost: £14,800.5</b></p> <p><i>Metacognition training to roll out and increase CPD with staff on the process of learning across the school.</i></p> <p><b>Total Cost : £299.68</b></p> <p><i>Autumn 2024 – Trauma informed PACE training – cost of course funded through Mental Health Support Team</i></p>	<p>Specialist Educational Services in from Autumn 2024, observing class support for x1 Pupil Premium child and advising next steps for class team and LSA to follow.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Total cost: £ 10,844.05**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identification of and support for language and communication needs.	A growing number of our PP children have underdeveloped language skills and vocabulary assessment and increase in SALT referrals highlights a growing need for whole school	1 and 4



<p>Voice 21 oracy project to be implemented in school. Year R and Year 1 teacher to attend CPD and lead staff training on improving oracy skills for our pupils at St Mark's.</p> <p><b>Total cost: £276.59</b></p> <p>Nursery nurse to screen all EYFS pupils in entry to school using Language Link assessment tool and provide ongoing intervention to children under the threshold for standardised scores.</p> <p><b>LANGUAGE LINK TOTAL COST £884.90</b></p> <p>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> <p>Please see above costings for Language Link and below</p> <p><b>Bespoke SALT intervention Total Cost £514.80.</b></p>	<p>intervention as well as targeted intervention.</p> <p>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>Accelerated Reader/ MYON/ Lightning Squad intervention</p> <p>To encourage the growth of reading skills with Year 2-6 pupils. To monitor, track and have</p>	<p>An independent <u>study conducted by the Education Endowment Foundation</u> and Durham University in 2015 found that students using Accelerated Reader achieved an additional three months growth in reading age compared to their</p>	

<p>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. To deliver targeted intervention and support reading fluency and comprehension through tested intervention.</p> <p><b>Total Cost £6706.82</b></p> <p>1:1 support on and mathematic catch up and intervention/ pre/post teach with HLTA in Year 6.</p> <p>1:1 support on and mathematic catch up and intervention/ pre/post teach with HLTA in Year 6.</p> <p><b>Total £2921.88</b></p>	<p>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>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Total cost: £16,355.9**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two new Thrive practitioners trained in school and supporting pupils' SEMH identified needs with a personalised timetable for identified children. (Thrive subscription renewed for the year)</p> <p><b>Total Cost: £3232.6</b></p>	<p>Thrive is grounded in established neuroscience, attachment theory, child development, and play and the creative arts. 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>2</p>

<p><b>Thrive subscription: £810 for the year.</b></p> <p>Zones of regulation successfully implemented in all classrooms with common strategies and consistency in language.</p> <p>New sensory room and resources in place as an area for our PP children with additional SEMH needs. (Partly funded by the Tesco grant of £1,500)</p> <p>Boost pupils' self-esteem, self-confidence and resilience through the school's Early Help strategies and SEMH Thrive support programme/ group.</p> <p>Ongoing assessment of need through PP barrier analysis, Boxall Profile resources and Anna Freud Foundation pupil perception surveys.</p> <p>Elsa targeted intervention carried out in small groups with clear targets and strategies shared with pupils and class teachers.</p> <p><b>Total cost: 215.80</b></p> <p>Review and evaluate provision in line with EEF 'Improving Social and Emotional Learning in primary Schools'.</p> <p><b>No additional cost</b></p>	<p>Children learn better and are happier in school if their emotional needs are also addressed. The ELSA 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>	
<p><b>Improved social and emotional wellbeing through Enrichment activities/extracurricular clubs</b></p> <p><b>Overall Costs – see breakdowns below: £2837</b></p>	<p><b>Physical Activity</b></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</p>	<p>3</p>

<p><b><u>Music Tuition Total Costs:</u></b> <b><u>£1204.5</u></b></p> <p><b><u>TRIPS Total Costs: £796</u></b></p> <p><b><u>SPORTS TOTAL COSTS -</u></b> <b><u>£836.50</u></b></p> <p>General resources and support costs: sensory toys, food purchases, uniform – <b>Max £500</b></p>	<p>activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><b>Arts Participation</b></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><b>Wraparound</b></p> <p><b><u>Wraparound Total costs:</u></b> <b><u>£9,234</u></b></p> <p><b><u>Autumn: £3,120</u></b></p> <p><b><u>Spring: £3,512</u></b></p> <p><b><u>Summer: £2,602</u></b></p>	<p>Wrap around care – homework support, listening to reading, extra curricular games and activities, supporting families with extended working hours.</p>	<p>1, 3, 4 and 5</p>

**Total budgeted cost: £ £45,423.76**

**Carry over of £3,726.24**

## 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
Lightning Squad	FFT
ELSA	Suffolk County Council

### 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?	This was spent on individual funding or arts, sport and wraparound provision. Also cost of trips.
What was the impact of that spending on service pupil premium eligible pupils?	They were able to receive enhanced art, sport or extra curricular provision to support their interests.

## 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.*