

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
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	July 2024
Date on which it will be reviewed	April 2025
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	£54,130
Recovery premium funding allocation this academic year	£1051
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,726.24
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	£58,907.24

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?*

At St Mark's Catholic Primary School, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. We are focused to deliver the best possible outcomes for all of our pupils which are at least in line with national expectations, regardless of socio-economic background, by providing a carefully sequenced, effective, broad and balanced curriculum. As a Catholic school, we ensure that all children are provided with the love, care, support and attention needed to grow both socially and emotionally as well as academically. Further attention is given to those children who require additional support due to adverse childhood experiences to ensure those children make at least the same progress as their peers and are given the same opportunities within and outside of the national curriculum.

When developing our Pupil Premium Strategy, we have been led by teacher summative and formative assessments, understanding of the community and local area, individual and group observations and support. We have been guided by evidence-based research from highly-regarded sources such as the Education Endowment Foundation (EEF) and Ofsted's and our recent CSI inspection. We seek to implement strategies that have high impact, from a wide evidence base and are extremely cost effective such as working with the Local Authority. We aim to provide ongoing CPD for staff on the strategies which are viewed as having the highest impact: trauma informed practise, high-quality phonics teaching, 1:1 tuition, language acquisition and communication skills, social, emotional support and wellbeing, metacognition and self-regulation to empower our pupils.

Our Pupil Premium Strategy addresses pupil's individual academic and pastoral needs. Academically, the strategy focuses on reading, to ensure progress in all areas of the curriculum including writing and mathematics and reducing the gap to the expected National Standard. Pastorally, we support and encourage disadvantaged pupils to be good attenders and have used Pupil Premium funding to support the development of children's mental health and well-being; we use specifically targeted support from outside agencies to deliver known programmes, such as Thrive as well as running a broad selection of enrichment clubs after school.

Challenges

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

Challenge number	Detail of challenge
1,	<p>Early Reading skills, including phonics acquisition and retention. Low attainment and slow progress rates made by some of our pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. This is particularly evident in core subjects. Some of our pupil premium children are not making as rapid progress in their reading as non-pupil premium children. This combined with some low parental engagement and support can impact on their reading progression.</p>
2	<p>SEND children and those with Additional Needs. Over a quarter of our SEND Support pupils (26.3%) are also listed as Pupil Premium. We also have over a quarter (26.1%) of our children identified as having additional needs and support at St Mark's that are also Pupil Premium children. A number of our disadvantaged children have complex special educational needs and this impacts on their overall attainment and progress. They require specialist support and intervention to enable them to make progress.</p>
3	<p>Communication needs, including vocabulary knowledge and acquisition. All of our pupils are screened for language and communication needs on entry to St Marks in Reception. We are seeing a number of Pupil Premium children that are working at below age expected levels in communication and language skills. We have also identified an additional group scoring below age expected levels on additional assessments (such as BPVS) and there is a number receiving additional support through Speech and Language services or personal referrals have gone into this service. There is a growing need to provide high quality intervention supporting communication needs in school for these children.</p>
4	<p>Poor levels of work resilience and social, emotional and mental health (low self-esteem, confidence and social skills). Working with staff and parents we have identified a number of Pupil Premium children with social, emotional and wellbeing concerns. Further assessments and observations have highlighted that some may have difficulties with a lack of resilience, the ability to cope with some social situations, 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 personalised behaviour support. There has also seen an increase in referrals to specialist services such as the Mental Health Support Team, Specialist Educational Service and involvement of the Early Help teams.</p>
5	<p>Gaps in pupils' learning. Assessments have identified gaps in pupils' learning and identified learning needs. Cognitive difficulties are</p>

	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.
6	<p>Limited access to wider opportunities which can lead to a lack of aspiration and wider experiences.</p> <p>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. The 'Cost of Living Crisis' means that some parents are struggling to fund additional activities and experiences, including wraparound care which supports parents working longer hours.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils (Language Link).</p> <p>This is evident when looked at with other sources of evidence: lessons; book scrutiny; ongoing formative and summative assessment.</p>
To ensure disadvantaged children make accelerated progress in phonics and early reading.	<p>Pupil premium children to achieve in line with their peers;</p> <ul style="list-style-type: none"> • Continue to implement 1:1 and small group phonics tuition; • To achieve 90%+ attainment in the Phonics Screening Check consistently (all children); • End of KS1 outcomes in reading increase year on year.
Targeted catch-up interventions in reading, writing and maths, either through small groups, supporting our Pupil Premium with identified SEND or Additional Needs.	Pupil Premium to make at least expected progress in reading, writing and Maths.

	<ul style="list-style-type: none"> • Continue with successful school interventions such as Maths DBV, Lightning Squad. • Implement Precision teaching (from the LA) with targeted support. • End of Year KS2 outcomes show impact of interventions on PP children.
Increase confidence and self-esteem with pupils who are identified as pupil premium	<ul style="list-style-type: none"> • Increase in extra-curricular attendance;. • Pupil voice indicates that children are happy at school; • Children highlighted for mental health support (Thrive) complete interventions and show increase in assessment percentages targeted • Higher levels of engagement in lessons with less warnings on class dojo. • Attendance % increase for targeted disadvantaged children.
All disadvantaged children have access to frequent extra-curricular experiences.	<ul style="list-style-type: none"> • An embedded rota of at least 3 annual trips (including local visits) for disadvantaged children to be operational by 2026. • Opportunities for arts engagement such as music tuition, concerts, arts and Music club participation in school. • Additional funded sports clubs and activities (including competitions for KS2 on offer frequently for Pupil Premium children. • Support for access and funding to residential visits such as Mersea for Year 6.

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working with the Local Authority, we will continue to access training and intervention that supports the needs of our Pupil Premium children. Staff will receive additional training to deliver high quality support and intervention – Precision Teaching, Delivering Better Value Interventions.</p> <p>Approx cost - £3000 LSA delivering DBV interventions</p>	<p>The Department for Education (DfE), in collaboration with Newton Europe and the Chartered Institute of Public Finance and Accountancy (CIPFA), is working to deliver Phase One of the DBV programme over a two-year period.</p> <p>It was introduced in 2021-22 and works on delivering evidence based quality intervention and assessment and tracking needs.</p>	2 and 5
<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>Language Link, Lightning Squad, Thrive interventions 1:1 and small group (see above).</p> <p>New assessments and staff training used for Pupil Premium children will include VSEND and Language and problem solving assessments for the SENDCo – delivered</p>	<p><u>Education Endowment Foundation (EEF)</u> 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>All the listed interventions start with baseline assessment taken 1:1 by trained facilitators. 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>EEF states that 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> <p><u>Early Intervention Foundation</u> Suggests evidence of a long-term positive impact through multiple rigorous evaluations. At least one of these studies must have evidence of improving a child outcome lasting a year or longer.</p>	<p>1, 2 and 5</p> <p>1, 2, 3 and 5</p>

<p>from LA and Inclusion Meetings.</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 (Learning Support assistant) employed to support PP child in KS1 cohort and small group intervention.</p> <p><u>Total cost: £15,000</u></p>	<p><u>EEF</u></p> <p>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.</p>	<p>2, 4 and 5</p>
---	--	-------------------

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted catch-up interventions in reading, writing and maths, either through small groups.</p> <p>Budgeted Cost £5000</p> <p>Lightning Squad subscription annually (FFT) = £3500 app</p> <p>Lightning Squad intervention (small groups of 4) and Reading Comprehension (1:1) delivered by LSA for £1500</p>		1, 2, 5
<p>Small group/ 1:1 tuition in core subjects delivered by a highly or specialised trained teaching assistant. 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 and Post teach, reading comprehension and daily reading.</p> <p>Budgeted Cost £3000</p>	<p>According to the EEF, when one-to-one and small group tutoring are implemented well, following key principles, it is likely that it can be impactful. "Tuition is one of the best evidenced interventions we have to support disadvantaged pupils' attainment." Evidence for measuring progress: Disadvantaged pupils make accelerated progress Disadvantaged pupils are at least in-line with all other pupils nationally</p>	2 and 5
<p>Early reading skills and phonics support to ensure good quality reading and activities are frequently taking place. This includes</p>		1, 2, 5

<p>Daily Reading for all PP children and access to high quality texts.</p> <p>Approx costs £5000</p> <p>£3000 LSA support for all PP readers.</p> <p>£2000 costs for new quality texts in Library.</p>		
<p>Identification of and support for language and communication needs. 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>LANGUAGE LINK Budgeted cost £1000</p> <p>Breakdown: Yearly subscription: £500 approx</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>Bespoke SALT intervention Budgeted Cost £500</p>	<p>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 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>2, 3, 4</p>

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

Budgeted Costs £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two Thrive practitioners trained in school and delivering 1:1 and small group intervention, supporting pupils' SEMH identified needs with a personalised timetable for identified children.</p> <p>Budgeted Cost: £4000</p> <p>Thrive subscription £900 approx</p> <p>Delivered by x2 LSA to identified LSA children £3000 approx</p> <p>Ongoing assessment of need through PP barrier analysis, Boxall Profile resources and Anna Freud Foundation pupil perception surveys.</p> <p>Elsa trained practitioner and then targeted intervention carried out in small groups with clear targets and strategies shared with pupils and class teachers.</p> <p>Budgeted cost approx. £3000</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>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>3, 4</p>
<p>Improved reflection and quiet areas and activities available in school. Pupil Premium pupils given the opportunity to take part in regular gardening</p>	<p>EEF</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p>	<p>2, 3, 4, 6</p>

<p>activities as part of nurture support.</p> <p>Budgeted Costs £4000</p> <p>LSA support x 4 hours a week</p> <p>Gardening resources.</p>	<p>Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. EEF states that, 'The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.'</p>	
<p>Improved social and emotional wellbeing through Enrichment activities/extracurricular clubs</p> <p>Overall Costs – see breakdowns below: £4000</p> <p>Music Tuition Total Costs: £1500 approx</p> <p>TRIPS Total Costs: £1000 approx</p> <p>SPORTS TOTAL COSTS - £1000 approx</p> <p>General resources and support costs: sensory toys, food purchases, uniform – Max £500</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</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>6 and 4</p> <p>6</p>
<p>Wraparound</p> <p>Wraparound Total costs: £10,000</p>	<p>Wrap around care – homework support, listening to reading, extra curricular games and activities, supporting families with extended working hours.</p>	<p>3, 4 and 6</p>

Total budgeted cost: £ £58,500