

# St. Mark's Catholic Primary School

*Proudly and joyfully, we love, live and learn as God's children*

## Pupil Premium Strategy statement



This statement details our 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	210
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years: 2021/2022 to 2023/24
Date this statement was published	16 <sup>th</sup> December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Danielle Linley (Head Teacher)
Pupil premium lead	Craig Ellicott (Deputy Headteacher)
Governor / Trustee lead	Mrs. Chantel Brooks

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62, 340
Recovery premium funding allocation this academic year	£16, 720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25, 306
<b>Total budget for this academic year</b>	<b>£ 104, 366</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Mark's Catholic Primary School, we want EVERY child to fulfil their God-given potential. Staff want ALL children, (irrespective of their background or the challenges they face), to make good progress and achieve high attainment across all subject areas within a caring, catholic environment. We strive to ensure that the children at St. Mark's not only receive a first class formal education but also a spiritual, moral, social, vocational and cultural one too to prepare them for the wider world outside of school.

The main objectives include:

- To ensure the outcomes for ALL pupils in receipt of pupil premium are at least in line with those of peers in school across all curriculum areas.
- To ensure ALL disadvantaged pupils make or exceed nationally expected progress rates across all curriculum areas.
- To support children's emotional wellbeing and personal, social development to enable them to make good progress in all areas of the curriculum.
- To ensure all children, particularly those who are vulnerable and pupil premium with SEND needs receive a broad and balanced curriculum and have curriculum opportunities to foster a love of lifelong learning.

How we plan to achieve these objectives:

- Through quality first teaching and increased opportunities for reinforcement of learning both within the school and in partnership with home.
- Monitoring progress and attainment of ALL groups of children and identifying early intervention and impact to swiftly address gaps in learning.
- Our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching.
- To provide a rich and varied curriculum with access to a variety of exciting opportunities to further inspire, motivate and educate children through a range of curriculum activities.
- To enhance language and communication skills (particularly in the Early Years), address personal, social and emotional concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure

children have access to targeted high-quality adult support through targeted intervention programmes.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. In particular, we recognise that pupil premium children with SEND needs have been worst affected by the Covid pandemic and as a result, these children have been prioritised. Our teachers work very closely with the SEND leader and parents of these children to ensure a holistic approach is applied to meeting their needs. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure ALL disadvantaged children (regardless of academic ability) are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge
2	Attendance and punctuality issues of pupil premium and disadvantaged children.
3	Pupils have limited home learning resources and have limited experiences beyond their home life and immediate community. There are fewer or no access to enrichment activities such as cultural events and visits.
4	Children (particularly in the Early Years) with poor attainment and/or communication/language and social skills.
5	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress and their readiness to learn.

## 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
<p>To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points.</p>	<p>Increase the progress for identified groups of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Gaps will close in progress and attainment made between PP and NPP and PP children will achieve in line with their peers and make at least expected progress. SEND needs will be clearly outlined and reflected in their IEPs or intervention plans</p>
<p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning. The attendance officer, family support worker and DSLs in school will provide support for families identified by the school as vulnerable.</p>	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Parents indicate that there are strong links between home and school and support is received for a wide range of needs.</p>
<p>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of their peers.</p>	<p>Attendance Officer will promptly call families who have an absent child without a reason. Birmingham Fast track guide/instructions for attendance is adhered to. Letters sent out to parents on a half termly basis to tackle attendance/punctuality issues. Extremely poor attendance (below 90%) will be challenged and reviewed closely and an attendance review meeting will be held if necessary. Attendance figures reported in weekly newsletter/Class Dojo. Attendance and punctuality improve.</p>
<p>For pupil premium children to have access to a wide range of enrichment opportunities and experiences in and out of school</p>	<p>A wide range of extra-curricular activities will be offered to tap into our children's passions and talents. Specific children will be targeted and parents will support child/ren to attend additional activities.</p>
<p>To ensure all pupils in receipt of pupil premium, including those with SEND,</p>	<p>SEND needs will be clearly outlined and reflected in their IEPs or intervention plans. PP children will make expected</p>

make expected progress from their starting points.	progress in R,W,M and barriers identified and addressed so that children make progress across a broad and balanced curriculum.
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## 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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staff CPD on Reading comprehension strategies</b> - Reading leader to deliver training to all staff on Rosenshine's Principles and new reading techniques, skills and strategies. Leader then observes reading lessons and coaches staff to further develop progress and attainment of reading in school.</p>	<p>EEF impact +6months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills</p>	<p>1,4</p>
<p><b>Staff receive a range of CPD and training to support and fulfil the aims of the school development plan.</b> Staff training focuses heavily on improving the quality of teaching and learning across the school and ensuring that staff are able to address gaps in learning. Introduce new and revised homework policy, feedback policy, assessment policy, behaviour and self-regulation policy, training on how to improve practice and provision for SEND children, Maths (particularly mental maths) and Writing moderation training to ensure staff</p>	<p>EEF impact +6months on Feedback  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>EEF impact +5months on Homework  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Making the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area) has the biggest impact on learning.</p> <p>EEF impact +2months on within class attainment grouping.</p>	<p>1,3</p>

<p>swiftly identify and close gaps in children's learning and teaching and learning is consistently good in all classes and in all areas of the curriculum.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</a></p> <p>This involves grouping children to match tasks, activities and provide support to pupils' current capabilities, so that all pupils have an appropriate level of challenge (particularly SEND children).</p>	
<p><b>Develop outdoor Forest School area</b> - this will enable children to develop social skills, resilience, empathy, self-control and team work to foster a love of learning and contribute to a broad and balanced curriculum.</p>	<p>No EEF data available but research (see below) found that benefits of forest schools include:</p> <ul style="list-style-type: none"> <li>-Increased self-esteem and self-confidence</li> <li>-Improved social skills</li> <li>-The development of language and communication skills</li> <li>-Improved physical motor skills</li> <li>-Improved motivation and concentration</li> <li>-Increased knowledge and understanding of the environment</li> </ul> <p>Liz O'Brien &amp; Richard Murray (2007) <i>Forest School and its impacts on young children: Case studies in Britain</i></p> <p>Trisha Maynard (2007) <i>Forest Schools in Great Britain: An initial exploration</i></p> <p>Frances Harris (2017) <i>Outdoor learning spaces: the case of Forest School</i></p>	<p>3</p>
<p><b>A range of workshops and activities arranged to raise aspirations of PP children and further engage and motivate children to close gaps in their learning of broader curriculum areas</b></p>	<p>There is no EEF data available as the EEF state that it is very difficult to measure the impact in months of how effective activities to raise children's aspirations can be.</p>	<p>3</p>

## Targeted academic support

Budgeted cost: £ £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching assistant interventions</b> – TAs provide targeted support to groups of children to raise</p>	<p>EEF impact +4months for teaching assistant interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1,4,5</p>

<p>progress and attainment in the following subject areas:</p> <ul style="list-style-type: none"> <li>-phonics</li> <li>-reading</li> <li>-writing</li> <li>-spelling</li> <li>-maths</li> <li>-times tables</li> </ul> <p>TAs also provide additional emotional wellbeing support when needed.</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately four additional months' progress. At St. Mark's TAs are given intervention timetables and pupil progress plans are reviewed and updated on a half termly basis.</p>	
<p><b>Speech and Language intervention</b></p> <p>Speech and Language consultant to deliver sessions to targeted children who have been identified and assessed to require SALT.</p> <p>The SALT consultant will also train TAs to provide further support to targeted children and will share resources and strategies with parents to increase further learning at home.</p>	<p>EEF Impact +6months for oral language interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	4
<p><b>Staff training to deliver NELI Programme in Reception</b> –Children will receive regular interventions to support acquisition and development of language in the EYFS</p>	<p>The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. EEF – “The programme is designed to improve the language skills of reception pupils with relatively poor spoken language, through scripted small group sessions delivered by a trained teaching assistant or early years practitioner. The independent evaluation of this project in 193 schools found positive impacts on children’s language, equivalent to about +3 months of additional progress for children receiving the 20- week intervention in reception.”</p>	4
<p><b>Additional adult support in Reception class</b> - will provide tailored support to close gaps in children’s learning (particularly in language, communication and social and emotional areas of learning).</p>	<p>EEF impact +4months for teaching assistant interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on</p>	1, 4



	attainment of approximately four additional months' progress.	
<b>TAs to deliver additional phonic sessions to children in small groups in EYFS and KS1.</b>	<p>EEF Impact +5months for Phonics  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p>	1, 4

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

Budgeted cost: £ 18,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Implement Trauma Informed Attachment Awareness approach</b> – all staff to complete training and implement strategies in school to further improve children's emotional resilience, wellbeing and mental health. Staff to complete an action plan with educational psychologist and review and update practice in school on a regular basis to further support and improve children's behaviour and wellbeing.	<p>EEF Impact +4months for social and emotional learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	5
<b>Child and family support worker allocated to school.</b> Identified children and families receive therapeutic weekly support on a 1:1 basis in rainbow room which will improve well-being and consequently learning. (Malachi service)	<p>EEF Impact +4months for social and emotional learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	5
<b>City of Birmingham Behaviour School (CoBS) Support Package</b>	EEF Impact +4months for behaviour interventions	5

<p>Specialist behaviour teachers provide tailored support and feedback to improve behaviour and attitudes to learning in school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	
<p><b>Train two members of staff to become Attendance officers in school</b></p> <p>Early identification and intervention is taken on attendance and punctuality matters. Learning and progress do not suffer as a result.</p> <p>Rewards for children who have high rates of attendance.</p>	<p>No EEF data available but The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> </ul>	2
<p><b>Extra-curricular clubs</b> - support children's physical, mental and emotional well-being.</p>	<p>No EEF data available but Public Health England – “positive association exists between academic attainment and physical activity levels of pupils.”</p>	3

**Total budgeted cost: £ 104,000**

## 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.

Despite all children returning to school in September 2020, following the first Lockdown in March 2020, schools went into another lockdown between January and March 2021. During this time, all pupil premium children were offered and provided with a laptop to access home learning resources and additional home learning resources (such as reading books and stationary resources) were purchased and sent home to further support learning in lockdown.

Pupil premium funding for 2020-2021 enabled staff to continue to provide high levels of additional support for our pupils. Following implementation of a new staffing structure in March 2021, (which reduced TAs working hours), PP funding was used to allow TAs to work additional hours in the school day to provide further interventions to close gaps in children's learning. (Impact of this can be seen in the progress data below from April to July 2021.)

Attainment data was gathered in April 2021 and again in July 2021 to measure progress and attainment in Reading, Writing and Maths. Progress in Reading (2.7) and Maths (2.52) show a degree of 'catch up', making greater than expected progress in the time we've had. Progress in Writing (2.17) is roughly in line with expected, based on the time spent at school. A priority for the school development plan for 2021/22 will be Writing. This is thought to be a result of children spending more time online using laptops and fewer opportunities to allow children to complete extended pieces of writing and editing and improving their writing.

Pupil Premium children have performed as well as others in all subject areas showing that there are no major gaps in learning between PP and non PP children (please see data

below).

The following table shows progress data for PP against non-PP for Reading, Writing and Maths for each year group:

	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Y6	2.33	2.67	3.00	2.64	2.5	2.83
Y5	0.93	1.02	-3.07	-2.72	1.64	1.2
Y4	1.58	1.0	-0.27	0.31	1.35	1.47
Y3	1.65	1.58	1.20	1.65	-0.55	-0.25
Y2	2.69	3.02	2.00	2.55	2.00	1.86
Y1	2.64	2.61	2.09	2.32	3.18	2.84

## 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
Phonics	Read Write Inc
Reading	Bug Club
Phonics, Spelling, Maths and Science	Education City
Maths	My Maths

## 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.*