

# 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 2023 to 2024 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	209
Proportion (%) of pupil premium eligible pupils	28% (59 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years: 2023 to 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Danielle Linley (Head Teacher)
Pupil premium lead	Danielle Linley
Governor / Trustee lead	Mrs. Payal Gordhan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,845
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 94,545</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 and to be valuable citizens of the 21st Century.

At St. Mark's Catholic Primary School, we recognise and consider the barriers faced by our disadvantaged pupils we aim to diminish as many barriers as possible so that disadvantaged pupils can achieve at least in line with their peers and have as many opportunities as possible. Once barriers have been identified we use evidence-based approaches to ensure that children receive targeted support so that they can achieve their full potential.

We carefully scaffold children's learning to develop their academic knowledge, skills and understanding; develop their personal and social skills, and support their emotional and physical well-being so that every child can achieve their God-given potential. Our approach will also address educational recovery and outlines more targeted support for those whose education and wellbeing has been worst affected by partial school closures.

The main objectives include:

- To ensure the outcomes for ALL pupils in receipt of pupil premium are at least inline or above national expectations.
- To ensure ALL disadvantaged pupils make or exceed nationally expected progress rates across all curriculum areas.
- To improve 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:

- Leaders to regularly monitor, evaluate and review progress and outcomes of pupil premium against other groups and complete/update action plan.

- TA support will be planned with clear objectives to be achieved for targeted groups and interventions.
- ALL disadvantaged children (regardless of academic ability) are challenged in the work that they're set, teachers' expectations for PP children is high and this is reflected in subject books and curriculum evidence
- Malachi (emotional wellbeing) intervention delivered to targeted children
- Supplement extra-curricular activities and educational visits

For the Early Years:

- EYFS leader will:
  - Develop language and communication skills as a priority, address personal, social and emotional needs and 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.
  - Provide a range of opportunities for children to develop their personal, social and emotional skills to enable them to make further progress in all areas of the curriculum.

## 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, particularly persistent absenteeism of some PP children needs addressing.
3	Poor emotional well-being, social and behavioural needs affect progress and readiness to learn. Family intervention and behaviour support is required with our most vulnerable families.
4	Children in the Early Years enter with poor attainment and communication/language and social skills.
5	Pupils have limited home learning resources and have limited experiences beyond their home life and immediate community.

## 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
Improve progress and attainment in the Early Years	GLD is inline with or above National data (whole class and PP children)
Improve KS1 phonics scores	Phonics data and PP phonics data for is inline or above National data
Improve KS1 progress and attainment	Key Stage 1 and PP KS1 data is inline or above National data
Improve progress and attainment in writing in KS2	KS2 writing and PP progress and outcomes is inline or above national
Improve attendance	Attendance of PP children is above 96%
Improve behaviour and reduce number of behaviour incidences	Lesson observations show at least good quality teaching and learning in all classes and end of year key stage expectations are met or exceeded.

## 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
<b>Staff CPD on Phonics</b> RWI consultant reviews per term, release Reading leader to monitor and review progress and teaching of phonics. Reading leader to provide regular phonics CPD.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,4
<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 curriculum offer and subject leaders development. Birmingham Catholic Primary Partnership training, Diane Pye training, Early Years training and support, moderation across the SJB MAC.	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> 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. EEF impact +2months on within class attainment grouping. <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> 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).	1,3
Online resources that support the teaching of reading and spelling that track progress and enable children to practise spellings and reading strategies at home. Reading Plus and Spelling Shed	EEF impact +2months on within class attainment grouping. <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> This involves grouping children to match tasks, activities and provide support to pupils' current capabilities, so that all pupils	1

	have an appropriate level of challenge (particularly SEND children).	
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## Targeted academic support

Budgeted cost: £ £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching assistant interventions – TAs</b> provide targeted support to groups of children to raise 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>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 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>	1
<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 update TAs/SENDCo 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>TAs to deliver phonic sessions to children in small groups in EYFS and KS1.</b></p>	<p>EEF Impact +5months for Phonics</p> <p><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</p>	1,4

	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.	
<b>Extending School Time to run interventions and booster groups</b>	<p>EEF Impact +3months for extending school time</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</p>	1,4,5

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

Budgeted cost: £ 12,800.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Mental Health Workshops to further support children's social and emotional needs</b> -workshops and training for staff, parents and children	<p>EEF Impact +4months for social and emotional learning</p> <p><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>	3,5
<b>1:1 or small group mentoring groups with a trained mentor on improving personal, social and emotional skills</b>	Research from the Youth Endowment Fund, showed that mentoring of males was more effective when the mentor was male and it impacted positively on crime and anti-social behaviour.	3
<b>Release time for DSL attendance officer to attend training and to monitor and review attendance with an action plan on improving attendance</b>  <b>Attendance and punctuality initiatives to</b>	<p>No EEF data available but The Department for Education (DfE) published research in 2016 which found that, '<i>The higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2</i>'.</p> <p>The impact Covid had on schools is evidence that when children miss a significant amount of time in school, it has a detrimental effect on progress and attainment.</p>	2

<b>further strengthen punctuality and attendance</b>		
<b>Specialist music tuition enabling PP children to receive high quality music provision</b>	Improve pupil well-being, increase in pupils' auditory listening skills, timing and understanding of notation. All PP pupils in KS2 will access specialist music provision. It also enables pupils to participate in performances.	5
<b>Extra-curricular clubs - support children's physical, mental and emotional well-being. Application of PP first strategy approach.</b>	No EEF data available but Public Health England – "positive association exists between academic attainment and physical activity levels of pupils." Evidence also suggests that involvement in extra-curricular activities may increase pupil attendance and retention.	3,5
<b>Supplement class trips and residential costs to ensure all PP children attend and receive full curriculum on offer.</b>	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit – physical activity/extending school time).	5

**Total budgeted cost: £ 85,800**

## **Recovery Pupil Premium Plan**

<b>Activity</b>	<b>Evidence that supports this approach</b>
<b>Before and after school interventions and booster groups for targeted children</b>	EEF Impact +3months for extending school time <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.

**Estimated Spend - £8,700**