

Approved:	September 2024
Review Date:	September 2025

# St. Mark's Catholic Primary School



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

## Pupil Premium

ST JOHN BOSCO CATHOLIC ACADEMY



# Pupil premium strategy statement

## St. Mark's Catholic Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	38% (77 children)
Academic year/years that our current pupil premium strategy plan covers	3 years: 2024/25 to 2027/2028
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Danielle Linley (Principal)
Pupil premium leads	Danielle Linley and Kelly Khan
Governor / Trustee lead	Magdalena Stanisz

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,800 £2,530 (LAC)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£91,330</b>

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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## 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.

### Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language skills
2	Low attainment on entry to the Early Years Foundation Stage
3	Attendance and punctuality issues
4	Gap between PP and non PP children's behaviour
5	Child poverty related issues
6	Attainment gap in Key Stage 1

## 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 in the Early Years	GLD is inline with or above National average
Improve Phonics scores	Phonics data is above National average
Improve progress and attainment in Key Stage 1	Key Stage 1 data is inline with National average
Improve progress and attainment in Writing in KS2	KS2 writing is above National average
Attendance	Attendance of disadvantaged pupils is above 96%
Improvement in behaviour	Close gap between PP and non PP behaviour

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention) £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Staff CPD on Phonics</b> <b>RWI consultant reviews per term, release Reading leader to monitor and review progress and teaching of phonics.</b> <b>Reading leader to provide regular phonics CPD.</b>	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-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</a>	1,2, 6

<p><b>Staff receive a range of CPD and training to support and fulfil the aims of the school development plan.</b></p> <p><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.</b></p>	<p>EEF impact +6months on Feedback  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/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-learningtoolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/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).</p>	<p>2, 5, 6</p>
<p><b>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</b></p>	<p>EEF impact +2months on within class attainment grouping. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/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 6 have an appropriate level of challenge (particularly SEND children).</p>	<p>1, 2, 6</p>
<p><b>Targeted behaviour management training and strategies</b></p>	<p>EEF impact +4months  <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>          Improving low level disruption will enable children to learn more in the classroom and lead to greater impact of the curriculum helping to further the close the gap in outcomes between PP and non PP children. Raise aspirations PP children.</p>	<p>3,4,5</p>



<b>Collaborative learning to implement Teach like a Champion with schools in SJBCA</b>	<p>EEF impact +5months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Staff reviewing practice with teachers in other schools will strengthen practice because professional dialogue will help sharpen the focus for improvement and lead to greater success as strategies will have been tried and tested on a greater scale. TLAC strategies enable all children to achieve high expectations regardless of background.</p>	<p>3,4,5, 6</p>
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### Targeted academic support £49,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching assistant interventions – TAs provide targeted support to groups of children to raise progress and attainment in the following subject areas: -phonics -reading -writing -spelling -maths -times tables TAs also provide additional emotional wellbeing support when needed.</b></p>	<p>EEF impact +4months for teaching assistant interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/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>	<p>1, 2, 4, 5, 6</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. 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-learningtoolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/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>	<p>1, 2, 6</p>
<p><b>TAs to deliver phonic sessions to children</b></p>	<p>EEF Impact +5months for Phonics</p>	<p>1, 2, 6</p>

<b>in small groups in EYFS and KS1.</b>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</a></p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with 1,4 7 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>	
<b>Extending School Time to run interventions and booster groups</b>	<p>EEF Impact +3months for extending school time  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/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>	3, 5, 6
<b>School-led tutoring</b>	<p>Increase percentage of children reaching EXP in KS1 and greater depth in KS2. EEF – “disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.” EEF “Use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</p>	2 and 6
<b>Delivering high quality feedback from effective use of assessment</b>	<p>EEF evidence +6month  <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>Children are given targeted support based on effective used of assessment. Next steps are shared with children and parents and progress is reviewed regularly and can be seen in progress data and in end of key stage outcomes.</p>	1,2,5,6

### Wider strategies £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
External specialist behaviour support received through City of Birmingham School	Specialist behaviour teachers will provide tailored support and feedback to further improve behaviour and maintain school's high expectations.	3, 4, 5

1:1 or small group mentoring groups with a trained mentor on improving personal, social and emotional skills	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, 4, 5
Specialist music tuition enabling PP children to receive high quality music provision	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.	3, 5
Extra-curricular clubs - support children's physical, mental and emotional well-being including a breakfast club in school. Application of PP first strategy approach.	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
Supplement class trips and residential costs to ensure all PP children attend and receive full curriculum on offer.	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).	3, 5

## Review of the previous academic year

### 1.1 Outcomes for disadvantaged pupils

Intended outcome	Success Criteria	Comments
Improve progress and attainment in the Early Years	GLD inline with or above national data	GLD for 2024 was 63%
Improve KS1 phonics scores	Phonics data and PP phonics data for is inline or above national data	77% past Y1 phonics 2024



Improve KS1 progress and attainment	Key Stage 1 data is inline or above national data	No national data for KS1 in 2024 but progress is evident in KS1
Improve progress and attainment in writing in KS2	KS2 writing and PP progress and outcomes is inline or above national	KS2 writing outcomes for 2024 70% EXP and 7% GD
Improve attendance	Attendance of PP children is above 96%	94.2% whole school attendance and 93.8% for PP
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	Sept 2023 to July 2024 261 behaviour incidences involving all children compared to 205 behaviour incidences involving PP children.

### Externally provided programmes

Programme	Provider
Specialist behaviour package of support	City of Birmingham Behaviour Support
Mental health support	COMPASS
Times Tables Rockstars	TT RockStars
Reading	Reading Plus
Phonics	Read Write Inc