



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	218
Proportion (%) of pupil premium eligible pupils	41% ( pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	21.7.2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kate McKenna, Headteacher
Pupil premium lead	Kate McKenna
Governor / Trustee lead	Monica Lowes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,865
Recovery premium funding allocation this academic year	£ 11,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 79,205</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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## Statement of intent

At St Mark's Catholic Primary School, we endeavour to deliver a purposeful and ambitious curriculum for all pupils, regardless of their background. Our broad and balanced programme of study is the gateway for all our children, preparing them for the next stages in their education. Our curriculum is designed to be inclusive, promote independence and resilience, and raise aspirations, with Jesus at the centre of all we do.

There are four main drivers for us:

- understanding of our faith and that each of us is precious to God
- being curious and inquisitive learners
- showing resilience and determination in our learning
- respecting others

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils, and their families, require the most support. Lessons are planned to ensure that children effectively acquire, rehearse and connect existing knowledge to new knowledge. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Emotional development and mental health are integral to the support we offer, such as Emotional Literacy Support and outdoor/adventurous days to develop a growth mindset and build resilience.

St Mark's offers extra-curricular experience for all pupils, broadening horizons and raising aspirations. Sport, 'farm-to-fork' cookery and creative activities enhance our core curriculum. Funding is made available for out of school visits including residential visits, to ensure all children benefit from the wider experiences our curriculum offers. Our strategy is also integral to wider school plans for education recovery through focused intervention and tutoring for identified children.

Our approach will be responsive to individual needs, rooted in evidence based practice which is informing how we implement our curriculum, such as Rosenshine's Principles of Instruction and the Education Endowment Foundation '5-a-day' approach. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged with a curriculum that meets their needs
- intervene at the point of need and ensure effective provision is put in place
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all staff have high quality CPD to enable them to deliver quality provision
- ensure all staff are highly ambitious for all pupils, including those with SEND, so that all pupils can make excellent progress from their starting point.
- ensure disadvantaged pupils have high attendance and good punctuality

We aim for our children to leave here resilient, respectful, skilful, ambitious and with a thirst for life and all it has to offer, regardless of their background.

## Challenges

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

Challenge number	Detail of challenge
1	Cognitive overload hinders some of our disadvantaged pupils acquiring new knowledge. Leaders need to ensure the school curriculum is effectively implemented so that it meets the needs of all disadvantaged pupils, particularly in KS2. Ensuring that teachers implement carefully planned and sequenced lessons to ensure disadvantaged pupils obtain and retain skills and knowledge progressively to improve their outcomes.
2	Many of our disadvantaged pupils do not have the advantage of living in a reading household. We need provision and curriculum across school that overcomes this and enables disadvantaged children to develop fluency, comprehension, confidence and enjoyment in reading to improve reading outcomes. 20% (5/26) of disadvantaged children are in the lowest 20% in reading in our school.
3	Some disadvantaged children display disjointed knowledge and gaps in understanding, particularly lower attainers. This has been heightened by recent lockdowns, despite a strong home learning / well-being offer.
4	Disadvantaged children do not have the wealth of experience that provides background knowledge that their peers have. Many children lack self-esteem and resilience. They are often below the emotional age that would be expected.
5	Parents / Carers of disadvantaged children are generally not as actively engaged in supporting learning at home.
6	Some disadvantaged pupils are currently, or have previously been, persistent absentees in their school life.
7	Some of the disadvantaged pupils within school enter school with poor language skills. They need support to improve listening and develop their vocabulary skills.

## 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
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<p>1. All pupils experience high quality first teaching across the curriculum that enables them to attain highly and make strong progress from their starting points.</p>	<ul style="list-style-type: none"> <li>• Pupils make strong progress from their starting point.</li> <li>• They make strong progress towards their FFT targets.</li> <li>• Pupils acquire new knowledge across all curriculum areas.</li> <li>• Pupils are ready for the next year of their education.</li> <li>• They achieve highly in national tests e.g. Early Learning Goals ELG, phonics screen, KS1 and KS2 SATs and multiplication check.</li> </ul>
<p>2. Pupils continue to enjoy reading and are able to access the full curriculum due to their reading ability.</p>	<ul style="list-style-type: none"> <li>• Pupils read a wide range of texts and use this to acquire new knowledge.</li> <li>• They make progress in reading and are at least attaining Age Related Expectations ARE.</li> <li>• Their reading comprehension enables them to access all curriculum areas and gain new knowledge.</li> <li>• Pupils enjoy reading and read a wide range of texts and access quality texts from the school library.</li> </ul>
<p>3. Pupils are secure in key concepts from each year group and have grasped the core learning to enable them to access the following year curriculum.</p>	<ul style="list-style-type: none"> <li>• Curriculum design uses themes and research to inform what substantive and disciplinary knowledge is taught and when.</li> <li>• Targeted quality first teaching revisits prior learning to ensure all curriculum gaps and misconceptions are addressed. Using the EEF '5-a-day' approach and Rosenshine Principles.</li> <li>• Gaps in knowledge are targeted through focus groups, successful deployment of support staff and quality same day and planned interventions.</li> <li>• Robust assessment enables teachers to plan accordingly to meet the needs of all pupils. Planning bespoke curriculums to ensure all pupils make at least expected progress and attain highly.</li> </ul>
<p>4. Pupils have a wide range of experiences and have developed a wide range of skills. They are resilient and know how to look after their mental health.</p>	<ul style="list-style-type: none"> <li>• Pupils access a wide range of extracurricular experiences including trips and visits that enhance the curriculum offer.</li> </ul>

	<ul style="list-style-type: none"> <li>Children are able to express their feelings and know how to communicate appropriately (social/emotional assessment tool within school).</li> </ul>
5. Parental engagement is high and parents work in partnership with school.	<ul style="list-style-type: none"> <li>Parents/carer attend curriculum workshops and parent/carer appointments so that they know how to support their child at home.</li> <li>Parents support with homework and reading.</li> <li>Parents support pupils by attending school events and celebrating their child's success.</li> </ul>
6. Pupils attend school and are punctual so learning opportunities are not missed.	<ul style="list-style-type: none"> <li>Disadvantaged pupil's attendance is in line with peers and school target.</li> <li>Pupils arrive at school on time so they are ready for the start of the day and access 1:1 reading time with staff.</li> </ul>
7. Pupils early language and communication skills enable them to make progress in all areas of the curriculum.	<ul style="list-style-type: none"> <li>Children are able to communicate effectively at ARE.</li> <li>They have listening skills that enables them to access the curriculum.</li> <li>Improved language skills in children can improve attainment in Literacy. Children are working at ARE in English and achieve the ELG.</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)

Budgeted cost: £ 16,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Teaching and Learning</u>	Teachers can demonstrate effective use of	

<p><b>CPD</b> Introduce the EEF '5- aday' approach to teaching and learning. Rosenshine's Principles of Instruction in the classroom. CPD for school leaders to disseminate to all staff to improve quality first teaching.</p> <p>Feedback policy is evidence based and feedback to pupils is focused on the task</p> <p>Release time for staff to team teach and develop strategies used within classroom.</p> <p>£3000</p>	<p>metacognitive and self-regulatory strategies by model their own thought processes.</p> <p>The evidence indicates that explicitly teaching strategies help plan, monitor and evaluate specific aspects of learning can be effective.</p> <p>Walkthrus CPD tool</p> <p><a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>)</p> <p>)</p>	<p>1, 3</p>
<p><b>Maths Hub CPD</b> Enhancement of Maths curriculum. Maths CPD for subject leader and all staff on developing a mastery curriculum including varied fluency, maths meetings and a growth mindset (Great North Maths Hub). Times Tables Rockstars - £102 White Rose Maths - £186</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.publishing.service.gov.uk/guidance/64429494">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 3</p>	
<p>Training for all staff to ensure all pupils are challenged and make strong progress from their starting points. We will fund teacher release time to embed key elements of guidance in school.</p> <p>£2000</p>			

<p><u>RWInc. Phonics training and ongoing specialist support</u></p> <p>Release time for leaders and new staff to visit other schools and time to review phonics and reading provision within school.</p> <p>Release time for staff - £2000</p> <p>£500/term - development days</p> <p>RWI Portal £1600</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p><u>Leadership time</u></p> <p>Release time for subject leaders for curriculum development, diagnostic assessment e.g. quizzing, reading fluency/RWI assessments, Attendance monitoring, safeguarding</p> <p>£5000 for leadership time for teachers</p>	<p>Time will be allocated for leaders to gain a secure knowledge of disadvantaged pupils across the school to develop an effective strategy.</p> <p>Pupils will be compared to national benchmarks and take into account their wider challenges e.g. attendance.</p>	<p>1, 3, 4, 6</p>
<p><u>Staff CPD</u></p> <p>Purchase of NFER tests to support teacher assessment judgements.</p> <p>£950</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p><u>EYs CPD</u></p> <p>Access to Talk Boost to support pupils across the school with targeted speech and language intervention.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4, 5</p>

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

Budgeted cost: £ 42340

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><u>RWInc. Phonics intervention</u> Additional RWInc. phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Small group phonic interventions and 1:1 phonics intervention.</p> <p>£8000 TA salary</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p><u>First Class Number</u></p> <p>Targeted Maths intervention for Year 3 pupils.</p> <p>£1500 TA salary</p>	<p>Targeted intervention focusing on focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills.</p> <p>Number Sense</p>	<p>1,3</p>
<p><u>Lexia</u></p> <p>To improve reading and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>£3000 Lexia subscription</p>	<p>Reading interventions can have a positive impact on pupils' reading and language skills. Lexia provides additional reading support for emerging readers to enhance fluency and accuracy.</p>	<p>2</p>
<p><u>Early Years</u></p> <p>Implementation of strategies to develop speaking, language and</p>	<p>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:</p>	<p>1, 2</p>



<p>communication. Early Years staff have been embedding interventions into targeted practice and interactions through play.</p> <p>-Talk Boost</p> <p>-My turn, your turn</p> <p>-SEND mainstream guidance</p> <p>These strategies and interventions are now embedded into daily practice in Early Years to support identified children.</p> <p>£NA</p>	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><u>Tutoring</u> School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £11340</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Additional staff: 1 x HLTA 'Feedback has more effect on achievement than any other factor' Hattie (2007), Black &amp; William.</p> <p>Pupil: teacher ratios of 15:1 in Y1 and Y2 results in high quality, personalised feedback to secure KS1 basic skills. Non-class based DHT supports daily in classes to provide teaching intervention and support for Early Career Teachers. Additional staff: £18500</p>		2,3,4

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

Budgeted cost: £ 20,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance and Punctuality</u> Attendance celebrations and 100% attendance</p>	<p>'Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between</p>	<p>6</p>
<p>weeks across the school year (in line with poverty proofing).</p> <p>A Star Attendance system to monitor and communicate with families where attendance is of concern</p> <p>£1600</p>	<p>attendance and achievement may appear early in a child's school career. ... Research shows that attendance is an important <b>factor in student achievement.</b>'  <a href="https://nces.ed.gov › pubs2009 › attendancedata">https://nces.ed.gov › pubs2009 › attendancedata</a>                      For children to make strong progress and access learning they need to be in school and punctual so that they do not miss learning.</p> <p>Evidence between attendance at primary school impacts on GCSE outcomes.  <a href="http://Department for Education (publishing.service.gov.uk)">Department for Education (publishing.service.gov.uk)</a></p>	
<p><u>Thriving Minds for Learning – behaviour support and staff CPD on THRIVE Approach</u> £3000</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="http://Behaviour interventions   EEF (educationendowmentfoundation.org.uk)">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p><u>Miscellaneous Contingency fund for acute issues.</u></p> <p>Funding for children to access residential visits. £4000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>3, 4</p>

<p><u>Well-being</u> To further enhance the RSHE curriculum and in response to monitoring and evaluation activity. Outdoor/adventurous days and team building days using Team Adventure to promote team work and promote wellbeing.</p> <p>£2000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>3</p>
<p><u>Well-being</u> HLTA /ELSA trained staff flexible timetable to monitor and support pupil well-being and 'vulnerable' pupil support to enhance wellbeing. HLTA salary £10,000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>3</p>

**Total budgeted cost: £ 79,205**

## 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.

#### Early Years outcomes

##### Good Level of Development GLD

Cohort (29)	58.6%
Disadvantaged pupils (7)	29%

##### Year 1 Phonics Screen

Cohort (29)	65.5%
Disadvantaged pupils (11)	36%

#### KS1 outcomes

	Reading	Writing	Maths
	Expected Standard		
Cohort (30)	66.7%	53.3%	66.7%
Disadvantaged (14)	57.1%	35.7%	57.1%
	Greater Depth Standard		
Cohort (30)	16.7%	10%	6.7%
Disadvantaged (14)	7.1%	0%	0%

#### KS2 outcomes

	Reading	Writing	Maths
	Expected Standard		
Cohort (28)	82%	75%	78.6%
Disadvantaged(12)	75%	75%	66.7%
	Greater Depth Standard		
Cohort (28)	46%	32%	17.9%
Disadvantaged(12)	33%	25%	8.3%

## 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
Read Write Inc. Phonics	Read Write Inc. Oxford University Press
TenTen: Live Life to the full training	Tenten
Nelson handwriting	Oxford University Press
White Rose Maths Hub	White Rose Maths
Literacy Shed	www.literacyshed.com
Timestable Rockstars	Maths circle Ltd.
itrack	www.ltrackprimary.com

## 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?	Allocated towards quality first teaching and staff CPD.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils in receipt of service premium are keeping pace with the curriculum and attain in line with their peers.

## Further information (optional)

- Staff CPD is focussing on Rosenshine Principles to make a positive impact within the classroom those children who are disadvantaged.
- Children revisit learning and this ensures that they can remember concepts.
- The school curriculum is designed using themes and concepts that allow pupils to connect learning. Subjects are taught discretely and educational research is being used to inform curriculum decisions e.g. Historical Association
- Maths CPD through the Great North Maths Hub is ongoing to promote use of manipulatives, supported quality first teaching and supported staff to deliver a mastery curriculum.
- Read Write Inc. phonics training supported new staff and ensured that all pupils benefit from quality first teaching. All pupils made strong p starting points in Year 1. All disadvantaged pupils achieved the expected standard
- Leaders prioritise quality first teaching using the EEF '5-a-day' approach., This will improve outcomes for all pupils including disadvantaged pupils.