

# Pupil premium strategy statement – St. Mark’s Catholic Primary school

This statement details our school’s use of pupil premium (and recovery 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	207 – 2022 (R – Y6) 208 – 2023 (R – Y6) 196 – 2024 (R – Y6)
Proportion (%) of pupil premium eligible pupils	43.4% - 2022 49%- 2023 40% - 2024
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
<i>Date this statement was published</i>	Dec 2022 Updated Nov 2023 Updated Oct 2024
Date on which it will be reviewed	Termly
Statement authorised by	S Bradshaw
Pupil premium lead	S Bradshaw
Governor / Trustee lead	S Wilson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,750 2022/23 £122,220 2023/24 £130,265 2024/25
Recovery premium funding allocation this academic year / NTP	£13,050 2022/23 £9,135 2023/24 £7,306 2024/25
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£6,143 2022/23 £0 2023/24 £7,768 2024/25

<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p><b>Total budget for this academic year</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></p>	<p>£147,943 2022/23  £131,355 2023/24  £138,033 2024/25</p>

# Part A: Pupil premium strategy plan

## Statement of intent

*At St. Mark's Catholic Primary school, our main objective is to reduce, year on year, the disadvantaged gap by providing equal opportunities for all. Our intention is that all pupils, irrespective of their background or the challenges that they may face, achieve in all subject areas. We will support children to reach their full potential academically, socially and emotionally in order to succeed at school and throughout their lives. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments. We will focus on utilising our pupil premium funding to address the challenges faced by our disadvantaged / vulnerable pupils, including those that are high attainers.*

*Our key principles / aims:*

- To devise a pupil premium strategy that links to our whole school strategic planning including CPD, SEF, SDP and Sports premium.*
- To ensure high quality teaching - this is proven to have the greatest impact on closing the disadvantaged attainment gap.*
- To provide an inclusive education.*
- To make decisions based on data and in response to evidence.*
- To focus on early intervention.*
- To ensure a whole school approach, where all staff take responsibility for outcomes of ALL pupils and aspirations are high.*
- To support mental health and well-being and address any identified needs.*
- To ensure governors are fully informed of our pupil premium strategy and they are aware of their roles and responsibilities.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Speech and Language - Low starting points including limited language and vocabulary.
2	Attainment in Reading, Writing and Maths for disadvantaged pupils is lower than their peers in most year groups.
3	Poor attendance.

4	Social and emotional well-being difficulties, low confidence and low self-esteem.
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## 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 speech, language and vocabulary for all learners. Focus on a language rich curriculum with vocabulary identified through knowledge planners for each topic.	Wellcomm Assessments (Nursery and Reception) and observations indicate significantly improved oral language among disadvantaged pupils in Nursery and Reception.
Improved attainment of PP pupils in reading, writing and mathematics.	KS1 and KS2 outcomes show a narrower gap between PP pupils and their peers.
Reduction in % attendance gap between disadvantaged pupils and all other pupils.	Reduction in persistent absentees of PP pupils.
Pupils provided with opportunities to improve well-being and raise self-esteem. Targeted support for pupils including art therapy, butterflies, DESTY.	Increased number of pupils will take part in enrichment activities including after school clubs, Y6 residential, educational visits, specialist teacher lessons and competitions. Confident, happy pupils.

## 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: £21,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff including RWInc portal and development days, Literacy Tree consultancy, Maths mastery, subject leadership	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> £4,800	1, 2

training (Liverpool school improvement).		
Purchase new English spelling scheme of work to support writing outcomes across school. CPD provided to all teaching staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> £5,000	1, 2
Purchase of standardised diagnostic assessments (NFER) and SATS companion. Training for staff to ensure assessments are interpreted and administered correctly (NFER and Wellcomm).	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. <a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a> NFER data gives consistency of approach to analyse impact. <a href="https://www.teachwire.net/products/gl-assessment-wellcomm-primary-speech-and-language-toolkit-for-screening-and-intervention/">https://www.teachwire.net/products/gl-assessment-wellcomm-primary-speech-and-language-toolkit-for-screening-and-intervention/</a> £6,000	1, 2
Improve the quality of social and emotional learning (well-being focus in each class).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attendance, attitudes, behaviour and relationships with peers):  <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> £5,342	1, 2, 3, 4

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

Budgeted cost: £105,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Year 6 every morning to provide additional support in maths and English (ensuring secondary ready).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> £29,943	2, 4
Specialist learning support teaching employed one day per week to target SEND pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> £18,484	1, 2, 4
EP / ASC specialist support to provide bespoke strategies for individual pupils.	£6,000	1, 2, 3, 4
Additional TA to meet pupil needs across school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> £18,292	1, 2, 4
Additional TA to support phonics groups and to support 'catch up programmes' such as precision teaching.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> £18,598	1, 2, 4
After school tuition for targeted pupils – Reading and Writing.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> £4,500	1, 2, 4
Purchase online resources including DESTY, RWInc, Literacy tree, White Rose maths, Wellcomm, IxL reading, Times Table Rock Stars to engage reluctant	We considered the 'using technology to engage learners': <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1675513390">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1675513390</a>	1, 2, 4

learners and offer targeted support. Also supports home learning.	£7,000	
Letterbox book subscription scheme for more able PP and reluctant readers.	<p>The Education Standards Research Team (ESARD) in the UK, compiled the Research evidence on reading for pleasure report. It found that reading for pleasure had educational benefits, supported personal development and had a positive impact on reading including:</p> <ul style="list-style-type: none"> <li>• reading attainment and writing ability</li> <li>• text comprehension and grammar</li> <li>• breadth of vocabulary</li> <li>• positive reading attitudes</li> <li>• self-confidence as a reader</li> <li>• Pleasure in reading</li> </ul> <p><a href="https://readingforpleasureandprogress.com/blogs-and-research-on-reading/">https://readingforpleasureandprogress.com/blogs-and-research-on-reading/</a></p> <p>£2,000</p>	2, 4

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

Budgeted cost: £19,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Knowsley attendance SLA to target poor attenders, PAs and to support our good practice.	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>£2,274</p>	3
Subsidise trips / educational visits / enrichment activities.	<p><a href="https://early-education.org.uk/cultural-capital/">https://early-education.org.uk/cultural-capital/</a></p> <p>£1,000</p>	1, 2, 3, 4
Subsidise upkeep of school mini-bus to provide transport to support PP pupils in accessing	<p><a href="https://early-education.org.uk/cultural-capital/">https://early-education.org.uk/cultural-capital/</a></p> <p>£2,000</p>	3, 4

enrichment activities.		
Learning Mentor support for pupils and families. Including social / emotional / behavioural etc.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a> £8,000	3, 4
Provide a variety of enrichment activities / after school clubs	<a href="https://early-education.org.uk/cultural-capital/">https://early-education.org.uk/cultural-capital/</a> £3,000	3, 4
Breakfast club provision provided free of charge for targeted families.	This guidance has been informed by: our engagement with schools who have significantly reduced their persistent absence levels; teachers' standards; Ofsted's school inspection handbook; other DfE statutory and non-statutory guidance. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> £2,800	2, 3, 4

**Total budgeted cost: £145,339**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Challenge 1 – Communication, language and Literacy skills in Nursery and Reception are lower for pupils eligible for PP than other pupils.**

	All pupils	PP Pupils
<b>GLD % 2022</b>	62%	69%
<b>GLD % 2023</b>	62%	40%
<b>GLD % 2024</b>	<b>49%</b>	<b>50%</b>

Language-rich environment with a focus on quality interactions. Phonics groups teaching to stage, not age, enabling pupils to make progress at own pace. Daily Wellcomm interventions and opportunities to engage in conversations with excellent role models, reading prioritised in school and encouraged at home, PP parents targeted for parent mentor workshops.

*Continued focus communication, language and literacy for Nursery and Reception pupils due to extremely low starting points.*

**Challenge 2 – Lower than national Reading, writing and maths for PP pupils in KS1, lower than national in writing and maths for PP pupils in KS2. 2024 PP pupils performed better than all pupils.**

KS1	All pupils	National	PP Pupils
<b>Reading 2022</b>	58%	67%	64%
<b>Reading 2023</b>	57%	68%	50%
<b>Reading 2024</b>	<b>70%</b>		<b>75%</b>
<b>Writing 2022</b>	42%	58%	45%
<b>Writing 2023</b>	50%	60%	29%
<b>Writing 2024</b>	<b>53%</b>		<b>63%</b>
<b>Maths 2022</b>	73%	68%	64%

<b>Maths 2023</b>	70%	70%	57%
<b>Maths 2024</b>	76%		81%

Actions included targeted interventions, precision teaching, daily reading.

*Continued focus on improving outcomes for PP pupils in KS1 in writing.*

<b>KS2</b>	<b>All pupils</b>	<b>National</b>	<b>PP pupils</b>
<b>Reading 2022</b>	71%	74%	64%
<b>Reading 2023</b>	50%	73%	33%
<b>Reading 2024</b>	73%	74%	56%
<b>Writing 2022</b>	71%	69%	45%
<b>Writing 2023</b>	61%	71%	40%
<b>Writing 2024</b>	63%	72%	56%
<b>Maths 2022</b>	81%	71%	64%
<b>Maths 2023</b>	75%	73%	53%
<b>Maths 2024</b>	80%	73%	75%

High proportion of PP pupils in the cohort were also SEND, including 2 EHCP pupils. Actions included split class every morning, tuition, targeted interventions, precision teaching.

*Continued focus on improving outcomes for PP pupils in KS2, particularly in writing.*

**Challenge 3 – High proportion of PP pupils with SEND.**

Due to the nature of the socio-economic factors of the community we serve we do have a high proportion of pupils who are PP and SEND. The needs of these pupils are keenly monitored on a termly basis with regular reviews of PPPs and EHCPs. External advice and support is sought where necessary and strategies implemented accordingly. We ensure that PP pupils with SEND are given access to the enrichment activities provided for all pupils to find areas of skill that are not necessarily academic.

**Challenge 4 – Poor attendance and punctuality of PP pupils.**

Attendance continues to be a challenge.

**2021- 2022:**

- Whole school attendance for 2021 – 2022 was 93.1% down by 1% on 2020 – 2021. Attendance of PP pupils was 91.9% up by 1.46 % on 2020 – 2021. Gap of -4.72% between PP and all pupils for overall attendance.
- All pupils persistent absentees was 22.5% and PP persistent absentees was 17.8%.

**2022 – 2023:**

- Whole school attendance for 2022 – 2023 was 91.8% down by 1.3% on 2021 – 2022. Attendance of PP pupils was 90.1% down by 1.8% on 2021 – 2022.
- All pupils persistent absentees was 26.5% and PP persistent absentees was 17.8%.

**2023 – 2024:**

- Whole school attendance for 2023 – 2024 was 92.7% up by 0.9% on 2022 – 2023. Attendance of PP pupils was 89.2% down by 0.9% on 2022 – 2023.
- All pupils persistent absentees was 25.4% and PP persistent absentees was 37%.

*Continued focus on improving attendance for PP pupils.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Wellcomm	GL Assessment
Phonics	RWInc
Times Table Rock Stars	Maths Circle
Maths Mastery	White Rose Maths
DESTY (emotional support programme)	Education Desty
English scheme of work	Literacy Tree
Reading (interactive online learning)	IxL

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a