

# 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	206 Nursery – Year 6 (September 2025)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	Termly
Statement authorised by	S Bradshaw
Pupil premium lead	S Bradshaw
Governor / Trustee lead	A Farrell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,685
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <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>	£5,800
<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>	£125,485

# 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.

Challenge number	Detail of challenge
1	Speech and Language - Low starting points including limited language and vocabulary.
2	Attainment in Reading, Writing and Maths for disadvantaged pupils is sometimes lower than their peers.
3	Attendance – number of Persistent absentees.

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 combined.	Outcomes in summer 2026 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, ELSA	Increased number of pupils will take part in enrichment activities including after school clubs, Y6 residential, educational visits, specialist teacher lessons and competitions. School refuses / school anxiety will reduce.

## 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: £23,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff including RWInc, Literacy Tree, Maths mastery,	<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> £4,000	1, 2

subject leadership training (Endeavor subject Leadership).		
Purchase new Spelling scheme of work (RWInc spell) 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> £4,500	1, 2
Purchase of standardised diagnostic assessments (NFER). Complete QLA. 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> £5,500	1, 2
To ensure quality CPD to have a trained ELSA (Emotional Literacy support assistant) in school.	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> £5,140	1, 2, 3, 4
Purchase IDL computer programme to provide targeted intervention to PP / SEND pupils in reading comprehension / fluency and writing, spelling,	<a href="#">Selecting interventions   EEF</a> IDL is a multisensory based system that is based on individual screening to address a pupil's current barriers to learning. £4,200	1, 2, 4

punctuation and grammar.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £79,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional release time for SENDCo to provide staff support to ensure the needs of all pupils are being met.	SENDCOs have a specialised knowledge of the steps practitioners can take to support pupils with additional needs <a href="#">EEF blog: The role of the SENDCO in developing teaching practice   EEF</a> £23,400	1, 2, 3, 4
Specialist learning support teacher 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> £17,490	1, 2, 4
EP / ASC specialist support to provide bespoke strategies for individual pupils.	£4,000+£2,200	1, 2, 3, 4
Additional TA for 3 days 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> £12,138	1, 2, 4
Additional TA for 2 days 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> £8,425	1, 2, 4
1:1 tuition after school – Reading, writing and maths.	<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> £4,000	1, 2, 4
Purchase online resources including DESTY, RWInc, Literacy tree, White Rose maths,	We considered the 'using technology to engage learners': <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Su">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Su</a>	1, 2, 4

Wellcomm, IxL reading, Times Table Rock Stars to engage reluctant learners and offer targeted support. Also supports home learning.	<a href="#">Summary of Recommendations.pdf?v=1675513390</a>  £5,500	
Letterbox book subscription scheme for more able PP and reluctant readers.	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: <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> <a href="https://readingforpleasureandprogress.com/blogs-and-research-on-reading/">https://readingforpleasureandprogress.com/blogs-and-research-on-reading/</a> £2,000	2, 4

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

Budgeted cost: £22,992

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.	<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>  £2,274	3
Subsidise trips / educational visits / enrichment activities.	<a href="https://early-education.org.uk/cultural-capital/">https://early-education.org.uk/cultural-capital/</a>  £2,500	1, 2, 3, 4
Subsidise upkeep of school mini-bus to provide	<a href="https://early-education.org.uk/cultural-capital/">https://early-education.org.uk/cultural-capital/</a>	3, 4

transport to support PP pupils in accessing enrichment activities.	£2,500	
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> £8,418	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> £3,800	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> £3,500	2, 3, 4

**Total budgeted cost: £125,485**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Challenge 1 – Communication, language and Literacy skills (starting points) in Nursery and Reception are low. GLD is below National standard.**

	All pupils	PP Pupils
<b>GLD %</b>	62%	69%

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. Investment in quality resources for indoor and outdoor provision. New Early Years team – EYFS lead – January 2025, New Nursery teacher – April 2025, New Reception teacher – September 2025.

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

**Challenge 2 – Lower than National standard and all pupils in Reading, Writing and Maths combined.**

KS1	All pupils	National	PP Pupils
<b>Reading</b>	87%	75%	81%
<b>Writing</b>	70%	72%	69%
<b>Maths</b>	87%	74%	81%
<b>RWM combined</b>	63%	62%	<b>50%</b>

PP outcomes lower than all pupils and non-PP pupils. Actions included targeted interventions, precision teaching, daily reading, QLA.

*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. Percentage of PP pupils that are Persistent Absentees.***

Attendance continues to be a challenge.

- Whole school attendance for 2024 – 2025 was 93.5% up by 0.8% on 2023 – 2024. Attendance of PP pupils was 91.6% up by 2.4% on 2023 – 2024.
- All pupils persistent absentees (PA) - 25% and PP persistent absentees - 29.3%.

*Continued focus on improving attendance for PP pupils.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you use 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
RWInc spell	RWInc
Reading (interactive online learning)	IxL
IDL	IDLS group
ELSA	Knowley EPS

## 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