Pupil premium strategy statement (primary)

1. Summary information								
School St Mark's RC Primary School								
Academic Year	2021/22	Total PP budget	£112,00	Date of most recent PP Review	July '19			
Total number of pupils	235	Number of pupils eligible for PP	88 PP 3 Service 2LAC	Date for next internal review of this strategy	July '22			

2. 3. Current attainment Based on 2019 results (no data 2020 due to Covid)					020 due t			
		EYFS All (%) 30	EYFS PP (%) 6	KS1 ALL (%) 30	KS1 PP (%) 9	KS2 ALL (%) 31	KS2 PP (%) 11	
% Achieving ELG	i	65	40					
% achieving expe writing & maths	ected standard or above in reading,			71		69	65	
% Expected stand	dard in reading	73	66.7	87	73	75	80	
% Expected Stand	dard in writing	70	50	70	43	84	70	
% Expected standard in Maths		83	50	77	55	84	70	
% Expected standard in EGPS						88	82	
% Reading Progre	ess Measures					3		
% Writing Progres	ss Measure					4		
% Maths Progress	s Measure					2.5		
4.	5. Barriers to future attai	nment (for	pupils el	igible for P	P)			
	In-school barriers (issues	to be addre	essed in so	chool, such a	as poor oi	al language	skills)	

B.	Limited life and cultural experiences for some HA PP children restricts understanding of some curriculum areas.							
C.	37% of pupils in school are eligible for PP, in addition to 19% of these pupils having SEND.							
Extern	al barriers (issues which also require action outside school, such a	s low attendance rates)						
D.	Parental support and partnership: understanding curriculum expectations; supporting with homework; significance of attendance							
E.	Low attendance rates for disadvantaged pupils. (2020-21 = 94.53°	% and 18% PA)						
Desired O	utcomes (Desired outcomes and how they will be measured)	Success criteria						
A.	Continue to improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations.						
B.	Cultural and social experiences contribute to wider life experience and support the development of a rich and varied vocabulary based on first - hand experience	Cultural experiences contribute to children meeting ARE from prior low attaining starting points						
C.	The gap is narrowed for PP pupils at the end of KS1 so more pupils achieve expected standards in reading, writing and maths (especially at Greater Depth)	The gap is narrowed for PP pupils at the end of KS1 PP pupils achieve in line with other pupils nationally (especially at Greater Depth)						
D.	All KS2 PP pupils make progress in reading, writing and maths in line or above all children nationally from the same starting point.	The gap is narrowed for PP pupils at the end of KS2. PP pupils achieve in line with other pupils nationally (especially at Greater Depth)						
E.	Pupils are motivated to attend school regularly. Parents support their child to attend school regularly. Increased attendance rates for pupils eligible for PP.	No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. Reduce the number of persistent absences from PP children by using incentives such as attendance awards / certificates for classes and individuals weekly / termly. Attendance Officer also available to speak with parents to help tackle persistent absence.						

6. Planned expenditure

Academic year

2021-22

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Improved oral language skills in Nursery and Reception	Rolling programme of staff training on Talk Boost.	Ofsted found that schools effectively using their pupil premium made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve.	Courses selected using evidence of effectiveness. Nursery teacher and EYFS TAs to be trained in Early Talk Boost	S Kerr	April 2022
					£2000
Improve oral language skills for pupils with Speech and Language needs	Ensure staff are confident in their ability to access the relevant support for pupils in Speech and Language development – liaising with the SENCO./SALT and Source relevant training for teachers and support staff. Timetable for 1:1 support from CTA's	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. (Education Endowment Foundation)	Professional therapists to assess and work with individual pupils reports given to the SENCO, Class Teacher and Parents/Carers identifying needs. This will then be compared against improvements in speech and language during the year. Ensure the appropriate training is implemented	M Henderson A Boland All staff	Jan 2022 and termly through PP meetings and Reviews
					£4000

Improved attainment in KS2 Spelling and vocabulary	A team of staff to develop and implement spelling, vocabulary and handwriting strategies across the school.	Research indicates that low levels of vocabulary can have an impact on reading and therefore writing.	Direct instruction also includes the analysis of word roots, suffixes and prefixes. Vocabulary to be taught directly and indirectly. Repetition and multiple exposure to vocabulary. Learning in rich context is valuable for vocabulary learning. Teachers should not be dependent on a single vocabulary learning strategy.	JS, ET & AP	Summer 2022
	Talk for Writing Training across KS2	Quality Teaching Helps every Child - EEF	Further develop Talk for writing strategies across KS2	SLT	Summer 2022
	Teachers and Teaching Assistants to access reading subject knowledge courses. Staff training at Gateshead LA.	We want to invest some of the PP in longer term change which will help all pupils. Weekly CPD sessions for all TAs	Subject leaders audit needs and timetable training slots throughout the year.	SLT	December 2022
	Employ an extra p/t teacher to support lower attainers in Y6. Audit and purchase of quality literacy resources.	Evidence indicates that the type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment.	Vulnerable groups will be focused on to improve their attainment leading to SATS; enabling them to perform at their best and to ensure a positive start for transition to Secondary school.	AM, SLT ET, AP	October 2020

Support for Pupils with Social Emotional and Mental Health needs	Emotional Literacy Support Assistant Training for key members of staff. Further develop the nurture	Education Endowment Agency – Report on Improving Social and Emotional Learning in Primary Schools	Key member of staff fully trained. SENCO & Inclusion Co-ordinator responsible for monitoring.		Summer 2022
	room.				Total £40,000
ii. Targeted supp	ort				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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iii. Other approac	hes				
	1	1	1	1	£40,000
	support using structured interventions.				
	TAs to add value to what teachers do, not replace them. TA's to deliver high quality 1:1 and small group	Making the Best of Teaching Assistants – Education Endowment Foundation.	Pupil voice, planning, learning walks, scrutiny of work.	AM, MH & AB	Termly
	Employ dyslexia support teacher, broker autism support, Sp & Lang support, Educational Psychologist.	for both the student and the teacher/tutor.		teacher	
	Specialist support to aid diagnostic assessments and target structured interventions.	British Dyslexia Association: - Being able to identify signs of dyslexia & dyscalculia in the education environment is beneficial	Parent views, SEN minutes, pupil progress, pupil voice, parent voice.	MH & AB SEN Team RC – Dyslexia support	Termly
Close the gap between pupil premium eligible children and non-pupil premium eligible children in reading, writing and maths.	Actively involve parents in supporting their children's learning and development. Workshops for parents – reading, maths, phonics, Talk Boost, Values etc. 1:1 support for target parents.	Parental Engagement – Education Endowment Agency	Parent views, meeting notes, pupil progress. Tapestry Learning Journals.	Leadership Team and CS	Termly

Continue to improve attendance so it is inline or better than the national average: especially for pupil premium pupils.	Employ Attendance Officer 1:1 support/ consultations with parents.	Unseen children: access and achievement 20 years on Evidence report	Half Termly attendance reports Half termly meetings with attendance officer Varied approaches used to improve attendance: letters, phone calls, parenting contracts etc. Regular evaluations completed of outcomes and impact on pupil attendance.	AM, LW & HJ	Half Termly £6000
Improved parental participation in school life.	Parent Support Adviser to support hard to reach parents and vulnerable families. To provide parent workshops across year groups and subjects to support parents to support their children	Parental Involvement (+ 3 months) This covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills, general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for vulnerable families.	Parent workshops are offered at variety of times to suit needs of working parents. Clear and simple strategies given to support parents to support children — strategies / learning do not assume prior knowledge or confidence with subject areas. Parent support booklets per year group. Hard copies and also electronic on website.	AM, MH & PSA	Termly £20,000

Building values, attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that underpin success in school and beyond.	Living Values Education Programme ELSA training for support staff.	Living Values: An Education Programme. Building values, attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that underpin success in school and beyond.	Review PSHCE curriculum in line with Values Education. Half termly Value, newsletters, assemblies and awards certificates. Curriculum Review – end of year. Pupil Voice Parental Voice	AM, MH, CS & AB	£2000
A rich curriculum to support learning.	Residential Trips and visits	.Education Endowment Foundation Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on noncognitive outcomes such as self-confidence.	No child is disadvantaged and all are included in a variety of enrichment activities.		
	Curriculum development including STEM, Arts & Music activities.	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	Curriculum Leader Appointed to work across the school to develop a rich and well-rounded curriculum for all.		£20,000
	budgeted cost	£112,000			