

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)						
	EYFS All (%) 30	EYFS PP (%) 6	KS1 ALL (%) 30	KS1 PP (%) 9	KS2 ALL (%) 31	KS2 PP (%) 11	
% Achieving ELG	65	40					
% achieving expected standard or above in reading, writing & maths			71		69	65	
% Expected standard in reading	73	66.7	87	73	75	80	
% Expected Standard 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 Progress Measures					3		
% Writing Progress Measure					4		
% Maths Progress Measure					2.5		
4.	5. Barriers to future attainment (for pupils eligible for PP)						
	In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>						
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.						

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.	
External barriers (issues which also require action outside school, such as 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 outcomes (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

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.	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
	Further develop the nurture room.				Total £40,000

ii. Targeted support

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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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
	Specialist support to aid diagnostic assessments and target structured interventions. Employ dyslexia support teacher, broker autism support, Sp & Lang support, Educational Psychologist.	British Dyslexia Association: - Being able to identify signs of dyslexia & dyscalculia in the education environment is beneficial for both the student and the teacher/tutor.	Parent views, SEN minutes, pupil progress, pupil voice, parent voice.	MH & AB SEN Team RC – Dyslexia support teacher	Termly
	TAs to add value to what teachers do, not replace them. TA's to deliver high quality 1:1 and small group support using structured interventions.	Making the Best of Teaching Assistants – Education Endowment Foundation.	Pupil voice, planning, learning walks, scrutiny of work.	AM, MH & AB	Termly
					£40,000
iii. Other approaches					
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?

[illegible]