



St Monica's Catholic Primary School

Pupil Premium Report Autumn 2020

At St Monica's, we expect all pupils to achieve their potential, regardless of background or starting point. However, there are a number of barriers which disadvantaged pupils might face through their time at St Monica's Primary School. These are barriers which can impact on pupils' attainment, progress and wellbeing, particularly in comparison to their peers.

The main barriers we identified for 2019/20 were:

- Meeting age related expectations in literacy and mathematics
- Managing relationships and expressing emotions appropriately and independently
- Social and emotional issues affecting learning behaviours that support independent learning
- Limited wider opportunities to apply their learning, for example to learn a musical instrument

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) pupils and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for us as a school to decide how the Pupil Premium, (allocated to schools per pupil eligible for free school meals - FSM), is spent, since we are best able to assess what additional provision we should make for the individual pupils in our school. However, we are accountable for how we use the additional funding to support these identified pupils. From September 2016, we were required to publish a Pupil Premium Strategy. This ensures that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We include here how the allocation was spent for the academic year 2019-20 (up until 20th March 2020 when school closed due to lock-down) and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

At St Monica's, we use the Pupil Premium Grant to support our pupils with a specific focus on English, Maths, well-being, curriculum enrichment and engagement, maximising the life opportunities for all pupils. As a school, we monitor closely the attainment and progress of all groups of pupils during the usual cycle of data collection. The careful monitoring and tracking of both the individual and the cohort's attainment, is used to inform pupil progress and enable the early identification of need, support and appropriate intervention to ensure that

all pupils make accelerated progress. We closely monitor how we are spending the allocated funds to ensure they are having an impact on eligible pupils' achievement.

The principles behind our support strategy are as follows:

- An ethos of high achievement for all pupils - We expect all pupils to reach their potential; we do not stereotype disadvantaged pupils as having less potential
- High quality teaching for all pupils - We believe that quality teaching in the classroom is the most effective way to raise standards
- Tailored support for individual learning needs - We identify pupils' needs and provide individualised support if required
- Effective staff deployment - We use the most skilled staff to work with the pupils who need most support
- Use of data to monitor impact - We are constantly using assessment data to monitor impact of our work and make adjustments as necessary
- Clear leadership - We set extremely high aspirations for staff and hold everyone accountable for raising attainment

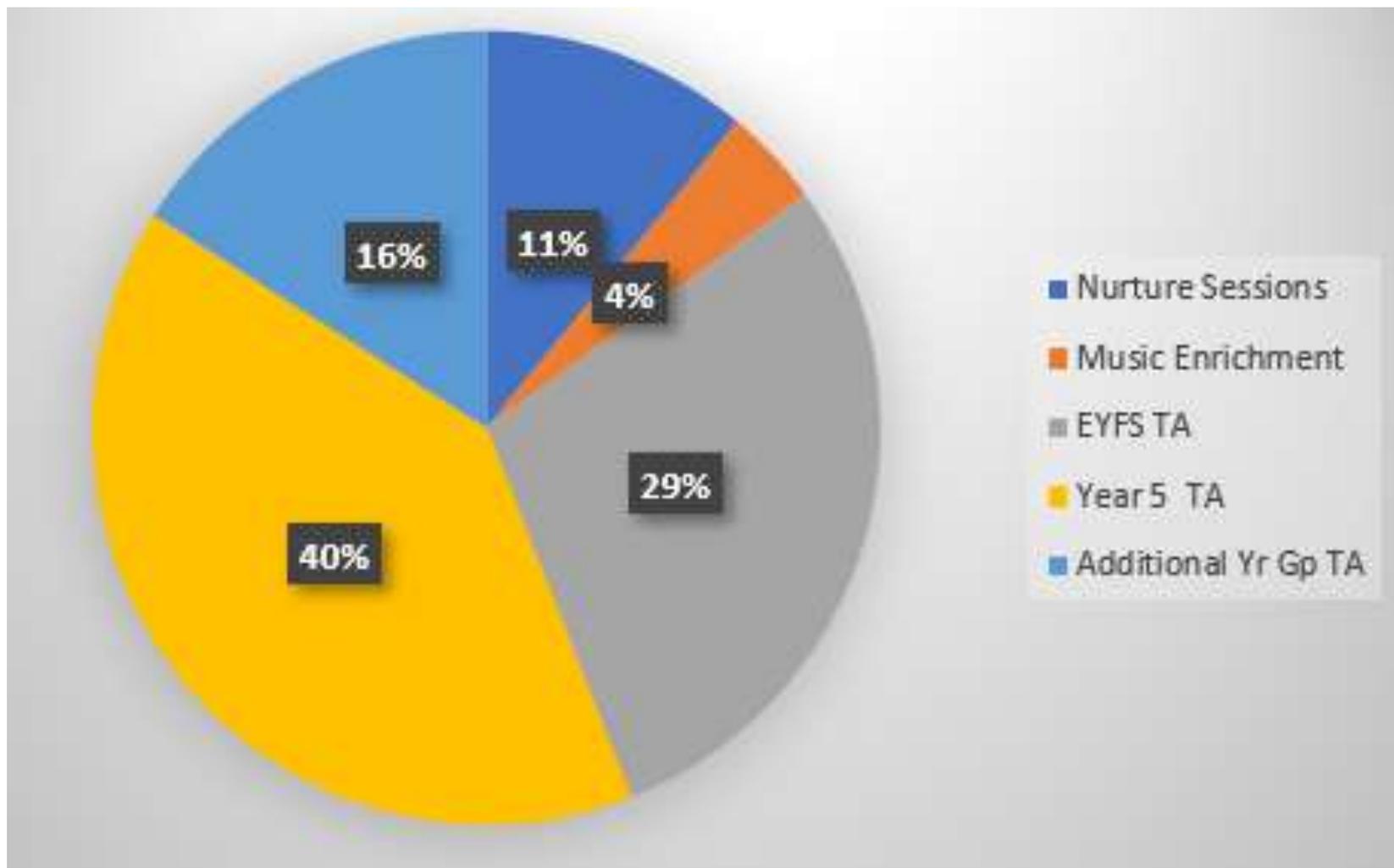
Some areas of our support strategy have a financial implication; some do not. Where our support for disadvantaged pupils incurs a cost, we use our Pupil Premium funding to sustain these activities. We track our expenditure carefully through the year, and we are continuously assessing the impact of this funding.

2019 – 20 PUPIL PREMIUM FUNDING (SEPTEMBER 2019)	
Total number of pupils on roll	419
Number of pupils eligible for Pupil Premium	16 (3.8%)
Total amount of Pupil Premium Funding	£21,120

2019 – 20 Pupil Premium Strategy and Evaluation (September 2019-September 2020)

	Rationale	Activity / Programme / Intervention	Impact Measure	Cost	Impact
Well-being	Support is offered to PP children who may have low self-esteem or lack of confidence, which affects their learning. For these children, we aim to support mental health and well-being initiatives which support their learning and engagement to learning in the classroom.	Nurture Work for individuals	Children are more engaged in class, able to access work more independently and are able to face challenges and take risks in their work. They have an increased sense of confidence and this is reflected in their conduct in class and around the school.	£2,375	Through discussion with parents, class teachers and SENCo, identified children were seen to respond positively in class following nurture sessions. As appropriate to each child, they were either calmer in class or more confident in approaches to group work and individual tasks. Evidence of this was also noted in Lesson observations and drop-ins.
Enrichment	To enable disadvantaged PP children to have access to curriculum enrichment activities.	Contribution to enrichment activities such as music tuition fees.	All PP children are able to have access to additional opportunities for curriculum enrichment.	£941	Identified children received EMS music tuition and were able to participate in the school orchestra and perform in concerts for the school and parents.
In-class support	To provide targeted in-class intervention to support Quality First Teaching for identified PP children.	Additional TA assigned to support and improve the language skills for EYFS pupils eligible for PP.	To ensure all PP children in Rec at least and make good progress over time in all subject areas.	£6,080	Identified PP children made good progress from their individual starting points in reading.
		Additional TA (Part time) assigned to Year 5 to support identified children to improve in literacy and numeracy	To ensure all PP children in UKS2 at least meet ARE and make good progress over time in all subject areas.	£8,364	Identified PP children made good progress from their individual starting points in literacy and numeracy (see tables below)
		Contribution to additional TA hours in all other Years to support literacy and numeracy	To ensure that all PP children at least meet ARE and make good progress over time in literacy and numeracy.	£3,360	Identified PP children made good progress from their individual starting points in literacy and numeracy (see tables below)
TOTAL SPEND				£21,120	

Total Spend of Pupil Premium Funding (£21,120)



Pupil Premium outcomes 2019 (Year 6)

	Reading Average scaled score	SPAG Average scaled score	Maths Average scaled score	Writing % who met ARE
Pupil premium outcomes for children in Year 6 (KS2 SATs 2019)	N/a	N/a	N/a	N/a

There were no pupil premium children in Year 6

ARE = Age related expectations. The expected standard is a scaled score of between 100 – 109.

To achieve a standard of greater depth children must achieve a scaled score of between 110 – 120.

Percentage of PP children in Year 6 who made good or better progress from KS1 to KS2

	Reading %	SPAG %	Maths %	Writing %
Pupil premium progress for children in Year 6	N/a	N/a	N/a	N/a

Attainment and progress of all PP children (Yrs 1-5) in the school (based on internal assessment data)

	Reading	Writing	Maths
Attainment % of children who met ARE	54%	38%	38%
Progress % of children who made good or better progress	N/A	N/A	N/A

This data is based on 13 children between Years 1 – 5.

We were only be able to make a judgement about attainment until March 2020 due to school lockdown.

Attainment and progress of EYFS PP children in the school (based on internal assessment data)

	Reading	Writing	Maths
Attainment % of children who met ARE	67%	67%	67%
Progress % of children who made good or better progress	33%	33%	33%

This data is based on 3 EYFS children