

# Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Monica's Catholic Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	21 pupils (5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<b>2022-2023</b> , 2023-2024
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Kate Baptiste Headteacher
Pupil premium lead	Dawn Roper Assistant Headteacher for Inclusion
Chair of Governors	John Furlong

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,880
Recovery premium funding allocation this academic year	£1632.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,512

# Part A: Pupil premium strategy plan

## Statement of intent

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, in comparison to their peers.

At St Monica's we recognise that educational attainment is the best predictor that we have of a young person's long-term outcomes. As a school, we monitor closely the attainment and progress of all our children. Our careful monitoring and tracking of all groups of pupils enables us to identify areas of need early and to put in place appropriate intervention to ensure that all children make good or better progress. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups and put in place the strategies that will help all pupils succeed.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. The intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point the need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Various schemas being used to teach phonics in EYFS and KS1
2	Drop in reading standards due to school closures
3	Drop in writing standards due to school closures
4	Drop in maths standards due to school closures
5	Insufficient opportunities to develop pupil's cultural capital
6	Enrichment opportunities

## 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
<p>To continue to ensure that the teaching of early reading and phonics is well matched.</p> <p>Embedding of RWI shows PP pupils achieving at least in line with, or above national progress measures in their Yr1 phonic check.</p>	<p>To show improvement on the 2021-2022 reading data which was as follows;</p> <p>Year 1 22% (Below ARE) 78% (ARE) 35% (Greater Depth)</p> <p>Year 2 24%(Below ARE) 76% (ARE) 29% (Greater Depth)</p> <p>To show improvement on the 2021-2022 data (where 78% of children passed the Yr1 Phonics check in November 2020) 75% is the National Average for YR1 (based on the 2022 statutory assessments)</p> <p>Termly RWI tracking in place to identify any need for intervention</p>
At EYFS, PP children meet GLD	All PP to meet GLD unless SEND identified

<p>Improve standards in reading, writing and maths across the school.</p> <p>PP pupils achieve at least ARE and make good progress in reading, writing and maths.</p>	<p>Pupil data from the end of KS1 (1 child) and KS2 (2 children) SATS to show pupils have made good progress from their starting points. All children to have achieved at least ARE unless identified as SEND.</p>
<p>Improve cultural capital of all children.</p>	<p>Through purchasing HEP humanities curriculum, a greater range of vocabulary is being used and understood by the pupils.</p> <p>DT curriculum is improved by following KAPOW curriculum.</p> <p>PP attend all school trips eg museums/theatre (funded by PP Grant)</p>
<p>All children are provided enrichment opportunities for their personal development.</p>	<p>School Partnership Enrichment opportunities</p> <p>Activity leaders (PE, subjects leaders) ensure PP attend extra-curricular opportunities and clubs</p> <p>Prioritised places are available on trips for PP pupils to ensure fair access on external trips and enrichment activities in school</p> <p>Privately funded music lessons offered to all PP pupils</p>

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To purchase further resources aligned with a DfE validated Systematic Synthetic Phonic Programme to secure stronger phonics teaching for all pupils.</p> <p>We have purchased further RWI resources and are funding the cost of an additional staff member to teach smaller phonics groups.</p> <p><b>£3500.00</b></p>	<p>Education Endowment Framework Phonics +5</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils.</p>	<p>1, 2, 5</p>
<p>Phase leaders released to raise standards in teaching and learning.</p> <p>Phase leaders to monitor progress of all children.</p> <p>Phase Leaders to access and lead CPD.</p> <p>Teacher one day a week to cover phase leaders release time.</p> <p><b>£5000.00</b></p>	<p>EEF guide to supporting school planning: A tiered approach indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF: Effective professional development guide.</p> <p>Where CPD features, building knowledge, motivating teachers, developing teacher techniques and embedding practise is more likely to be effective.</p>	<p>1,2,3,4</p>
<p>Training and professional development for all staff in</p>	<p>We have bought into the Haringey Education Partnership to support our CPD and leadership. We have also</p>	<p>1,2,3,4,5,6</p>

History, Geography, Science and DT.  <b>£6500.00</b>	bought Kapow DT curriculum to develop the teaching and learning of DT and the EYFS Local authority support package (Enfield) EEF Arts Participation +3	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring  <b>£500.00</b>	EEF +4 Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2,3,4,5
Catch up Interventions across the school  <b>£14,479.00</b>	EEF Teaching assistant interventions +4 Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.	1,2,3,4,5
Music Tuition  <b>£1695.00</b>	EEF Arts Participation +3 Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.	6
Gross Motor skills Tiger Teams	EEF Physical activity +1 Physical activity has important benefits in terms of health, wellbeing and physical development.	1,2,3,4

<b>£623.00</b>	These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.	
Language and social skills LASS <b>£1163.00</b>	EEF Oral Language Intervention +6 Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	1,2,3,4,5
Social and Emotional skills Drawing and Talking <b>£950.00</b>	EEF +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning,	6

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

Budgeted cost: £140.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Forest School Programme  <b>£140.00</b>	EEF Social and Emotional learning +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	2,3,4,5,6

**Total budgeted cost: £34,550**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### **EYFS GLD**

St Monica's	National	London
78% (PP 33%)	65%	68%

3 PP pupils in Reception.

1 PP pupil child achieved GLD, the other 2 children have identified SEND needs.

#### **Year 1 Phonics Screener**

St Monica's	National	London
78% (PP 0%)	76%	78%

1 PP pupils in Year 1

1 PP pupil in year 1 did not pass the phonic screener and has identified additional needs.

#### **KS1 SATs**

Working at or above expected

	St Monica's	National	London
Reading	76% (PP 33%)	67%	70%
Writing	64% (PP 66%)	58%	63%
Maths	75% (PP 33%)	68%	59%

3 PP pupils in Year 2.

1 PP child in year 2 has identified SEND needs.

Working above expected

	St Monica's	National
Reading	29% (PP 0%)	18%
Writing	14% (PP 0%)	8%
Maths	22% (PP 0%)	15%

## Year 4 Multiplication Times Tables Check

23% (PP 0%) full marks 25/25

Average score 23 45% (PP 100%)

1 PP pupil in Y4

## Year 6 KS2 SATs

Working at or above expected

	St Monica's	National	London
Reading	88% (PP 60%)	74%	78%
Writing	83% (PP 60%)	69%	72%
GPS	88% (PP 100%)	72%	78%
Maths	80% (PP 66%)	71%	77%
Combined	73% (PP 40%)	58%	64%

5 PP pupils in Y6

1 PP in year 6 has a SEND identified need.

Working above expected

	St Monica's	National
Reading	50% (PP 20%)	28%
Writing	10% (PP 0%)	13%
Maths	30% (PP 20%)	22%
Combined	8% (PP 0%)	7%

## **Attendance for PP pupils**

2021 - 2022 Attendance National 92%

Persistent Absence no national data yet

St Monica's 93% (PP 92%)

19% (PP 38%)