

# 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	413
Proportion (%) of pupil premium eligible pupils	23 pupils (6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Nov 2023
Date on which it will be reviewed	Nov 2024
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	£34,540
Recovery premium funding allocation this academic year	£0
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	£34,540

# 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 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	Vocabulary Language and Communication skills have been identified as weak, specifically low levels of vocabulary, through our screening of Reception children from the Wellcomm programme.
2	Attendance Our attendance monitoring over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts attainment and progress.
3	Academic support at home can be limited and some families find it more difficult to support learning outside of school. Access to resources at home such as quality reading books and technology are limited, which can impact on fluency in reading, writing and maths.
4	Some of our disadvantaged pupils can lack wider enrichment opportunities outside of school. Our challenge is to ensure that all of our children have the same opportunities at school.
5	Assessments and monitoring show that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils at St Monica's school.

## 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
Improvement in outcomes in reading, writing and maths. A focus for 2023-2024 will be the current year 4 cohort.	Year 2 and Year 6 disadvantaged pupils achieve expected standards in line with non-disadvantaged pupils nationally and the percentage of children achieving greater depth has increased. Year 1 disadvantaged pupils achieve expected standards in line with non-disadvantaged pupils nationally in Phonics.
Improved oral language skills among disadvantaged pupils.	Assessments and observations indicate improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book looks, pupil voice and ongoing formative assessment.

Teaching of vocabulary is explicit across the whole curriculum leading to improved outcomes for all pupils but particularly our disadvantaged pupils.	Disadvantaged pupils have wider vocabulary evident in improved outcomes in reading, writing and maths. This is evidenced in pupil voice, monitoring and book looks as well as standardised assessments.
Teaching and learning strategies are consistent and effective which leads to good outcomes.	Professional development is timely and robust so that it has an impact on teaching and learning. Monitoring shows that teaching and learning strategies are used consistently and effectively, impacting on pupils' learning.
Interventions are appropriate and have impact.	Interventions are based on evidence of education research. They are regularly reviewed for impact and show accelerated progress. Pupils are identified for tutoring and they make accelerated progress.
Attendance for disadvantaged pupils improves.	Attendance for disadvantaged pupils will increase to at least 92%. The gap with attendance of disadvantaged pupils versus non-disadvantaged pupils at St Monica's has been narrowed.
Disadvantaged pupils access additional provision in line with or greater than non-disadvantaged pupils	Disadvantaged pupils attend clubs and activities in line with non-disadvantaged pupils. Disadvantaged pupils attend visits and residential visits in line with non-disadvantaged pupils.
Disadvantaged pupils have access to resources that aid home learning.	Disadvantaged pupils will have access to good quality resources at home e.g. chrome-books, good quality books. This is monitored through pupil usage and pupil voice.
Parent evenings, workshops and curriculum evenings are well attended by parents of disadvantaged pupils.	Parents and carers have the skills and knowledge to support home learning. Disadvantaged pupils are completing homework and summer holiday dip has diminished. Attendance is monitored and follow up support is in place targeting parents who have not attended Meet the teacher appointments.

## 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: £4,540 (previously £15,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champion, member of SLT, leads and co-ordinates PP strategy including monitoring, analysis of data and reporting.	EEF guidance and wider research about this role ensures the implementation of the research for delivering an effective strategy. Annual external data and termly internal data is analysed by the PP Champion in conjunction with SLT and all teachers. The analysis will be used to identify and plan interventions for every PP pupil across the school. Interventions need to be led, monitored, measured and costed for impact. <a href="#">EEF Guidance to Pupil Premium</a>	1, 2, 3, 4, 5
Further develop teaching and learning strategies through high quality professional development including well targeted Walkthrus	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <a href="#">Effective Professional Development Guidance I EEF</a> <a href="#">Great Teaching Toolkit</a>	1, 5
Embedding of the new KS2 Humanities Curriculum and new phonics scheme RWI.	Changes to the Curriculum will have an impact on the standards of achievement in both core and foundation subjects. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">Phonics I EEF</a>	1, 5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000 (previously £19,410)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide interventions as identified by need across all year groups, including speech and language interventions from Reception to Y6.</p> <p>Interventions monitored and reviewed regularly.</p>	<p>Termly pupil progress meetings with SLT and class teachers identify areas of need.</p> <p>The school uses <a href="#">EEF Teaching and Learning Toolkit</a> for proven interventions, based on evidence of education research.</p> <p>Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive impact on pupil progress and attainment</p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p>Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers. Oral language interventions have a high impact on pupil outcomes of 6 months additional progress.</p> <p><a href="#">Oral Language Interventions   EEF</a></p>	1, 5
<p>All PP pupils in KS1 have access to good quality reading books at home and all identified KS2 PP pupils have access to a Chromebook.</p>	<p>The cost-of-living crisis is affecting household finances across income brackets, with many parents and carers struggling financially under the current circumstances. Parents said they were buying fewer books and educational devices for their children as a result of the cost-of-living crisis.</p> <p><a href="#">The National Literacy Trust</a></p> <p>Technology at home will ensure access to homework e.g. TTRockstars and other home learning online programmes.</p> <p>High quality books at home will promote a love of books and reading.</p> <p>Resources will support home learning.</p>	4

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

Budgeted cost: £10,000 (previously £140.00)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide access to breakfast club and after school club to support attendance and punctuality.</p>	<p>Evidence suggests that access to breakfast clubs improves both punctuality and attendance as well as improving outcomes for some children.</p>	2

Provide funding to access music lessons, extra-curricular clubs, visits and residential visits.	<p>Enrichment is essential for wellbeing. Children need to experience different settings and events as well as engaging in extracurricular activities. This supports learning, language, well-being and raises aspiration.</p> <p>This also reduces the financial burden upon PP children's parents/carers enabling accessibility for all.</p> <p><a href="#">Arts Participation I EEF</a></p>	4
Monitor and support attendance where it is 90% and below.	<p>Good attendance is essential for good progress and attainment. It is also important for well-being.</p> <p><a href="#">Attendance and Persistence Absence Review I EEF</a></p>	2
Provide additional support such as Drawing and Talking	<p>Mental health and well-being are national priorities. We have an increased number of children experiencing anxiety following the pandemic.</p> <p><a href="#">Improving Social and Emotional Learning I EEF</a></p>	5
Provide additional Educational Psychology support to prioritise PP pupils where identified.	<p>Additional Educational Psychology time has been purchased previously. Consultations and assessments enable us to further understand children's learning needs, identify the barriers and access additional support where necessary.</p> <p><a href="#">SEN in Mainstream Schools I EEF</a></p>	5
Provide support for parents so that they can support their child at home.	<p>Parental engagement has a positive impact on progress and attainment - on average 4 months additional progress a year</p> <p><a href="#">Parental Engagement I EEF</a></p>	1, 2, 3, 4, 5

**Total budgeted cost: £34,540 (Previously £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 2022 to 2023 academic year.

#### EYFS GLD

St Monica's	National
73% (PP 30%) 1 out of 3	67%

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
76% (PP 67%) 4 out of 6	78.9%

6 PP pupils in Year 1

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

#### Year 2 Phonics Screener

St Monica's	National
69% (PP 100%)	87% (last year)

2 PP pupils in Year 2

PP pupils at St Monica's achieved above National PP.

#### KS1 SATs

Working at or above expected

	St Monica's	National
Reading	75% (PP 0%) neither child made ARE	67%
Writing	68% (PP 0%) neither child made ARE	60%
Maths	81% (PP 0%) neither child made ARE	70%

1 PP pupil in Year 2



## Year 4 Multiplication Times Tables Check

12% of the cohort scored full marks 25/25 (PP 0%)

Average score of the cohort 20, PP average score 12

3 PP pupil in Y4

## Year 6 KS2 SATs

### **Working at or above expected**

	St Monica's	National
Reading	90% (PP 75%)	73% (PP 60%)
Writing	78% (PP 50%)	71% (PP 58%)
GPS	90% (PP 75%)	72% (PP 59%)
Maths	85% (PP 25%)	73% (PP 59%)
Combined	70% (PP 25%)	59% (PP 44%)

4 PP pupils in Y6

2 PP in year 6 has a SEMH need

### **Working above expected**

	St Monica's	National
Reading	42% (PP 25%)	
Writing	20% (PP 0%)	
Maths	30% (PP 25%)	
GPS	55% (PP 25%)	
Combined	13% (PP 0%)	8% (PP 3%)

## **Attendance for PP pupils**

2022 - 2023 Attendance    National 91.5%\*    Persistent Absence 22.3% (PP 37.9%)\*

St Monica's                      94.7% (PP 56%)                      13% (PP 18%)

\*provisional data

## Pupil Assessment Data July 2023 - Progress

Good progress would be calculated as 1 point for each half term, therefore 6 points over the course of a year would be the aim. The table below details the progress for reading, writing and maths. Progress for PP children is good overall and outstanding in parts.

(Last year's) Year Group	Progress in Reading	Progress in Writing	Progress in Maths
From Y1 to Y2 X2 PP	6.22 PP (9.5)	6.24 PP (6)	5.74 PP (5.5)
From Y2 to Y3 X7 PP	6.82 PP (8.43)	6.42 PP (9.43)	6.2 PP (8.83)
From Y3 to Y4 X3 PP	4.83 PP (8)	5.9 PP (6.67)	5.83 PP (6)
From Y4 to Y5 X1 PP	5.9 PP (6)	5.91 PP (6)	5.78 PP (5.77)
From Y5 to Y6 X2 PP	7.41 PP (6.5)	6.23 PP (6)	6.87 PP (7.5)

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
RWI Phonics	Ruth Miskin
Star assessment for reading and maths	Renaissance

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA