

Pupil premium strategy statement 2024-2025

This statement details our schools' use of Pupil Premium 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.

This Pupil Premium Strategy has been updated in September 2024 to reflect changes to cohort numbers and need. It still forms part of a three-year strategy.

School overview

Detail	Data
School name	St Monica's Catholic Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	29 pupils (7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025-2026. 2026-2027
Date this statement was published	Nov 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	Kate Baptiste Headteacher
Pupil premium lead	Dawn Roper Assistant Headteacher for Inclusion
Chair of Governors	Tricia Alder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,085
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£33,085

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	<p>Attendance</p> <p>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.</p>
2	<p>Low starting points</p> <p>Language and Communication skills continue to be an area of concern. EYFS baseline assessments in the Autumn term show a decline in the children's actuation of communication and language skills on entry to reception.</p>
3	<p>End of KS2 outcomes for combined</p> <p>Assessments and monitoring show that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils at the Expected Standard and the Greater Depth standard.</p>
4	<p>Barriers to learning</p> <p>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.</p>
5	<p>Well Being</p> <p>Data shows an increase in wellbeing concerns, poor mental health and safeguarding concerns. Over time, there has been an increase in behaviour incidences and risks of exclusion.</p>
6	<p>Enrichment</p> <p>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.</p>

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
Attendance of Pupil Premium (PP) children are improved.	<ul style="list-style-type: none"> Attendance data for Pupil Premium (PP) children, including Persistent Absence (PA), is better than National Primary Schools Data. Attendance data improves year on year. The gap between PP and non-PP attendance data, including PA, narrows.
EYFS outcomes are in line with the national average for Good Level of Development (GLD).	<ul style="list-style-type: none"> PP children make accelerated progress, and the gap between them and non-PP narrows. End-of-year data shows PP children are in line with national data for EYFS.
Language skills (oral & written) are improved across the curriculum for PP children.	<ul style="list-style-type: none"> Evidence of improvement is seen in learning walks, book-looks, reviews and pupil voice.

	<ul style="list-style-type: none"> • PP children are able to express themselves clearly in full sentences using a wider range of vocabulary. • Children are able to use subject-specific vocabulary accurately. • Assessments show an improvement in PP children's vocabulary and language skills.
The Y6 and Y2 end-of-year combined attainment (Reading, Writing, and Maths) for PP children has improved.	<ul style="list-style-type: none"> • Y2 & Y6 combined data for PP children is in line with the national averages for the Expected Standard (EXS) and the Greater Depth Standard (GDS). • Writing data is improved across the school. • Writing across the curriculum is of a high standard. • Interventions are targeted at PP children and are effective.
PP children achieve the EXS and make good progress across the whole school.	<ul style="list-style-type: none"> • The attainment gap is narrowing between PP and non-PP. PP are making accelerated progress between check points.
Approaches to teaching and learning are consistent and effective and lead to good outcomes for PP children.	<ul style="list-style-type: none"> • Professional Development is relevant, timely and robust, leading to good outcomes for pupils. • Monitoring shows that approaches to teaching and learning is consistent and effective.
Parent consultations, workshops, and curriculum information sessions are well attended by parents/carers of PP pupils.	<ul style="list-style-type: none"> • A greater number of our harder-to-reach parents and families are engaged in school life. • Improvement in communication to PP parents/cares (including EAL). • Staff work closely with PP parents/families and have strong relationships. • Follow-up meetings are arranged for PP families who do not attend.
PP children access additional provisions in line with, or greater than, non-PP children.	<ul style="list-style-type: none"> • PP children attend clubs and activities in line with non- PP children. • St Monica's funds clubs for PP children.
Improved well-being and mental health for all pupils in our school, particularly our PP children, is achieved and sustained.	<ul style="list-style-type: none"> • A range of support is available, including access to the learning mentor, positive starts • Parents/carers surveys show parents/carers believe their child is well supported and happy • Reduction in behaviour incidents. • Fewer exclusions. • Trauma Informed practice (ETIPPS) are woven throughout our curriculum.
Enrichment opportunities are accessible to all our PP children for their personal development.	<ul style="list-style-type: none"> • Increase in the number of PP children accessing enrichment activities, opportunities and experiences. • PP children attend trips, workshops and residential. • PP children are proactively selected for a range of academic enrichment.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Champion, member of SLT, leads and co-ordinates PP strategy including monitoring, analysis of data and reporting.</p>	<p>EEF guidance and wider research about this role ensures the implementation of the research for delivering an effective strategy.</p> <p>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.</p> <p>EEF Guidance to Pupil Premium</p>	<p>1, 2, 3, 4, 5</p>
<p>Further develop teaching and learning strategies through high quality professional development including well targeted Walkthrus</p>	<p>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.</p> <p>Effective Professional Development Guidance EEF</p> <p>Great Teaching Toolkit</p>	<p>1, 5</p>
<p>Embedding of the KS2 Humanities Curriculum and RWI phonics scheme.</p>	<p>Improvements to the Curriculum will have an impact on the standards of achievement in both core and foundation subjects.</p> <p>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.</p> <p>Phonics EEF</p>	<p>1, 5</p>

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

Budgeted cost: £5900

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 EEF Teaching and Learning Toolkit 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>Teaching Assistant Interventions EEF</p> <p>Evidence suggests that pupils from lower socio-economic 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>Oral Language Interventions EEF</p>	<p>1, 5</p>
<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>The National Literacy Trust</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>	<p>4</p>
<p>Provide additional Educational Psychology support to prioritise PP pupils where identified.</p>	<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>SEN in Mainstream Schools EEF</p>	<p>5</p>

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

Budgeted cost: £27,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide access to breakfast club and after school club to support attendance and punctuality.	Evidence suggests that access to breakfast clubs improves both punctuality and attendance as well as improving outcomes for some children.	2
Provide funding to access music lessons, extra-curricular clubs, visits and residential visits.	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. This also reduces the financial burden upon PP children's parents/carers enabling accessibility for all. Arts Participation EEF	4
Monitor and support attendance where it is 90% and below.	Good attendance is essential for good progress and attainment. It is also important for well-being. Attendance and Persistence Absence Review EEF	2
Provide additional support such as Drawing and Talking	Mental health and well-being are national priorities. We have an increased number of children experiencing anxiety following the pandemic. Improving Social and Emotional Learning EEF	5
Provide support for parents so that they can support their child at home.	Parental engagement has a positive impact on progress and attainment - on average 4 months additional progress a year Parental Engagement EEF	1, 2, 3, 4, 5

Total budgeted cost: £38,328

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 2023 to 2024 academic year.

EYFS GLD

St Monica's	National
73% (PP 50%)	68%

2 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
78% (PP 50%) 2 out of 4	80%

5 PP pupils in Year 1

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

Year 2 Phonics Screener

St Monica's	National
55% (PP 50%) 1 out of 2	89%

6 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	76% (PP 67%)	67%
Writing	60% (PP 50%)	60%
Maths	80% (PP 67%)	70%

6 PP pupil in Year 2

Year 4 Multiplication Times Tables Check

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

8 PP pupil in Y4

Year 6 KS2 SATs

Working at or above expected

	St Monica's	National
Reading	90% (PP 100%)	73% (PP 45.8%)
Writing	78% (PP 100%)	71% (PP 58.9%)
GPS	90% (PP 100%)	72%
Maths	85% (PP 100%)	73% (PP 59.4%)
Combined	70% (PP 100%)	59% (PP 61%)

1 PP pupils in Y6

Working above expected

	St Monica's
Reading	42% (PP 100%)
Writing	20% (PP 100%)
Maths	30% (PP 100%)
GPS	55% (PP 100%)
Combined	13% (PP 100%)

Attendance for PP pupils

2023 - 2024 Attendance National 94.5%* Persistent Absence 15.1 %

St Monica's 95% (PP 92%) 9% (PP 22%)

Pupil Assessment Data July 2024 - 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 FSM children is good overall and outstanding in parts.

(Last year's Year Group)	Progress in Reading	Progress in Writing	Progress in Maths	Details of children
From Y1 to Y2 X6 FSM	5.9 FSM (5.6)	5.07 FSM (4.2)	5.57 FSM (4.2)	A, B, C (SEN), D (SEN), E, F (new to school)
From Y2 to Y3 X2 FSM	7.22 FSM (4.5)	5.81 FSM (3)	6 FSM (4.5)	G & H (poor attendance & social issues)
From Y3 to Y4 X7 FSM	6.04 FSM (8.71)	6.15 FSM (8.14)	5.8 FSM (5.57)	I (SEN), J, K, L, M, N (SEN), O
From Y4 to Y5 X3 FSM	5.5 FSM (5.33)	5.8 FSM (7.33)	6 FSM (7)	P, Q (SEN), R (SEN)
From Y5 to Y6 X1 FSM	6.3 FSM (6)	6.8 FSM (6)	6.32 FSM (7)	S

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
No More Marking	No More Marking

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