

# Pupil premium strategy statement – St Monica’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	31% 30% 117 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Headteacher/ Governing Body
Pupil premium lead	Natalie Shanahan  Jennie Nicholls
Governor / Trustee lead	Michael Manley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,880.00
Recovery premium funding allocation this academic year	£ 12, 905
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£134,785</b>

*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*

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# Part A: Pupil premium strategy plan

## Statement of intent

*As highlighted in our Pupil Premium Policy, the school's allocated pupil premium funding will be used to meet the following objectives:*

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.*
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.*
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.*
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.*
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A significant proportion of children receiving interventions or projects funded by the Pupil Premium will be made up of learners eligible for FSM*

*The Pupil Premium Statement will be reviewed twice a year by the Governing Body to ensure that it is meeting the objectives and benefiting our pupil's effectively.*

*Quality First Teaching is at the heart of our approach as research shows it is the most effective way of improving progress and closing the gap. A focus will be on the areas identified where disadvantaged pupil's need the most support and through this support all children including non-disadvantaged pupil's will benefit.*

*Pupil premium children are highlighted in pupil progress meetings and they are regularly discussed within staff CPD in order to ensure staff are confident in identification of pupils and they are fully aware of their strengths and areas for development.*

*As a school we are committed to ensuring that we engage children in their learning, analyse data to identify gaps in learning, plan and teach to those gaps and engage families to ensure that we are closing the gap for disadvantaged pupils. The EEF guide to pupil premium 2021, identifies that the pandemic has 'potentially reversed a decade of progress in closing the attainment gap.'*

- We are dedicated to ensuring that all pupils, irrespective of their background and the challenges they face, make at least good progress and that all staff*

*have high expectations and support all pupils in achieving high attainment across all subjects. It is intended that the pupil premium strategy ensures that we are providing opportunities and support in order to ensure that all pupils are successful and leave St Monica's ready for their next step in education.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Assessments, observations, discussions with pupils, staff and parents suggests disadvantaged pupils have greater difficulty with phonics than their peers. This impairs their ability to develop as confident readers and has a negative impact on reading for enjoyment. This is evident from entry in Nursery to the end of KS2.</i>
2	<i>Baseline assessments, observations and discussions with pupils, staff and parents has identified a high need for speech and language support. Over 25% of disadvantaged pupils would benefit from access to a Speech and Language Therapist or interventions around developing oral language.</i>
3	<i>Formal and summative assessments have identified that disadvantaged pupils are working below non disadvantaged peers in maths and need support to close the gap to ensure they are ready for the next key stage.</i>
4	<i>Discussions with families, staff and observations have indicated that families are struggling with the cost of living and therefore it is important to ensure that all pupils both disadvantaged and non-disadvantaged have access to the same opportunities.</i>
5	<i>Attendance ensures that children have access to the education they need to close the gap and by ensuring attendance is closely monitored and any concerns are identified and addressed quickly we aim to reduce the percentages of persistent absentees</i>

## 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
To ensure that disadvantage pupils maintain at least the standard of attainment they achieved at the end of the previous academic year in reading and those who have fallen behind make accelerated progress to catch up.	Data analysis will show that 90-100% of disadvantaged pupils will have made expected progress from the previous summer.

	<p>Data analysis will show that 10-20% of disadvantaged pupils will have made accelerated progress.</p> <p>Data analysis will show that QFT and targeted and personalised interventions will have had a positive impact on the progress of disadvantaged pupils.</p>
To ensure that disadvantaged children have access to specialist speech and language support in order to make progress.	<p>Assessment and observations indicate that children have made progress from baseline assessments by accessing the specialist support needed in both speech and oral language development. The triangulation of evidence such as FACT/+, support plans, books and assessment data will highlight progress.</p>
To ensure that disadvantage pupils maintain at least the standard of attainment they achieved at the end of the previous academic year in maths and those who have fallen behind make accelerated progress to catch up.	<p>Data analysis will show that 90-100% of disadvantaged pupils will have made expected progress from the previous summer.</p> <p>Data analysis will show that 10-20% of disadvantaged pupils will have made accelerated progress.</p> <p>Data analysis will show that QFT and targeted and personalised interventions will have had a positive impact on the progress of disadvantaged pupils.</p>
To ensure that disadvantaged pupils are exposed to a breadth of experiences that enable them to contextualise their learning.	<p>The school's curriculum provides pupil's with challenging, exciting and varied activities to instil a love of learning amongst disadvantaged pupils.</p> <p>The curriculum provides opportunities for varied experiences such as off-site visits, visits to school from significant people and/or organisations to make learning memorable.</p> <p>Children will have access to enriching extra-curricular activities both during school and outside of school hours.</p> <p>Pupil questionnaires will demonstrate a love for learning and engagement in school life beyond the classroom.</p>
To achieve and sustain improved well-being for all pupils in our school, particularly disadvantaged pupils.	<p>Pupil and parent questionnaires will show that the parents of pupils (particularly disadvantaged pupils) feel supported and where possible additional barriers to learning and school life were alleviated where possible.</p>

	Disadvantaged pupils who were identified as Persistent absentees would have improved attendance year on year.
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## 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: £50,000

### Red- Spring Review

### Green- November Review

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of CPD and further resources from DfE validated Synthetic Phonics Programme – Read Write Inc..	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  RWInc Traing has taken place and points of the action plan achieved- see phonics reports to Governors  Induction of new staff Regular Assessments Termly meetings with RWI advisor RWI comprehension purchased and implemented for Year 2 children who had completed RWI phonics Reading Lead completed training on new assessment structure September 2023	1
Enhancement of maths teaching and curriculum. We will fund Maths leaders release time to monitor implementation and deliver staff	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	3

<p>CPD to raise the standards in Maths</p>	<p>Maths teachers have had 2.5 days for lesson observations, book scrutiny and staff questionnaires. Maths leads have delivered training to staff based on the outcomes of monitoring activities. Maths leads have also worked with staff to develop a map of common misconceptions within our school- this is a work in progress.</p> <p>2 Deep dive sessions with SIP- 1 was the annual review and 1 was a maths focus</p> <p>Further book scrutiny took place to review feedback given</p> <p>Induction of new staff</p>	
<p>Employment of specialist teachers- dyslexia and Maths</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence shows that one to one and small group tutoring can accelerate learning by at least 4 months when planned for effectively.</p> <p>Jane and Jo are working with identified children and they are supporting staff as appropriate e.g. Jane has worked with TA's supporting individual children with strategies they can use to support spelling strategies in class.</p> <p>Progress was seen in results for children worked with by JA.</p> <p>JA works with children on a need basis- discussion is had with teachers to identify any areas of particular need.</p>	<p>1,3</p>
<p>Purchase of time from Speech and Language Therapist and Practitioner to complete baseline assessments and the train staff in leading</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>There is a strong evidence base that suggest oral language interventions, including dialogic activities such as high-quality classroom discussion are inexpensive to implement but have high impact on reading.</p>	<p>2</p>

<p>appropriate interventions</p>	<p>Speech and Language Therapist from Magic Words to start in the Summer term.</p> <ul style="list-style-type: none"> <li>Two TA's have been released weekly to take part in CPD with school's NHS SaLT to develop skills in delivering specific interventions for identified children.</li> </ul> <p>Speech and Language Therapist from Magic Words now works every Thursday. Children are identified, assessed and then worked with. Children are observed working in different learning spaces and support is offered to staff.</p>	
<p>Investment in local CPD training programmes to develop Quality First Teaching in all areas of the curriculum but with a focus on Reading and Maths.</p>	<p>Ensuring Quality First Teaching (QFT) in all classes for all subjects. All pupils should access teaching that is at least good for all subjects.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> (pg6)</p> <p>School has invested in PEPmk- courses have been identified for specific members of staff to meet personal needs or those of their subject, key stage, year group or specific needs of children.</p> <p>School have invested in Creative Education- an online website containing a range of online course which range from safeguarding, mental health, SEN needs, subject specific and many more... Staff are able to complete these courses at any time and leaders are able to assign specific courses to individual or groups of staff. TA's are the main users of CE.</p> <p>Creative Education and PEPmk still in use and membership up to date. Staff accessing a variety of CPD sessions. New staff have been given login information and encouraged to make use of the CPD offered.</p> <p>Literacy Leads completing Ofsted Reading Deep Dive training through PEPmk</p>	<p>1,3</p>
<p>Allocating time for leaders to monitor and evaluate progress throughout the year through pupil progress meetings- setting targets and providing</p>	<p><a href="https://www.gov.uk/government/publications/pupil-premium">https://www.gov.uk/government/publications/pupil-premium</a></p> <p>In the Pupil Premium guidance for school leaders (March 2022) it refers to the importance of monitoring and evaluating impact</p> <p>HT met with all teachers following the first data input and highlighted focus children and groups of children.</p>	<p>1,2,3,4,5</p>

<p>professional development in identified areas</p>	<p>Targets set and these will be reviewed at the next assessment point.</p> <p>HT/ DHT met with all staff during the summer term to discuss the progress of children and identify any areas for professional updates.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across the school which are linked closely to the curriculum.</p> <p>Interventions to be monitored by SENCO and HT and led by Teachers and Teaching Assistants throughout the school day</p> <p>One to one or one to three tutoring sessions delivered by teachers after school.</p>	<p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</a></p> <p>Provisions in place for GFT, enriched curriculum, effective challenge for all children and targeted support.</p> <p>As a staff, we have created a three tier system for identification SEND - EHCP, MK SEND Support and School Support. We have spent time analysing the SEND register and making decisions about whether the support children need can be met through Quality First Teaching, Targeted Support or Personalised Support.</p> <p>Staff have created a St Monica's provision map.</p> <p>Edukey is used by all staff to record targets and provisions and reviews progress termly.</p> <p>Next Steps- triangulate timetables, targets and provisions in place.</p> <p>HT monitors children identified for tutoring/ booster groups. Teacher's continually assess children and adjust the groups accordingly.</p>	<p>1,2,3,4</p>

	<p>Staff use data Pupil progress meetings to identify the needs of the children and create interventions and timetables accordingly.</p> <p>Teachers completed tutoring/ booster groups throughout the Summer term. Teachers identified the needs of the children in the groups. Teacher's continued to assess and adjust groups.</p> <p>WC 25.9.23- Staff meeting used to share SEN plans/ Interventions/ Timetables. Induction for new staff around EDUKEY</p>	
Subscriptions for TTRockstars and Numbots to develop basic number recall for the four operations	<p>Children are enthused by computer games and competitions to develop number skills. Being able to recall their number facts quickly will support with life skills, arithmetic and reasoning papers and ensure they are secondary ready.</p> <p>Intervention groups at school for those children who do not have access at home.</p> <p>TTR and NB are used across the school to develop number recall and times table knowledge.</p> <p>Next Step- make use of the in-house competition element of TTRockstars to encourage children to use the programme regularly at home.</p> <p>TTR and NB memberships renewed.</p> <p>Login details shared with families so that children can use their accounts outside of school.</p>	3
Ensuring Phonics intervention takes place throughout Reception to Y6	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>To ensure all children who have fallen behind have one to one phonic intervention or small group support to fill any gaps in phonic knowledge</p> <p>Reading Leader ensures interventions are taking place in line with the RWInc phonics scheme. All children are reassessed every 6 weeks and progress is carefully monitored (phonics note to Governors)</p> <p>One to One phonics interventions took place throughout the Summer term.</p> <p>Assessment 1 has been completed for this academic year and children for support identified.</p>	1
Beanstalk reader to read with identified children, at	To support children with one to one reading, ensuring they have adult support at least once a week and they can discuss the books they have read.	1

<p>least once a week, who do not have the opportunity at home</p>	<p>End of summer data for identified children to show at least expected progress in reading as</p> <p>Currently, we have two Beanstalk readers in school. Andrew works with 3 children in Y5 and Y6 and Lucy works with 3 children in Y3 to develop reading enjoyment and confidence.</p> <p>We are currently down to 1 reader. We will be taking a second reader soon.</p>	
<p>Accelerated Reader from Y2- Y6</p> <p>Money to be available to ensure adequate resources for all ages and interests of children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>This ensures that children are not just developing fluency skills but are able to comprehend what they are reading.</p> <p>New books have been purchased for AR. Children in Y2-Y6 who still need phonics will take a RWInc book from as well as an AR book.</p> <p>New books have been purchased for AR. Existing school books have been checked to see if they are now on the system. AR has been shared with families during parent information evenings.</p>	<p>1</p>

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE improving attendance. Learning Mentor and office staff to identify and support families and children to alleviate any barriers to learning</p>	<p>Ensure staff have time to support families to improve attendance and signpost to relevant agencies when necessary.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	<p>4, 5</p>

<p>and enhance attendance. Monitor persistent absentees and ensure the parents are aware when attendance falls below 90%. Working with families to increase attendance – using incentives and awards where relevant.</p>	<p>HT and office staff monitor attendance daily. Letters are sent half-termly to parents of those children who have low attendance. Reasons are analysed and support offered to family where possible.</p> <p>Families with low attendance identified and supported where possible.</p>	
<p>Developing the skills of a Learning Mentor to provide social, emotional and mental health support for disadvantaged pupils and those who require it through:</p> <ul style="list-style-type: none"> <li>- CPD</li> <li>- Nurture group</li> <li>- Restorative Friends</li> <li>- Different SEMH programmes e.g. Drawing and Talking</li> </ul>	<p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> (pg 21)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Learning Mentor is in place and training is up to date- staff complete referrals for children who need long term support but LM also works with children when specific issues arise.</p> <p>Catholic schools are currently developing a LM working group- first meeting takes place in April at St Paul's</p> <p>Learning Mentor has completed protective behaviours training 18/10/2023</p>	4,5
<p>Contingency fund for acute issues. Financial support for families to ensure all disadvantaged children have access to activities which enhance and broaden the curriculum and their learning experiences</p> <ul style="list-style-type: none"> <li>- Sports clubs</li> <li>- Trips</li> </ul>	<p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Ensuring provision is in place to extend all children's experiences and ensure they feel part of a community.</p> <p>£4026 has been spent supporting school trips, uniform, travel, stationary and wrap around care</p> <p>DHT has begun 'Time to Chat' sessions for all parents where any family concerns can be discussed e.g. struggles at home, financial difficulties, SEND concerns etc...</p>	4

<ul style="list-style-type: none"> <li>- Correct uniform</li> <li>- Music lessons</li> </ul>	<p>Between April 2023- October 2023 we have spent £1404.43 on uniform and supporting school trips.</p>	
<p>Parental Involvement- Time for subject leads and teachers to deliver training for parents e.g. phonics so parents feel more confident when supporting learning. Providing opportunities for parents to feel part of the school community- stay and play/ stay and pray etc...</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>Year group information evenings Phonics training Stay and Pray Stay and Play Breakfast over books Parents Evenings</p> <p>This term- parent coffee morning with the focus of sleep hygiene</p> <p>All of the above have continued</p>	1,3,4,5
<p>SEN base and SEN hub for children with Speech, language and communication needs and/ or Autism spectrum condition to ensure sensory needs are met and social communication development is a focus whilst transitioning to main stream lessons.</p> <ul style="list-style-type: none"> <li>- Ensure adequate CPD</li> <li>- Ensure appropriate staffing ratios</li> </ul>	<p>Interventions which focus on improving social interaction tend to be more successful (+6 months). Ensuring children are socially and emotionally ready to learn. Developing the Sensory Room to provide identified children with a sensory diet.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>New HLTA employed to lead the Treehouse Developed Sensory room to support children's sensory needs. 7 children in Treehouse, 4 with EHC plans in place, 2 have been applied for, 1 evidence gathering.</p> <p>SENCo employed- 2 days in Treehouse, 3 days in SENCo role</p> <p>We now have 10 children accessing our treehouse provision. 6 of these children have EHC plans in place, 4 evidence gathering.</p> <p>There are a total of 5 members of Treehouse staff with 4 always being present.</p>	2

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**Total budgeted cost: £137,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*See reviewed PP Statement 2021-2022*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
White Rose Hub planning subscription	White Rose Hub
My ON	Renaissance
TT Rockstars	Maths Circle LTD
Numbots	Maths Circle LTD
Accelerated Reader	Renaissance
Beanstalk	Coram Beanstalk
Provision Mapping	Edukey
Safeguard Software	Smoothwall
Cracking Comprehension	Rising Stars