

# 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
Name of School	St Monica’s Catholic Primary School
Number of pupils in school	418 (Including Nursery)
Proportion (%) of pupil premium eligible pupils	131/ 418 - <b>31.3%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024- mid point July 2024- end of year
Statement authorised by	Full Governing Body
Pupil premium lead	Jennie Nicholls
Governor / Trustee lead	Michael Manley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,748
Recovery premium funding allocation this academic year	£ 16,385
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>£181,133</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St Monica's we are dedicated to reducing the gap between the most disadvantaged pupil's and their peers. We believe in quality first teaching and ensuring that all pupil's access a broad, balanced and enriched curriculum.

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- Closing the gap in reading	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.
2- Communication and Language	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.
3- Closing the gap to ensure children are ready for the next steps in their learning.	Formal and summative assessments have identified that disadvantaged pupils are working below non disadvantaged peers in Reading, Writing and Maths and need support to close the gap to ensure they are ready for the next key stage. (The gap is closing)
4- Accessing opportunities beyond school	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.
5- Persistent attendance	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

## 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 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.</p>	<p>Data analysis shows that year on year, the gap is closing between disadvantaged pupils and their peers.</p> <p>Pupil progress meetings identify key pupils and teachers implement researched strategies to enable them to make accelerated progress.</p>
<p>To improve communication and language skills across the Primary age range.</p>	<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>
<p>To improve attainment and progress in Maths, Reading and Writing at the end of KS1 and KS2.</p>	<p>Data analysis will show that disadvantaged pupils will have made progress from their starting points and there is year on year improvement.</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>
<p>To ensure that disadvantaged pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p>	<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>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly disadvantaged pupils.</p>	<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: £64,000 (including SaLT from Magic Words)

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>	1
Enhancement of maths teaching and curriculum. We will fund Maths leaders release time to monitor implementation and deliver staff CPD to raise the standards in Maths and to monitor the impact within lessons	<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
Employment of specialist teachers- dyslexia and Maths	<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>  <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>	1,3

	Evidence shows that one to one and small group tutoring can accelerate learning by at least 4 months when planned for effectively.	
Purchase of time from Speech and Language Therapist and Practitioner to complete baseline assessments and the train staff in leading appropriate interventions	<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>Employment of trained Speech and Language Specialist from Magic Words.</p>	2
Investment in local CPD training programmes to develop Quality First Teaching in all areas of the curriculum but with a focus on Reading, Writing and Maths.	<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><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab in Action Poster v1.0.pdf?v=1700494235">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab in Action Poster v1.0.pdf?v=1700494235</a></p>	1,3
Allocating time for leaders to monitor and evaluate progress throughout the year through pupil progress meetings- setting targets and providing professional development in identified areas	<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>	1,2,3,4,5

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

Budgeted cost: £ 65,000

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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Provisions in place for GFT, enriched curriculum, effective challenge for all children and targeted support.</p>	1,2,3,4
<p>Subscriptions for TTRockstars and Numbots to develop basic number recall for the four operations</p>	<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>	3
<p>Ensuring Phonics intervention takes place throughout</p>	<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>	1

<p>Reception to Y6</p> <p>Subscribe to training website to ensure teacher knowledge is up to date.</p>	<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>Beanstalk reader to read with identified children, at least once a week, who do not have the opportunity at home</p>	<p>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.</p> <p>End of summer data for identified children to show at least expected progress in reading as</p>	1
<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>	1

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

Budgeted cost: £ 52,000

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>	4, 5



<p>and enhance attendance.</p> <p>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>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>	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> <li>- Correct uniform</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>	4

- Music lessons		
<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>	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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</a></p>	2

**Total budgeted cost: £137,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*See reviewed PP Statement 2022-2023*

### 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 (Boost)	Rising Stars
Education Shed	