



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	398 403 387
Proportion (%) of pupil premium eligible pupils	14.12% 31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	Mid-year review- April 2022 End of Academic review- July 2022
Statement authorised by	Mr Robert O'Malley/ Governing Body
Pupil premium lead	Natalie Shanahan
Governor / Trustee lead	Michael Manley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665.00
Recovery premium funding allocation this academic year	£ 8,265.00
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	£84,930.00



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 to ensure that it is meeting the objectives and benefiting our pupil's effectively.

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	Communication and interaction (particularly in Early Years)
2	Oral language and vocabulary gaps
3	Early reading skills – phonics and comprehension
4	Early Maths skills- such as key number facts
5	Limited experience beyond their home lives and immediate communities
6.	Improved well-being for all pupils in school (particularly disadvantaged pupils)

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
1. To develop communication and interaction skills among disadvantaged pupils	Assessments and observations indicate significant improvement in communication and interaction- particularly in the EYFS to ensure children have the social skills to succeed throughout the school. This is evident when evidence from the following sources of evidence are triangulated: FACT tool, ensuring families have access to Health visitors, SaLT and other professionals where necessary, progress identified on monitoring or SEN targeted plans
2. To develop oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significant improved oral language and vocabulary. This is evident where evidence such as engagement in lessons, book scrutiny and ongoing formative assessment are triangulated. In addition, evidence from baseline assessments such as Lips, the use of NASSEA steps and standardised tests



	highlight progress for individual or groups of children.
3. 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>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>
4. 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>
5. 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>
6. To achieve and sustain improved well-being for all pupils in our school, particularly disadvantaged pupils.	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.

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	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: £895

Red- Spring review

Green- November review

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funding towards Continuing Professional Development (CPD) for teachers and all support staff.</p> <ul style="list-style-type: none"> - Each CPD course will be recorded and impact monitored on feedback sheets. 	<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>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully (pg6)</p> <p>£445.00</p> <ul style="list-style-type: none"> - Positive Handling Training- September - Mental Health Training - Reading Training - PE - Music - Pupil Premium training (NS- Creative Education) - NASENCO Award complete - SMHL training complete - 2022-2023 schedule of TA training added weekly - Signed up to Creative Education (bank of online courses for all staff to access) - Signed up to PEPmk (2022-2023) - Inclusion and Intervention courses shared with all staff 	3, 4, 5
<p>Employment of Maths Specialist teacher for half a day a week to work with children on a one</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3, 4



<p>to one or small groups basis. Employment of a dyslexia specialist teacher for one day a week to work one to one with identified children.</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>£450.00</p> <ul style="list-style-type: none"> - Both teachers have assigned children they are supporting weekly - Regular review of children being supported by specialist teachers and communication with parents being developed 	
<p>Embedding dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Resources and CPD will be developed over time to ensure all staff understand the importance of dialogic activities</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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>£TBC</p> <ul style="list-style-type: none"> - Training for staff booked – 26th April - Well-being circles - RIC (Retrieval, interpret, choice) Reading Starters - Ninja Vocabulary - Racing to English Intervention - Talk partners - Spirals interventions - 'Hold a sentence' activity - Talk partners 	2, 3
<p>In-house training for key staff in phonics. Using Phonics specialist teacher to monitor and evaluate the effectiveness of phonics across the school through observation, training and assessment.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Evidence suggests that good phonics teaching can accelerate learning by at least 5 months which is why it is crucial that staff subject knowledge is refreshed, resources are audited and replaced when necessary and lessons/ interventions are evaluated.</p> <ul style="list-style-type: none"> - Read Write Inc is the scheme we use - Phonic daily lessons/ interventions - One to one interventions 	2, 3



	<ul style="list-style-type: none"> - Developed monitoring across the school using RWI and practice phonic screening tests- assessments take place every 6-8 weeks - Whole school phonics training booked with RWI in 2022-2023 - In-house phonics training took place and new reading books introduced linked to the phonics stage the children are on. - 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,829.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>This ensures that children are not just developing fluency skills but are able to comprehend what they are reading.</p> <p>£2,177.80</p> <ul style="list-style-type: none"> - Year 2 to Year 6 using AR - Weekly statistics sent to all teachers - Weekly AR award - Going to include it in the newsletter to parents going forward - New books have been bought for different year groups - Year group competitions- children meeting word count and their own target - 	3
<p>Ensuring Phonics intervention takes place throughout Reception to Y4</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>	3



	<ul style="list-style-type: none"> - As above - Phonics happens daily across the school from Nursery to Y6. Children who have passed phonics move onto Accelerated Reader. - In KS1, children who need further support are identified through assessments and receive one to one support at least 3x a week. 	
<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> <ul style="list-style-type: none"> - One Beanstalk reader in school- just finishing with 3 year 6 pupils who are now all predicted to meet age related expectations. Will start with 3 new children after half term to boost for end of Y6 and will then start with Y5 children towards the end of the summer. - A second reader from Beanstalk has started with Y3. 	3
<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> <ul style="list-style-type: none"> - Year 2-Year 6 using TTRockstars - Year 2 using Numbots as part of homework and an intervention group in school. - Year 1 just started using Numbots - Year 3 use it with SEN children. 	4
<p>Speech, language and communication need baseline screening assessment with identified strategies</p> <ul style="list-style-type: none"> - Funding for cover so staff implementing resource have 	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Baseline assessment with directed interventions for children – 6 week targeted support for identified children- success monitored by repeating assessments. Children progressing towards ARE using the targeted support</p> <ul style="list-style-type: none"> - WellComm speech and Language programme purchased and baseline assessments taking place in EYFS and KS1 this term. - 16 children took part in the intervention and 14 children made progress with 4 children achieving ARE at the end of the intervention. 	1,2



adequate training.	<ul style="list-style-type: none"> - Nursery have begun to screen all children in Autumn 22. - TA training is booked for 21st November and baseline assessments will be completed with identified children across the school by the end of term and the first cycle of interventions will start in January. 	
<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>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</p> <p>Provisions in place for GFT, enriched curriculum, effective challenge for all children and targeted support.</p> <ul style="list-style-type: none"> - NTP tutoring in place. - Edukey used to monitor interventions - NS monitoring interventions over 6-week period with support of TA's - TA and Teacher training completed. - New monitoring sheets designed and in place - A whole school provision map is being updated with specific QFT, targeted and personalised interventions identified 	1,2,3,4,

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

Budgeted cost: £54,490.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Involvement- Time for subject leads and teachers to deliver training for parents e.g. phonics and to	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <ul style="list-style-type: none"> - COVID had an impact on in person presentations but videos on school website to support parents 	1,2, 3, 4, 5, 6



<p>create online supporting videos 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>and all year groups have provided parents with curriculum overviews for the term.</p> <ul style="list-style-type: none"> - https://st-monicas.co.uk/information/curriculum/ - Stay and Play and Stay and Pray will continue when restrictions relax <ul style="list-style-type: none"> - Stay and Pray, Stay and Play and phonics training have taken place. - Books over breakfast has taken place - Informal parent's evenings with presentations about expectations have been in person again since September 22. 	
<p>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"> - Sports clubs - Trips - Correct uniform - Music lessons 	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Ensuring provision is in place to extend all children's experiences and ensure they feel part of a community.</p> <ul style="list-style-type: none"> - Trips, school uniform, taxi's and music lessons have been supported through the PP money. Families have approached the school for further support, 	5, 6
<p>Learning Mentor. SENCO and Headteacher to identify and support families and children to alleviate any barriers to learning and enhance attendance. Monitor persistent absentees and ensure the parents are aware when attendance falls below 90%. Working with families to increase attendance –</p>	<p>Ensure staff have time to support families to improve attendance and signpost to relevant agencies when necessary.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <ul style="list-style-type: none"> - COVID restrictions have had an impact on attendance and the LM's ability to support all children through Nurture groups and one to one sessions but she has provided staff in year groups resources and advice to support families. - Letters have been sent for families who have been identified as concerns whilst filtering out any Covid related absences. - One to one sessions have begun with the learning mentor and Nurture group is due to start again in January. 	



<p>using incentives and awards where relevant.</p>	<ul style="list-style-type: none"> - The mental health team in school have been working to develop support for children staff and families. From January there will be a mental health focus e.g. sleep and work will be completed with children, staff and parents. 	
<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"> - Ensure adequate CPD - - Ensure appropriate staffing ratios 	<p>Interventions which focus on improving social interaction tend to be more successful (+6 months). Ensuring children are socially and emotionally ready to learn</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <ul style="list-style-type: none"> - The SEN base has 8 children now and 4 adults. The additional adult started employment on Monday 31st October. - In addition, the SEN base staff have been supporting teachers and teaching assistants to support children in the mainstream classroom with interventions and strategies for children with social communication. 	<p>1, 2</p>

Total budgeted cost: £84,215.10



Part B: Review of outcomes in 2021-2022

End of 2021-2022 data:

		READING						WRITING						MATHS							
AUTUMN	Cohort	At Risk		Positive +		Sig Pos		Cohort	At Risk		Positive +		Sig Pos		Cohort	At Risk		Positive +		Sig Pos	
		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
	Total	72	7	9.7	62	86.1	26	36.1	72	5	6.9	63	87.5	22	30.6	72	6	8.3	62	86.1	21
SPRING	Cohort	At Risk		Positive +		Sig Pos		Cohort	At Risk		Positive +		Sig Pos		Cohort	At Risk		Positive +		Sig Pos	
		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
	Total	72	5	6.9	63	87.5	27	37.5	72	4	5.6	63	87.5	21	29.2	72	7	9.7	62	86.1	20
SUMMER	Cohort	At Risk		Positive +		Sig Pos		Cohort	At Risk		Positive +		Sig Pos		Cohort	At Risk		Positive +		Sig Pos	
		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
	Total	72	5	6.9	64	88.9	28	38.9	72	3	4.2	64	88.9	26	36.1	72	7	9.7	62	86.1	21

19 children had no prior data to measure progress.

Children at risk of not making positive progress:

Reading 3/5 - SEND

Writing 2/3- SEND

Maths- 2/7- SEND

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Year 1	Reading		Writing		Maths	
	Progress	Attainment	Progress	Attainment	Progress	Attainment
Pupil Premium (13)	+3.4	A1	+3.1	A0/A1	+2.9	A1
Non Pupil Premium (30)	+3.3	A1/A2	+2.8	A1/A2	+3.0	A1/A2
PP and SEN (5)	+5.0	40-60S/ ELG	+4.0	40-60S	+4.0	40-60S/ELG
Non PP and SEN (4)	+3.0	ELG	+3.0	ELG	+4.0	ELG
PP and HPA (Higher Prior Attainment) (2)	+4.0	A3	+4.0	A3	+4.0	A3
Non PP and HPA (4)	+4.0	A3	+4.0	A3	+4.0	A3

Year 2	Reading		Writing		Maths	
	Progress	Attainment	Progress	Attainment	Progress	Attainment
Pupil Premium (18)	+0.7	A5	+1.0	A4/A5	+1.0	A4/A5
Non Pupil Premium (31)	+3.5	A4/A5	+3.3	A4/A5	+3.0	A4/A5
PP and SEN (5)	-1.0	A3/A4	+1.0	A3/A4	0	A4
Non PP and SEN (7)	+7.6	A3	+8.2	A3	+5.2	A3
PP and HPA (Higher Prior Attainment) (5)	+2.8	A5/A6	+2.8	A5/A6	+2.8	A5/A6
Non PP and HPA (4)	+3.3	A6	+2.5	A5/A6	+3.3	A5/A6

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Year 3	Reading		Writing		Maths	
	Progress	Attainment	Progress	Attainment	Progress	Attainment
Pupil Premium (17)	+2.0	B1	+2.0	B1	+1.0	A6/B1
Non Pupil Premium (43)	+2.8	B1/B2	+2.6	B1/B2	+2.8	B1/B2
PP and SEN (5)	+2.5	B1/B2	+2.5	B1/B2	+1.0	B1/B2
Non PP and SEN (7)	+4.0	A6	+4.0	A6	+4.9	A6
PP and HPA (Higher Prior Attainment) (4)	+0.3	B3	+0.3	B3	+0.3	B3
Non PP and HPA (9)	+0.7	B3	+0.3	B3	+0.7	B3

Year 4	Reading		Writing		Maths	
	Progress	Attainment	Progress	Attainment	Progress	Attainment
Pupil Premium (18)	+5.1	B4	+4.8	B4	+4.8	B4
Non Pupil Premium (41)	+3.1	B5	+2.6	B4/B5	+3.1	B4/B5
PP and SEN (2)	(No prior data)	B1	(No prior data)	A6/B1	(No prior data)	A6/B1
Non PP and SEN (6)	+1.0	B2	+0.4	B1/B2	+3.4	B2/B3
PP and HPA (Higher Prior Attainment) (1)	+1.0	B6	+1.0	B6	+1.0	B6
Non PP and HPA (8)	+0.3	B6	-0.1	B5/B6	+0.3	B6

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Year 5	Reading		Writing		Maths	
	Progress	Attainment	Progress	Attainment	Progress	Attainment
Pupil Premium (8)	+1.4	C1	+1.4	C1	+1.0	C1
Non Pupil Premium (41)	+1.3	C2	+0.7	C1/C2	+1.7	C2
PP and SEN (1) EHCP	-11.0	A5	-11.0	A5	-11.0	A5
Non PP and SEN (10)	+2.1	C1	+0.3	B6	+2.5	C1
PP and HPA (Higher Prior Attainment) (1)	+1.0	C3	+1.0	C3	-2.0	C2
Non PP and HPA (13)	+0.1	C2/C3	-0.2	C2/C3	+0.8	C3

Year 6	Reading		Writing		Maths	
	Progress	Attainment	Progress	Attainment	Progress	Attainment
Pupil Premium (17)	+3.2	C4/C5	+1.8	C4	+1.4	C4
Non Pupil Premium (41)	+1.3	C5	+1.1	C5	+1.7	C5
PP and SEN (3)	+7.0	B6/C1	+2.5	B5	+2.5	B6
Non PP and SEN (8)	+1.0	C4	-0.1	C4	+1.4	C4
PP and HPA (Higher Prior Attainment) (3)	+1.0	C6	+1.0	C6	+1.0	C6
Non PP and HPA (9)	-0.3	C5/C6	+0.7	C6	+0.7	C6

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Pupil premium strategy outcomes 2020-2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

See Pupil Premium strategy 2020-2021 Reviewed document.

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
TT Rockstars	Maths Circle LTD
Numbots	Maths Circle LTD
Accelerated Reader	Renaissance
Beanstalk	Coram Beanstalk
Provision Mapping	Edukey
Safeguard Software	Smoothwall
WellComm	GL- Assessments
Cracking Comprehension	Rising Stars

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