

Pupil premium strategy statement 2023-24

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	151
Proportion (%) of pupil premium eligible pupils (based on Oct 22 census)	7.2% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jessica Pearson (Headteacher)
Pupil premium lead	Jessica Pearson
Governor / Trustee lead	Amanda Lawrie Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17460
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£17460

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil Premium (PP) funding at St. Monica's Catholic Primary School is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care.

We take the responsibility for the provision of our disadvantaged pupils extremely seriously. Although the percentage of pupils in receipt of Pupil Premium is small, we strive to ensure that each pupil is given the support they need to thrive as they develop academically, culturally and emotionally.

When identifying strategies and allocating funding to particular projects, we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust.

Our intention is that each pupil reaches their potential regardless of their background or barriers to learning. We aim to reduce any barriers through the delivery of an outstanding curriculum enhanced by enrichment opportunities, made available to all.

Our mission that pupils will be 'loving to learn' inspires us to look carefully at any barriers for our disadvantaged pupils and to provide the means for all pupils to do this. Those pupils who require support to reach the expected standard will receive targeted support and those pupils already achieving the expected standard or above will be supported and challenged so that they have the same opportunities as non-disadvantaged pupils.

Mental Health and wellbeing is prioritised and pupils and parents are supported in order that pupils build resilience, self-esteem and achieve a good sense of wellbeing. We believe that this is vital in supporting our pupils' learning.

Challenges

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

Challenge number	Detail of challenge
1	50% of our current PP pupils also have additional needs and require support in accessing the curriculum and/or bridging gaps
2	Access to extra-curricular provision and contributions to educational trips– <i>Our 360 degree reports demonstrate that accessing enhanced opportunities outside of the school day is still an area this group of pupils access less than non-disadvantaged peers. This is due to after school arrangements making it difficult for pupils to stay behind for clubs. A number of pupils also require access funding to support payment for educational trips.</i>

3	Some children need focused support with social, emotional and mental health needs or pastoral concerns.
4	Some pupils in key identified year groups continue to need focussed support in closing the gaps in key skills due to the impact of the pandemic.

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 further develop the provision of intervention for pupils with SEND.	Delivery of SEND interventions and programmes is built into the support timetable, with all SEND pupils accessing some additional time.
Extra-curricular enrichment opportunities are actively offered to pupils to ensure that pupils are equipped with the confidence, attitudes, health benefits and cultural capital they need to succeed in life.	Pupil Voice and 360 degree activities show the types of opportunities which our vulnerable pupils have taken up this academic year, and an increase on the previous year.
Forest School curriculum activities are offered to all pupils, providing education and learning through and about the environment which many pupils would not get otherwise. This approach also supports positive mental health, behaviour and attendance at school.	All pupils across all year groups have accessed a half term of forest school curriculum sessions.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils and those with identified difficulties.	Pupils can talk about ways to self-regulate their emotions. Pupils requiring extra support are identified using the triage process and access a series of Nurture sessions as appropriate.
To improve end of year academic outcomes for pupils in Year 3 and 4 in Reading, Writing and Maths.	Pupils in lowest 20% of reading will have reading books matched to their reading age and fluency level. Disadvantaged and SEND pupils know the 'gateway keys' for writing in their year group and have made progress on identified writing targets. Their fluency in maths skills have improved as seen in their work on programmes like numbots and TTRS.

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: £7202

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All staff have access to high quality training materials for their individual CPD through the online platform Schoot. The focus for training will be to support and develop quality first teaching (incl further training on metacognition, retrieval best practice). All subject leaders engage in the subject leadership programme. Use of Schoot provides all staff with access to over 300 high quality training modules. To support workload staff will be given staff meeting and Twilight time for subject leadership courses.</i>	EEF guidance on effective professional development states, "High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom... Ensure that professional development aligns with the needs of the school and is supported by school leadership... Recognise the time constraints faced by teachers and adapt professional development accordingly."	1, 3, 4
<i>To develop mental health trained staff, accessing ELSA training and further ELSA resources.</i>	EEF - Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (social emotional learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	3
<i>Training for staff on higher reading bands following purchase of upper band reading scheme.</i>	https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency	1, 4
<i>A Forest School curriculum is planned and implemented for every class – 6.5hours a week with a trained Forest School leader TA plus teacher.</i>	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	2, 3

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

Budgeted cost: £9058

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>11 hours of TA intervention a week for identified pupils (PP, SEND) and groups from Year 3 and 4. Reading comprehension and fluency and writing focus.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4, 1

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Vulnerable pupils can access a school financial support grant to pay costs for educational trips and residential activities.</i>	<p>“Educational visits can be a powerful tool to increase student engagement and motivation. When students can directly experience a subject matter and see it in action, it provides real-world context and relevancy. Consequently they are more likely to be interested in learning more.</p> <p>Contextualising learning in this way also helps to build empathy, tolerance and critical thinking – skills that more challenging to develop in a traditional classroom environment.” *</p>	2
<i>Vulnerable pupils can access a school financial support grant to pay costs for extra-curricular clubs, where costs are charged.</i>		

- <https://educationbusinessuk.net/features/keep-educational-visits-part-curriculum#:~:text=Increase%20student%20engagement&text=Consequently%20they%20are%20more%20likely,in%20a%20traditional%20classroom%20environment.>

Total budgeted cost: £17,460

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (2022-23)

Desired Outcome	Success Criteria	Progress
To support the development of phonics in Reception and Year 1 and reading development across the school.	90% of non-SEND and non EAL children to achieve the required standard in statutory assessments. 90% of non-SEND and non EAL children to achieve ARE in end of year non statutory tests.	End of Year 1 phonics screening – 84.2% (up by 23.3% from 21-22) Year 2 phonics screening – 7/8 achieved the pass mark.
To implement a spelling strategy that builds on the strengths of the Little Wandle approach with focussed teaching and rigorous assessment.	SEND and EAL pupils to show progress against ambitious individual targets.	90% of pupils achieved ARE in their non-statutory reading and spelling assessments.
To remove barriers to accessing online homework in order to support improved outcomes.	Target children for support completing homework online.	Homework club ran weekly over one lunchtime a week, and vulnerable pupils who were identified as needing support to both access online programmes (e.g. Numbots and TTRS) and/or support in completing homework were targeted where support was appropriate. This enabled all pupils to access the online maths programmes, and also to ensure attention to homework tasks was prioritised.
To provide extracurricular enrichment opportunities to ensure that pupils are equipped with the confidence, attitudes, health benefits and cultural capital they need to succeed in life.	All disadvantaged pupils to be offered extracurricular opportunities as recorded on their 360 degree sheets. For barriers to taking up those opportunities to be removed.	All of the pupils in receipt of pupil premium grant were offered free extracurricular opportunities where there was a cost. Data on the 360degree sheets for 22-23 showed that 2/3s of this cohort accessed extracurricular clubs. 7/12 held roles of responsibility within school. Access to educational trips including residential was ensured for all pupils.