



Pupil premium strategy statement 2021 - 2022

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	186
Proportion (%) of pupil premium eligible pupils	5.9%
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	July 2022
Statement authorised by	Head Teacher and Governor with Responsibility for Pupil Premium
Pupil premium lead	Annette Norman
Governor / Trustee lead	Sarah Harman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,795

Part A: Pupil premium strategy plan

Statement of intent

Our Mission Statement includes the phrase 'Aim to be the best we can be' and by this we intend that all children should build a body of knowledge and learn to think critically and creatively about it. We aim for all pupils, irrespective of their background or the challenges they face, to be supported to make good progress in building this body of knowledge and developing these thinking skills. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The school's Mission Statement also urges the children to 'Never stop trying' and this prompts us to work to develop resilience, determination, self-confidence and an understanding of the need for hard work and practice. We do this by placing an emphasis on enquiring, questioning and solving problems. We recognise that such skills of effective learning can be difficult to acquire because of the challenges faced by vulnerable pupils, and we therefore aim to remove any barriers we can identify.

We promote high-quality teaching through well-focussed monitoring, coaching and training, with a priority on areas in which disadvantaged pupils require the most support. Our responsibility of ensuring that all of our children thrive, means that we welcome the respects in which our Pupil Premium Strategy impacts positively on our non-disadvantaged pupils' attainment alongside progress for their disadvantaged peers.

Our strategy is part of our wider school plans for education recovery, particularly in the provision of tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils; and in the raising of standards in phonics and early reading.

This strategy identifies common challenges and individual needs, identified through documented assessment. To ensure they are effective we will review our plans for the challenge they offer, monitor to ensure they are bringing about progress and adapt them if necessary and promote high expectations for the children in receipt of this funding.

Challenges

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

Challenge number	Detail of challenge
1	Difficulties with attaining the expected standards in phonics and early reading.

2	Low attainment in maths as a result of gaps in their knowledge.
3	Lack of access to extra-curricular opportunities for curriculum enrichment.
4	Cost of uniform and trips prohibitive for some parents.

Intended outcomes

Intended outcome	Success criteria
1. To attain the expected standard in phonics and early reading and / or to show good progress towards this target.	For all children to pass the Y1 phonics screen, and / or show improved scores in assessment.
2. To achieve ARE in maths.	To achieve a score of at least 75% in the White Rose maths end of year assessments and / or to achieve all targets on their individual intervention plans.
3. To engage in a range of extra-curricular opportunities.	Children in receipt of the funding to attend at least 2 extra-curricular voluntary clubs / sessions.
4. To have access to uniform, equipment and trips to support learning.	All children to access uniform, equipment and trips (where finance is the barrier).

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £5,000 (CW) + £8,000 (HS)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring for pupils targeted at specific needs and knowledge gaps for those whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

Wider strategies

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide spaces in extra-curricular clubs including String Ensemble and sporting activities.</i>	Based on our experience and on those of similar schools to ours, full access to extra-curricular activities supports children's application of learning, social skills, positive attitude to learning and self esteem.	3, 4
<i>To provide a Hardship Fund to cover the costs of uniform and trip for parents who request support.</i>		

Total budgeted cost: £17,000

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 2020 to 2021 academic year.

- Review of targets on Pupil Premium Report:
 - Achieve SMART targets ... almost 100% success.
 - Extra curricular provision ... unavailable because of the lockdown and bubble requirements.
 - Independent reading frequency ... good progress.
 - Improved spelling and times tables scores ... varied progress.
 - Access to trips and wear school uniform ... very few trips went ahead this year because of Covid.
- Report on progress
 - Some very positive news: significant increases in two children's phonics scores, a Y6 child who achieved in reading at greater depth, a Y4 child who achieved in the times tables check above the class average.
 - However, if you strip out the SEND children and a family with significant attendance problems impacting on achievement, there are four children in receipt of funding who are not SEND and yet are below ARE. These children achieved well in their SMART targets but we need to reflect on why this has not translated into ARE performance: were the targets comprehensive and ambitious enough, were the sessions timetabled at times when the children would have been better in the classroom receiving 'quality first teaching' from the class teacher.

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
Not applicable	