

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	166
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023 (Annually)
Statement authorised by	Annette Norman (Executive Head Teacher)
Pupil premium lead	Annette Norman
Governor / Trustee lead	Amanda Lawrie-Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850
Recovery premium funding allocation this academic year	£0
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	£13,850

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 do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between Pupil premium and non-Pupil Premium pupils.

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.

We are committed to using a range of measures to evaluate the impact of the funding as an ongoing process throughout each academic year. The focus for 2022 - 2023 will be on achieving the best outcomes in basic skills for our pupils and supporting their learning behaviours and wellbeing.

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.

Provision is carefully planned and smart, evidence based targets are set for disadvantaged pupils. Teachers work with the Pupil Premium Lead and Pupil Premium Teaching Assistant to ensure that targets are challenging but achievable. Attainment and progress is discussed regularly and during termly pupil progress meetings.

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	Low attainment and progress in basic skills and particularly early phonics, spelling and reading.
2	Completion of homework is impacted by some children's lack of access to IT devices at home.
3	There are some children who need focused support with social, emotional and mental health needs or pastoral concerns.
4	Analysis shows that some disadvantaged children do not access extra-curricular opportunities.
5	A number of children have less than 95% attendance and problems with punctuality.

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 pupils in receipt of pupil premium reach at least the expected standard in statutory assessments, and are given opportunities to achieve greater depth if capable.</p> <p>To support the development of phonics in Reception and Year 1 and reading development across the school.</p> <p>To implement a spelling strategy that builds on the strengths of the Little Wandle</p>	<ul style="list-style-type: none"> • For 90% of non-SEND, and non EAL children to achieve the required standard in statutory assessments. • For 90% of non-SEND, and non EAL children to achieve ARE in end of year non statutory tests. • For SEND and EAL children to show progress against ambitious individual targets on their Intervention Plans.

approach with focussed teaching and rigorous assessment.	
To remove barriers to accessing online home learning/homework in order to support improved outcomes.	Target children completing home learning online.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils and those with identified difficulties.	High levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
To provide extra curriculum 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 extra-curricular opportunities as recorded on their 360° sheets. For barriers to taking up those opportunities to be removed eg time of club, required resources, parental attitudes.
To achieve improved attendance and punctuation for disadvantaged children identified as having had below 95% attendance and more than 10 episodes of L in the register in the academic year 21 – 22.	Attendance and punctuality to be improved by comparison with last year.

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: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and staff development sessions on new spelling scheme.	Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. 'Improving Literacy in Key Stage 2' EEF.	1

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group targeted teaching using structured interventions relating to Little Wandle and Pathways to Spell.	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. 'Teaching and Learning Toolkit' EEF.	1
Provision of IT to children whose parents have requested devices.	School experience shows that access to online learning at home improves engagement and progress in areas such as spelling, times tables, phonics and reading.	2

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

Budgeted cost: £1,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide counselling, and 1:1 nurture style sessions in order to support children's SEMH; support for wellbeing at lunchtime (play leader).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3 and 4
To provide supportive visits from an attendance worker to help and encourage parents to overcome barriers to good attendance and punctuality.	<p>The new research shows that overall absence had a negative link to attainment, with every extra day missed associated with a lower chance of achieving 5 or more good GCSEs or equivalent at grades A* to C including in English and mathematics, or gaining the gold standard English Baccalaureate (EBacc).</p> <p>The research backs the government's clampdown on absence and truancy to ensure more pupils regularly attend school and leave with the qualifications they need to succeed in modern Britain.</p> <p>'The Link Between Absence and Attainment at Key Stage 2 and Key Stage 4' DFE.</p>	5
To ensure that pupils in receipt of pupil premium are given priority with enrichment opportunities	<p>The EEF states that 'enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education'.</p> <p>They also argue that enrichment approaches can directly improve pupils' attainment</p> <p>'Life Skills and Enrichment' EEF.</p>	4

Total budgeted cost: £13,850.00

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 2021 – 22 academic year.

Desired outcome and how they will be measured	Success criteria	Progress
For children to improve against identified weaknesses in maths, reading and writing.	Achievement of SMART targets on Intervention Plans. Improved reading and spelling ages.	<ul style="list-style-type: none"> • In June 22 a Y2 child passed the phonics screen having not met the required standard in Y1. • In the KS2 SATs children progressed in RWM in line with expectations in 4 out of 6 areas, above expectations in 1 out of 6 areas and below expectations in 1 out of 6 areas. • All children listed on the SEND register achieved the targets on their Intervention Plans.
For children to have access to a range of extra-curricular enrichment opportunities.	For all PP children to access at least one extracurricular provision during the year.	Although all children in receipt of pupil premium funding were offered extracurricular opportunities, they did not all access them, though this was in part as a result of a reduced programme in the aftermath of the covid lockdowns.
To improve in the frequency of independent reading, learning of spelling lists, and in learning times tables.	Increase in independent reading frequency as shown in reading diary. Improved percentage of spelling list correct as shown in tracking sheets. Improved scores in Times Tables Rockstars.	<ol style="list-style-type: none"> 1. Some improvement seen in most children but barriers of access to IT and attendance identified has limited the achievement of this target for some children.
For all children to access school trips and wear correct uniform.	All PP children to access school trips and wear correct school uniform as shown in trip registers and Hardship Fund tracking.	All children who applied for support to enable them to access school trips and wear correct uniform were granted. All children took part in all trips.

NGA Questions for Governing Boards to ask: Pupil Premium

- How many pupils are eligible for pupil premium?
- How much pupil premium does our school(s) receive?
- How is this funding allocated?
- How does the attainment and progress of our pupil premium eligible pupils compare with other pupils and groups of pupils in the school or trust?
- What are the main barriers to learning for our pupil premium eligible pupils?
- How do we identify the support needed by particular groups of pupil premium eligible pupils (eg looked after children and pupils with SEND)?
- What is our ambition for the attainment and progress of pupil premium pupils?
- How are we engaging stakeholders, parents, staff and the pupils themselves, to share our ambition for what all pupils can achieve?
- What specific outcomes are we aiming to achieve with our pupil premium funding? (eg raising attainment, accelerating progress, improving attendance, increasing opportunities)?
- How does our strategy for spending pupil premium funding and our interventions compare with successful schools elsewhere?
- Are all staff aware of which pupils are eligible for pupil premium and our strategy for supporting disadvantaged pupils?
- How are staff developed and supported to effectively implement our pupil premium strategy – are they receiving specific CPD?
- What evidence do we have to show that our pupil premium strategy is working and having an impact (eg progress data for pupil premium eligible pupils)?

1. 10
2. £13,850
3. See above pages 5 – 6
4. Such small numbers make comparisons problematic: eg 50% of the funded children in Y6 achieved greater depth in reading which is a higher percentage than for the non-funded children, but as there were only 2 funded children this is not significant; 100% of the funded children in Y1 did not meet the required standard in phonics, but as there was only 1 funded child who was also on the SEND register, this is not significant.
5. See page 3 above.
6. Analysis of the academic and pastoral data and discussion at Pupil Progress meetings.
7. Our ambition is that they should achieve in line with or better than prior expectations by having their barriers to success identified and where possible removed.
8. Parents are engaged via Parents Evenings, Meet the Teacher evenings and communication via homework and reading diaries. Teachers are engaged through Pupil Progress meetings. The pupils themselves are engaged through the mentoring that is part of the approach used in small group tuition sessions.
9. See pages 3 – 4 above.
10. Our outcomes are difficult to compare with successful schools elsewhere because of the tiny numbers involved. Our approaches are comparable as they use evidence based strategies recommended via the Educational Endowment Fund research widely used by schools elsewhere.

11. Staff are aware of which pupils are in receipt of funding as they are identified on Pupil Progress paperwork and the supporting strategies are recorded on Intervention Planning sheets and the 360° sheets which are shared with teachers.
12. Staff in recent years have received Talk 4 Writing and Little Wandle training as part of the Pupil Premium strategies.
13. See page 7 above. Evidence of the statements in this section can be seen in class tracking sheets, Intervention Plans and 360° sheets.