

# St Monica's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 RC Primary              |
| Number of pupils in school  | 299 excluding Nursery               |
| Proportion (%) of pupil premium eligible pupils   | 13%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024 |
| Date this statement was published   | September 2023                      |
| Date on which it will be reviewed   | September 2024                      |
| Statement authorised by   | Mr Mark Doherty                     |
| Pupil premium lead  | Miss Michelle Keville               |
| Governor / Trustee lead   | Mrs Dawn Wilkinson                  |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £50,485 |
| Recovery premium funding allocation this academic year  | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £50,485 |

# Part A: Pupil premium strategy plan

## Statement of intent

At St Monica's, we aim to:

- Improve the academic progress and to raise the standard of achievement for disadvantaged pupils with a particular focus on reading.
- Narrow and close the gap between the achievement of these pupils and their peers.
- To support and improve the attendance of Pupil Premium children.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- Use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and non- Pupil Premium children to ensure that it makes a significant impact on their education and lives.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Attendance and punctuality among PP children is lower than their peers.   |
| 2                | Parental engagement and support at home of PP children.   |
| 3                | Narrowing the attainment gap in Reading, Writing and Maths.<br>Narrowing the attainment gap in Maths at the end of KS2. |
| 4                | Increase in difficulties presented in terms of children's mental health and wellbeing post-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  |
|---|---|
| Disadvantaged pupils will have good attendance and punctuality. | The attendance of disadvantaged pupils is at least 95%<br>The attendance of disadvantaged pupils is in line with their peers. |

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|  | <p>The punctuality of disadvantaged pupils is in line with their peers.</p>   |
| <p>Disadvantaged pupils will achieve well and make good progress so that the gap between disadvantaged pupils and their peers is narrowed.</p> | <p>Attainment and progress of disadvantaged pupils is closely monitored throughout the year.</p> <p>Renewed attendance policy and procedures in place and shared with parents.</p> <p>Targeted interventions take place.</p> <p>Attainment of disadvantaged pupils is in line with their peers in reading, writing and maths.</p> <p>Progress of disadvantaged pupils is in line with their peers in reading, writing and maths.</p>  |
| <p>Disadvantaged pupils are supported well both at school and at home, and are afforded the same opportunities as their peers.</p>             | <p>Disadvantaged pupils have access to key resources needed for the curriculum.</p> <p>Parents are given the skills and resources needed to support their child at home.</p> <p>Disadvantaged pupils have access to all trips and visitors within school.</p>   |
| <p>Disadvantaged pupils and their families will have their wider mental, emotional and financial needs met.</p>                                | <p>Concerns for disadvantaged pupils are noted on CPOMS.</p> <p>Vulnerable disadvantaged pupils and their families have access to CARITAS as and when needed.</p> <p>Vulnerable disadvantaged pupils and their families have access to food parcels and food banks as and when needed.</p> <p>Children will have access to ELSA-trained staff members and CARITAS in case of need. Whole class/ school initiatives such as Yellow Day to promote awareness around mental health and well-being.</p> |

## 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: £ 11,428

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed   |
|---|--|---|
| CPD throughout the year, with a particular focus this year on reading, writing and maths. | EEF – key principle 3: quality teaching helps every child. <i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</i> | 4<br>Teaching staff are trained in a number of key areas, including Maths, Early Reading and Writing.<br>All teaching staff in Key Stage 1 and 2 to receive Power Maths training.<br>Key Stage 1 staff to receive in-house Phonics training in Read Write Inc phonics to ensure a consistent teaching approach.<br>New staff members across Key Stage 1 and Key Stage 2 to take part in The Write Stuff training for writing lessons.<br>EYFS staff to receive Maths training on Number and enhancing Maths learning in EYFS. |
| CPD throughout the year in areas identified through termly pupil progress.                | EEF – key principle 3: quality teaching helps every child. <i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</i> | 4   |

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

Budgeted cost: £ 13,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed   |
|---|--|---|
| <p>Structured interventions carried out by the staff. Throughout the year all disadvantaged children will be targeted. Interventions will focus on maths, reading and writing as appropriate.</p> | <p>EEF – a tiered approach to Pupil Premium spending: Point 2 – Targeted academic support.<br/><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</i></p> | <p>4</p>  |
| <p>Structured interventions as part of the school-led tutoring programme.</p>   | <p>EEF – a tiered approach to Pupil Premium spending: Point 2 – Targeted academic support.<br/><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</i></p> | <p>4<br/>National Tutoring programme to focus on reading and Maths as the main focus of their learning to ensure that the attainment gap narrows.</p> |

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

Budgeted cost: £ 26,057

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed  |
|---|---|--|
| <p>Caritas support for both children and families with particular social and emotional needs.</p> | <p>EEF Social and emotional learning (+4)<br/><i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.</i></p> | <p>4<br/>This will be done in a number of manners including the use of ELSA trained staff where class teachers will refer children with MHWB needs to our ELSA staff member for a 6 week block of support.<br/>Caritas will continue to be an agency to call upon for those who need 1-1 support.<br/>Whole class/ school initiatives to promote the importance of mental health and</p> |

|   |  |  |
|---|--|--|
|   |  | well-being (Yellow Day)<br>Mindful Midday for PP children. |
| <p>Targeted attendance support.</p> <p>The inclusion lead will work closely with targeted families, identified as having poor attendance and/or punctuality to promote attendance and punctuality in line with non-disadvantaged peers. This will run alongside a whole school focus on attendance.</p> <p>Renewed attendance policy and procedures will be made evident to staff and parents.</p>  | <p>EFF Parental engagement (+3)</p> <p><i>Parental engagement is consistently associated with pupils' success at school.</i></p> | 1  |
| <p>Providing financial support, resources at home or developing parental literacy and numeracy skills so that disadvantaged pupils will be afforded the same opportunities as their peers.</p> <p>School will provide funding for trips, visits and extra-curricular activities in school.</p> <p>School will purchase resources required for home to support learning, such as phonic cards and Letter Box Club.</p> <p>School will provide workshops for parents to support them and show them how they can support their children at home.</p> | <p>EFF Parental engagement (+3)</p> <p><i>Parental engagement is consistently associated with pupils' success at school.</i></p> | 2 and 4  |
| <p>Inclusion lead in post to coordinate and oversee the support and strategies in place. To evaluate and review on a termly basis.</p>  | <p>EFF – developing an effective strategy.</p>   | 1,2,3 and 4  |

**Total budgeted cost: £ 50,485**

## 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 2022 to 2023 academic year.

| Last year's aims  | Outcomes  |                           |             |                           |          |          |                   |       |    |  |  |         |       |      |       |       |             |       |       |       |       |             |     |     |       |       |
|---|---|---------------------------|-------------|---------------------------|----------|----------|-------------------|-------|----|--|--|---------|-------|------|-------|-------|-------------|-------|-------|-------|-------|-------------|-----|-----|-------|-------|
| Disadvantaged pupils will have good attendance and punctuality.   | <p>The inclusion lead worked closely with targeted families to promote attendance and punctuality in line with non-disadvantaged peers.</p> <p>When assessing the data regarding attendance levels of Pupil Premium children and those who were non- Pupil Premium, the gap in attendance had narrowed in the academic year 2022-2023 compared to the academic year 2021-2022 with Pupil Premium attendance rising 1.58% compared to the previous year. This continues the trend of both narrowing the gap between the PP children and their peers and also improving their overall punctuality and attendance also.</p>  |                           |             |                           |          |          |                   |       |    |  |  |         |       |      |       |       |             |       |       |       |       |             |     |     |       |       |
| Disadvantaged pupils will achieve well and make good progress so that the gap between disadvantaged pupils and their peers is narrowed. | <p>A new structure for teaching reading was implemented across the whole school. Reading Data in the academic year 2021-2022. The following is academic data from 2022- 2023</p> <table border="1" data-bbox="432 1115 1404 1541"> <thead> <tr> <th></th> <th>St Monica's</th> <th>Disadvantaged St Monica's</th> <th>Trafford</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>EYFS reading only</td> <td>88.4%</td> <td>0%</td> <td></td> <td></td> </tr> <tr> <td>Phonics</td> <td>91.1%</td> <td>100%</td> <td>84.8%</td> <td>78.9%</td> </tr> <tr> <td>KS1 reading</td> <td>72.1%</td> <td>42.9%</td> <td>74.2%</td> <td>68.3%</td> </tr> <tr> <td>KS2 reading</td> <td>86%</td> <td>75%</td> <td>80.7%</td> <td>72.6%</td> </tr> </tbody> </table> <p>The reading attainment in phonics and KS2 reading from the academic year 2021- 2022 to 2022-2023 shows an improvement in performances by disadvantaged children, showing how the reading schemes that have been introduced and staff training has had an impact on student outcomes. Structured interventions were also carried out through the school-led tutoring programme by Teaching Personnel. All disadvantaged children from Years 1 to 6 received 15 hours of tuition over the Spring and Summer terms, focusing on writing in particular with some Pupil Premium children having extra tuition in reading and maths also.</p> |                           | St Monica's | Disadvantaged St Monica's | Trafford | National | EYFS reading only | 88.4% | 0% |  |  | Phonics | 91.1% | 100% | 84.8% | 78.9% | KS1 reading | 72.1% | 42.9% | 74.2% | 68.3% | KS2 reading | 86% | 75% | 80.7% | 72.6% |
|   | St Monica's   | Disadvantaged St Monica's | Trafford    | National                  |          |          |                   |       |    |  |  |         |       |      |       |       |             |       |       |       |       |             |     |     |       |       |
| EYFS reading only   | 88.4%   | 0%                        |             |                           |          |          |                   |       |    |  |  |         |       |      |       |       |             |       |       |       |       |             |     |     |       |       |
| Phonics   | 91.1%   | 100%                      | 84.8%       | 78.9%                     |          |          |                   |       |    |  |  |         |       |      |       |       |             |       |       |       |       |             |     |     |       |       |
| KS1 reading   | 72.1%   | 42.9%                     | 74.2%       | 68.3%                     |          |          |                   |       |    |  |  |         |       |      |       |       |             |       |       |       |       |             |     |     |       |       |
| KS2 reading   | 86%   | 75%                       | 80.7%       | 72.6%                     |          |          |                   |       |    |  |  |         |       |      |       |       |             |       |       |       |       |             |     |     |       |       |

General Attainment Data:

|             | St Monica's (2023) | Disadvantaged St Monica's (2023) | Trafford (2023) | National (2023) |
|-------------|--------------------|----------------------------------|-----------------|-----------------|
| EYFS GLD    | 72.1%              | 0%                               | 72.1%           | 67.3%           |
| KS1 maths   | 76.7%              | 57.1%                            | 77.2%           | 70.4%           |
| KS1 writing | 60.5%              | 28.6%                            | 64.5%           | 60.1%           |
| KS2 maths   | 82%                | 63%                              | 81.9%           | 72.9%           |
| KS2 writing | 77%                | 63%                              | 74.9%           | 71.5%           |

The data shows that disadvantaged children did not perform as well as their peers however there have been improvements in progress and narrowing the gap from the academic year 2021-2022 to 2022-2023.

In KS1 Maths and KS2 Writing, the percentage of attainment for disadvantaged children at St Monica's mostly stayed in line with the previous year's data.

KS2 Maths attainment for disadvantaged children rose from 33% in 2022 to 63% in 2023 as seen above.

While KS1 writing percentages stayed mostly the same for the St Monica's cohort from 2022 to 2023, the percentage of disadvantaged children reaching the required standard declined from 40% in 2022 to 28.6% in 2023 which will become a focus for intervention in the academic year 2024-2025.

General Progress Data:

| Good or better progress | St Monica's cohort | Disadvantaged St Monica's |
|-------------------------|--------------------|---------------------------|
| KS1 maths               | 87.7%              | 100%                      |
| KS1 reading             | 75.6%              | 71.4%                     |
| KS1 writing             | 82.9%              | 100%                      |
| KS2 maths               | 79.5%              | 100%                      |
| KS2 reading             | 92.3%              | 100%                      |
| KS2 writing             | 100%               | 100%                      |

However, analysing progress shows disadvantaged children are progressing at the same rate as their non-disadvantaged peers with both the cohort and the disadvantaged percentages rising in 2023 versus 2022.

Raising disadvantaged children's attainment will continue to be a focus for next year.

Disadvantaged pupils are supported well both at school and at home, and are afforded the same opportunities as their peers.

Targeted families received food parcels and toy sacks at Christmas.  
 Targeted families received white goods and furniture for the home.  
 Targeted families received food vouchers over the summer holidays.  
 Targeted families received school uniform and shoes ready for the new school year 2022-2023.  
 Trips were subsidised.  
 Targeted children in KS1 and KS2 received Trafford Music tuition.  
 All disadvantaged children in Year 1 were provided with RWI phonic cards to take home.  
 Targeted children received letterbox parcels as part of the Book Trust Scheme.

|  |  |
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|  | Opportunities for parents to attend workshops looking at how they can support their child at home need to be developed next year.  |
| Disadvantaged pupils and their families will have their wider mental, emotional and financial needs met. | Specific children and families received support from Caritas. Support ranged from emotional support, parenting advice, super skills for life intervention, friendship intervention, and financial support. |

## 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           |
|-----------------|--------------------|
| Caritas support | Caritas            |
| Tutoring        | Teaching Personnel |