

St Monica's Pupil Premium Strategy Statement

This statement details our school's use of pupil 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, 2025-2026, 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	316 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Mark Doherty
Pupil premium lead	Mrs Michelle Cosgrove
Governor / Trustee lead	Mrs Dawn Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,035
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	£73,035

Part A: Pupil premium strategy plan

Statement of intent

At St Monica's, we aim to:

- To improve the academic progress and to raise the standard of achievement for disadvantaged pupils.
- To 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 mental health and wellbeing to enable them to access learning.
- To use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and their non-Pupil Premium peers 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/or academic support at home of PP children.
3	Narrowing the attainment gap in Reading, Writing and Maths. Narrowing the attainment gap in Maths at the end of KS2 – focus for 2024-2025.
4	Increase in difficulties presented in terms of children's mental health and wellbeing.
5	Increase in difficulties presented in terms of SEND needs. 51% of our disadvantaged cohort also have a SEND need. Of this 51%, 26% have an EHCP.

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
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<p>Disadvantaged pupils will have good attendance and punctuality.</p>	<p>The attendance of disadvantaged pupils is at least 95%</p> <p>The attendance of disadvantaged pupils is in line with their peers.</p> <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 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>Attainment of disadvantaged pupils in maths at the end of KS2 is in line with their peers – particular focus 2024-2025.</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 will report they are happy and supported well at school.</p> <p>Disadvantaged pupils have access to key resources needed for the curriculum.</p> <p>Disadvantaged pupils have access to all trips and visitors within school.</p> <p>Parents will have the skills and resources needed to support their child at home.</p> <p>Parents will report they are well supported by school with how to support their child at home.</p> <p>Disadvantaged pupils will report they are supported well at home.</p>
<p>Disadvantaged pupils and their families will have their wider mental, emotional and financial needs met.</p>	<p>Vulnerable disadvantaged pupils have access to ELSA as and when needed.</p> <p>Vulnerable disadvantaged pupils have access to Mindful Middy as and when needed.</p> <p>The number of incidents recorded on Cpoms that relate to children’s mental and emotional wellbeing for disadvantaged pupils will be in line with their non-disadvantaged peers.</p> <p>Vulnerable disadvantaged pupils and their families have access to food parcels, food banks and support with uniform as and when needed.</p> <p>Vulnerable disadvantaged pupils and their families have access to TTT</p>

	coordinated through the inclusion lead, as and when needed.
Disadvantaged pupils will have their SEND needs meet.	Disadvantaged pupils will be supported by the school SENDco along with the inclusion lead to ensure their SEND needs are met. Disadvantaged pupils with SEND needs will make progress in their learning in line with their non disadvantaged peers.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD throughout the year, with a particular focus this year on writing, maths and SEND. (e.g. Dedicated staff meeting time, dedicated inset time, exploring Autism and ADHD training, continuing to embed Power Maths, improving timestables, further writing CPD)	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>	3
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>	3

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

Budgeted cost: £39,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions carried out by staff. Throughout the year all disadvantaged children will be targeted. Interventions will focus on maths, reading and writing as appropriate. (Some 1-1, some small group, combination of speedy interventions and more structured)</p>	<p>EEF – a tiered approach to Pupil Premium spending: Point 2 – Targeted academic support. <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>	3
<p>Nurture provision for some disadvantaged pupils – those with additional MHWB needs or SEND needs.</p>	Nurture UK	1, 3, 4 and 5

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

Budgeted cost: £34,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support for children with particular social and emotional needs. (Usually a 6 week block of support)</p>	<p>EFF Social and emotional learning (+4) <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>	4

<p>Whole class/ school initiatives to promote the importance of mental health and well-being (Yellow Day and Mindful Middy)</p> <p>Cpoms used to record any concerns regarding mental health and emotional wellbeing.</p>	<p>EFF Social and emotional learning (+4)</p> <p><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</p>
<p>Targeted attendance support. 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. The will run alongside a whole school focus on attendance.</p> <p>(Recently renewed attendance policy and procedures)</p>	<p>EFF Supporting Attendance</p>	<p>1</p>
<p>Providing financial support, educational resources for at home or developing parental literacy and numeracy skills so that disadvantaged pupils will be afforded the same opportunities as their peers. School will provide funding for trips, visits and extracurricular activities in school and after 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>	<p>2 and 3</p>

Inclusion lead in post to coordinate and oversee the support and strategies in place. To evaluate and review on a termly basis.	EFF – developing an effective strategy.	1,2,3 and 4
Inclusion lead to work alongside SENDco to ensure disadvantaged pupils with SEND needs are supported appropriately. To evaluate and review on a termly basis.	EFF Special Educational Needs in Mainstream Schools	5

Total budgeted cost: £73,564

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 2024 to 2025 academic year.

Last year's aims	Outcomes
Disadvantaged pupils will have good attendance and punctuality.	<p>Almost 7% of disadvantaged pupils have either an EBSNA action plan or have been supported with EBSNA.</p> <p>The data shows, over the last four years, the attendance and punctuality of pupil premium children is improving and is moving more in line with their non-disadvantaged peers.</p> <p>In 2023-2024, the attendance gap between pupil premium children and their non-disadvantaged peers was -2.7%. This has now decreased again and in 2024-2025, this gap narrowed to -2.4%.</p> <p>Punctuality of disadvantaged pupils still remains a focus. In 2024-2025, the punctuality gap between pupil premium children and their non-disadvantaged peers was -2.8%</p>

Disadvantaged pupils will achieve well and make good progress so that the gap between disadvantaged pupils and their peers is narrowed.	Attainment data for the academic year 2024-2025:				
		St Monica's	Disadvantaged St Monica's	Trafford	National
	EYFS GLD	76%	33%	72%	69%
	KS2 maths	88%	91%	82%	74%
	KS2 reading	88%	92%	83%	75%
	KS2 writing	84%	83%	77%	72%
<p>The data shows that disadvantaged pupils are on the whole progressing and achieving well and the gap between them and their non-disadvantaged peers is closing, with them achieving broadly in line.</p> <p>At the end of the 2024-2025 academic year, the percentage of disadvantaged pupils achieving the expected standard in reading at the end of KS2 increased by 3% on the previous year and was higher than the national and Trafford average. The percentage of disadvantaged pupils achieving the expected standard in maths at the end of KS2 increased by 35% on the previous year and was higher than the national and Trafford average. The attainment of disadvantaged children in writing at the end of KS2 remained broadly in line with the previous year (-6%) and remains in line with that of their non-disadvantaged peers.</p> <p>Raising disadvantaged children's attainment, particularly in writing, will remain a focus for next year.</p> <p>Alongside this, the attainment of disadvantaged pupils within the EYFS phase remains a focus.</p>					

Disadvantaged pupils are supported well both at school and at home, and are afforded the same opportunities as their peers.	<p>Targeted families received food parcels and toy sacks at Christmas.</p> <p>Trips were subsidised.</p> <p>Targeted children received Trafford Music tuition.</p> <p>All disadvantaged children in Reception were provided with RWI phonic cards to take home.</p> <p>Targeted children received letterbox parcels as part of the Book Trust Scheme.</p> <p>Targeted children were invited to after school clubs.</p> <p>Parents invited to a 'stay and calculate' morning, introducing activities that can be done at home with their children.</p> <p>Phonics workshop completed for parents.</p> <p>Opportunities for parents to attend workshops looking at how they can support their child at home need to be developed further next year.</p>
Disadvantaged pupils and their families will have their wider mental, emotional and financial needs met.	<p>40% of the children who received support from ELSA last year were classed as disadvantaged. Support ranged from managing conflict, self-esteem, confidence, anxiety, self-regulation and general wellbeing.</p> <p>Support from TTT was offered to families who needed either wider mental, emotional or financial support. 57% of the families receiving TTT support were classified as disadvantaged.</p> <p>The impact on MHWB can be seen on cpoms and the number of incidents reported relating to this. In the academic year 2024-2025, 43% of the number of</p>

	incidents reported were linked to those classed as disadvantaged, compared to 57% of their non-disadvantaged peers.
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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