# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | S.S John and Monica Catholic Primary School |
| Number of pupils in school | 208 (at time of budget setting) |
| Proportion (%) of pupil premium eligible pupils | 33% (69 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 |
| Date this statement was published | 17.12.21 |
| Date on which it will be reviewed | Dec 2022 |
| Statement authorised by | Mrs M Elliott |
| Pupil premium lead | Mrs M Elliott |
| Governor / Trustee lead | Mike Murphy |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £92,805 |
| Recovery premium funding allocation this academic year | £6933.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1,171.00 |
| **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 | £93,976.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?*   At S.S John and Monica we have high ambitions for all our pupils regardless of their background. Our aim is for all children to make a positive contribution to the community we serve both now and in the future and believe that providing and developing essential skills and values is what will enable our most disadvantaged to succeed and thrive. We also recognise the potential barriers that some disadvantaged children may face, yet are determined to provide support and guidance to help our learners to overcome these difficulties and consequently achieve. In addition to this high ambition, we look to provide our disadvantaged pupils with additional opportunity though providing a broad and balanced curriculum that allows children to develop and become the best person they can be-the person God has called them to become. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | *Attainment and progress of our pupil premium/disadvantaged pupils is lower that our non-disadvantaged children.* |
| 2 | Poor pupil attendance contributes to missed learning opportunities and gaps in knowledge |
| 3 | Disadvantaged pupils limited life experience beyond their own home life and immediate communities |
| 4 | The impact of national lockdowns and consequent engagement with home learning |
| 5 | Increased social and emotional difficulties for both out pupils and their families |

## 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.

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| Intended outcome | Success criteria |
| *Disadvantaged pupils’ attainment is, at a minimum, in line with the age related outcome achieved last year (Reading, Writing and Maths) and where applicable matches their previous Key Stage outcome; those children who are not on track to meet prior attainment to make accelerated progress to close the gap to their prior achievements.*  *To implement targeted interventions that are of high quality and catered to overcoming barriers to learning which are monitored by the intervention leader for impact (AU/HN)* | Termly Pupil Progress meeting outcomes show that 85% of disadvantaged children are on track to meet prior attainment from pervious year; children not on track are identified and specific targeted support planned.  End of year data (Summer 2 2022) show that disadvantaged children have met or exceeded prior attainment from previous key stage (Covid data dependent)  Interventions for pupils eligible for the pupil premium grant will demonstrate a positive impact and help accelerate progress. Interventions that show limited impact are identified and adapted or changed based on the needs of the children |
| *Pupils have a wide range of experiences that allow them to make further sense of their learning and prepare them to make a positive contribution to the wider world.*  *Varied and broad curriculum opportunities are offered and developed which are engaging and pertinent* | Year groups to provide a wide range of events linked to the broader curriculum – not limited to but including trips, theme days, events/experiences to make learning more memorable.  Teachers and support staff plan and deliver an exciting, challenging curriculum that encourages children to develop essential life skills (Skills Builder)  Pupils exposed to a wide range of social, cultural, enrichment and sporting experiences both within and outside school. This includes opportunities to develop a love for music.  Pupil voice surveys and interviews show that disadvantaged pupils enjoy learning |
| *Where applicable, both disadvantaged children and their family’s social, emotional or health needs are identified; school staff are able to support with these needs, so that potential barriers are no longer prevalent or are now managed accordingly* | Families in need of additional support are identified by all staff and then signposted to SENDco, DHT or Head teacher  FSW to work with families to alleviate barriers and support needs both within school and in the home  Parent voice and additional surveys show that parents feel supported to overcome any additional barriers they may face  Positive interactions developed through social skills and positive play e.g. Lego and Art Club  Breakfast club facilitated to allow a smooth settled start to the day |
| *Disadvantaged pupils’ attendance will meet school target (97%) or fall in line with national averages; persistent absence addressed and families supported to ensure children attend school* | Disadvantaged pupils attendance will meet school target.  Disadvantaged pupils’ whose attendance is a cause for concern 95% identified and support offered  Headteacher to monitor attendance with a decrease in persistent absence |

## 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: £ *77,419.00*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| DHT to work with colleagues to disseminate CPD training across the school  CPD training opportunities provide to staff throughout the academic year and ideas and approaches shared | [EEF Guide to the Pupil Premium-Autumn 2021](https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf) | 1, 4 |
| DHT to facilitate CPD opportunities for LSA and teachers to share best practice in terms of effective targeted intervention | [EEF Guide to the Pupil Premium-Autumn 2021](https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf)  [Standards for Teachers' Professional Development DFE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf)  [EEF Selecting interventions](https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf) | 1,3,4 |
| Regular pupil progress meetings analyse the progress of children eligible for the Pupil Premium grant with planned targeted support mapped out | [Education Endowment Foundation Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1,4 |
| Resources for core subjects English (phonics) and Maths (concrete resources) purchased to aid in teaching and learning. Staff to model how best to use this through staff meeting and 1:1 or small group modelling/coaching sessions | [Education Endowment Foundation Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit) | 1,4 |

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

Budgeted cost: £ *6732.00*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of high quality, targeted, structured intervention  All consequent interventions to be monitored and evaluated to assess the impact by DHT and Intervention Lead (SENCO). | [EEF Targeted Academic Support](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support)  [EEF Selecting interventions](https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf)  [How schools are spending Pupil premium successfully](file:///C:\Users\Adrian\Downloads\EEF%20Targeted%20Academic%20Support) OFSTED | 1,4 |
| Use of Tutoring Grant to target KS2 pupils rapid recall of number facts (single digit addition and multiplication facts) | [NCETM single digits](https://www.ncetm.org.uk/media/sznbqtue/ncetm_primary_magazine_issue_95.pdf) | 4 |
| Targeted academic afterschool provision for Year 6 pupils to enable them to meet ARE by the summer term | [EEF Targeted Academic Support](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support)  [EEF Selecting interventions](https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf)  [How schools are spending Pupil premium successfully](file:///\\SSJONMON-CUSVR1\USERS\adrian\2021-22\2021-22\Pupil%20Premium\EEF%20Targeted%20Academic%20Support) OFSTED | 1,4 |
| Use of targeted intervention using WellComm Speech and Language screening tool and toolkit designed to identify areas of concern in language, communication and interaction | [Case studies Speech and language](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf) | 1,5 |
| Family Support using Malachi FSW to work with both children in school (play based) and families in the home for a variety of different needs | [How schools are spending Pupil premium successfully](file:///\\SSJONMON-CUSVR1\USERS\adrian\2021-22\2021-22\Pupil%20Premium\EEF%20Targeted%20Academic%20Support) OFSTED | 5 |
| *Afterschool club provision e.g. (Lego, Art, Sports, Forest School)* | [Forest School Research](https://www.forestresearch.gov.uk/research/) | 2,3,5 |

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

Budgeted cost: £ *8,654.00*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Monitor attendance so that disadvantaged pupils’ attendance is in line with none-disadvantaged/national averages–meeting school target thus minimising this as a barrier to learning | [How schools are spending Pupil premium successfully](file:///\\SSJONMON-CUSVR1\USERS\adrian\2021-22\2021-22\Pupil%20Premium\EEF%20Targeted%20Academic%20Support) OFSTED | 2 |
| Providing Breakfast club provision so that children start the day with a healthy nutritious meal | [DFE Breakfast Clubs](https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023) | 2,5 |
| *To* further enhance opportunities outside of school through school trip and internal visitors e.g. music teachers | [Model music curriculum](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf) | 3,5 |

**Total budgeted cost: £** *92,805.00*

# 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 2020 to 2021 academic year.

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| *See PP report:* [*https://www.stjonmon.bham.sch.uk/about-us/pupil-and-sports-premium/pupil-premium#doc-collapse-239094*](https://www.stjonmon.bham.sch.uk/about-us/pupil-and-sports-premium/pupil-premium#doc-collapse-239094)   |  |  | | --- | --- | | 2020-21 | | | Quality of Education for All | | | Desired Outcome | Impact | | **1)**Pupils eligible for Pupil Premium in Year 6 make expected and exceeding progress in Year 6 from previous staring points | Non statutory Year 6 data to make comparison. Although through using the Pupil Premium grant we have been able to ensure that Year 6 pupils are secondary ready in splitting into two separate groups | | **2)**Pupils eligible for PP Year 6 attain expected or exceeding standard in line with non-pupil premium pupils and Nat Averages, for all groups i.e. boys/girls/EAL, in Reading, Writing, GPS and Math’s (see above) | | **3)**Pupils eligible for Pupil Premium in Year 6 make expected and exceeded progress in Year 6 from starting points due to additional weekly booster sessions after school and interventions in class Number of Y6 disadvantaged pupils to achieve age related expectations and above in Reading 5/6 pupils, Writing 4/6 pupils Math’s 5/6 pupils) | NA due to Covid restrictions. Booster and target groups identified within school day had impact on Year 6 children’s access to ARE | | 4)Targeted pupils eligible for PP in KS1 /KS2 make expected and exceeding progress from starting points in reading and achieve/exceed age related expectations at the end of the year (Number of PP pupils targeted to achieve age related expectations in reading in the following | LSA interventions to continue. These will be based on Pupil Progress meetings. Careful targeted interventions will be planned for English and Math’s and measured for impact. Intervention lead to monitor closely  *Reading 64% pupil premium group met prior attainment*  *Writing 63% pupil premium group met prior attainemtn*  *Maths 72% pupil premium group met prior data*  *Action: Children who have ‘dipped’ below prior data to be targeted and addiotnalintervention provided if pertinent.* | | Pupils eligible for PP are supported with core subject resources to develop and improve their knowledge and skills in English and Math’s | Good quality core subject resources that support teaching and learning in the NC subjects of English and maths are paramount in developing knowledge and skills in these basic subjects | | Targeted Support | | | Desired Outcome | Impact | | Buying into services of a trained Speech and Language Therapist to  Increase children’s confidence in speech, language and communication. Phonological awareness for the younger pupils. An increase in attainment in writing and reading as a result of increased and accurate speech patterns, increased confidence for pupils who have physical speech and language difficulties, greater levels | Children with specific language needs have been fully supported in developing their speech, language and communication.  Purchase of SALT package has been highly successful, as the majority of our PP Pupils with SEN require SALT intervention. The move to increaseto 0.5 days per week is already having an impact upon the delivery of SALT intervention: modelling, discussion and targeting. | | Targeted Pupil Premium Children (and their families) are receiving a higher level of emotional and pastoral support  Targeted pupils are happier at school and are making progress in their academic and emotional development | Family and Pastoral support has benefitted families in need and ensured that those children are in school and emotionally supported. Emotional well-being continues to be of high importance across the school. Familiesho have recieved support have commented on the benefits. | | Pupils are benefitting from After school provision including catch-up clubs in reading and math’s to help them with their progress in these curriculum areas  Children also benefit from therapeutic Art and Crafts After School Club | Pupils eligible for PP benefitted from extra Maths and Reading after school. This helped them develop their basic English and Maths skills-data shows that most are in line to meet prior data achievements. | | Other Approaches | | | All pupils have access to one or more pieces of fruit in their classrooms thus increasing energy and vitamin levels. | All pupils have access to fruit contributing to achieving a health and nutritional balance | | Pupils benefit from the experiences that can be had from visits beyond their local area  All pupils had access to wider curriculum opportunities | All pupils had experiences of participating in a variety of educational visits, thus broadening experiences and contributing to a broad knowledge of the wider world | | All Year 6 Pupils attend Residential visit and participate in all activities.  There has been a positive pupil response in terms of their maturity levels, independence skills | Although unable to run a full residential trip all Y6 pupils benefitted from the experience of a residential daytrip and developed physical, social and other important skills as a result | | Pupils are ready to learn with appropriate energy level  Families have a facility to enable them to leave their children at school earlier | Provision for Breakfast Club has supported working families and provided children with a nutritional start to the day. Activities support wider life skills | | PP Pupils have the opportunity to play a musical instrument e.g., guitar or violin on a weekly basis thus developing their music skills and confidence when performing for various audiences | PP pupils greatly benefitted from whole class and individual peripatetic music tuition | | PP Pupils are encouraged and supported to achieve good punctuality and attendance. Attendance administrator facilitates this. Regular rewards, certificates are given as incentives | Attendance figures greatly vary dues to Covid-19 bubble closures and isolations-unable to compare | |  |  | |

## 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*

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| Programme | Provider |
| WellComm Speech and Language toolkit | GL Assessment |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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