# 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

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| Detail | Data |
| School name | S.S John and Monica Catholic Primary School |
| Number of pupils in school  | 205 (at time of budget setting) |
| Proportion (%) of pupil premium eligible pupils | 25.8% (53 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 to 2025 |
| Date this statement was published | 16.12.23 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Mrs M Elliott |
| Pupil premium lead | Mr A Ullah |
| Governor / Trustee lead | Mr M Murphy |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £77115 |
| Recovery premium funding allocation this academic year | £7685 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £84800 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At S.S John and Monica we have high ambitions for **all** our pupils regardless of their social or economic background and focus on children as individual learners setting **aspirational targets for all**. We believe **that all children can achieve** and it is our aim is for **every child to make a positive contribution** to the community we serve both now and in the future; we recognise that providing and **developing essential skills and values** is what will enable our most disadvantaged to succeed and thrive. Our Pupil Premium Strategy is **underpinned by a whole-school quality first teach approach** where all staff take responsibility for both the attainment and progress that **all children** make including those who are disadvantaged. At the same time, 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. The challenges that many disadvantaged children and their families may face will vary; this is why we make it **a priority to take our time to get to know our families**, the children and the specific needs they may have so that any subsequent intervention or support we provide is meaningful and relevant. Less support at home, a lack of confidence, frequent behaviour difficulties, weak language and communication skills and attendance and punctuality issues are just some of the common barriers to learning and development for disadvantaged children. As well as this, there may also be complex family situations which prevent children from thriving here at school. Through recognising barriers children and families face we know that with the right support we can ensure that all 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 | **Academic Performance** *Assessment data indicates that the attainment and progress of our pupil premium/disadvantaged pupils is lower that our non-disadvantaged children across the core curriculum.*  |
| 2 | ***Attendance*** *Poor pupil attendance contributes to missed learning opportunities and gaps in knowledge* |
| 3 | ***Cultural Capital*** *Research suggests that children from disadvantaged backgrounds have limited life experience beyond their own home life and immediate communities as well as further learning opportunities once they leave school.*  |
| 4 | ***Oracy Skills*** *Both assessment data and observation suggest that some disadvantaged pupils have more limited oracy skills than that of non-disadvantaged counterparts. Pupils language and communication skills upon entry to EYFS is significantly below average* |
| 5 | **Social and Emotional Needs/Family Support** *Increased social and emotional difficulties for both out pupils and their families requiring family support. This is further heightened by the current cost of living crisis that many of our disadvantage pupils and families will be experiencing*  |

## 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 |
| **EYFS**Children in EYFS **reach a GLD** in comparison with National and Local childrenEYFS outcomes **demonstrate significant progress** is made by pupils from baseline entry point EYFS outcomes  | **Quality First teaching for all pupils in EYFS to ensure effective provision:*** EYFS outcomes are inline or above national GLD (EOY DATA)
* Interventions and targeting closes the gap enabling more children to be ‘on track’ to meeting a GLD (EOY DATA)
* Language development data from WellComm assessments show effective progress following baseline assessment (WellComm Assessments)
* Learning is language and vocabulary rich with an initial focus on learning behaviours so that children can access full curriculum (Monitoring Schedule)
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| **Phonics**Disadvantaged children in Year 1 (and Y2 where applicable) pass the phonics screening check (non-disadvantaged comparable)Disadvantaged children who have SEND make progress from their individual starting point in terms of phonics acquisition  | **Quality First teaching for all pupils in ensure effective Phonics provision:*** Children in EYFS are ‘Year 1 phonics ready’ in Summer Term
* Number of children passing the phonics screening check in line with national (Y1 and 2) (Phonics Screening assessment)
* Phonics interventions have clear measureable impact on acquisition(Phonics Screening assessment)
* Children make clear and measurable progress from baseline assessments(EOY DATA)
* Effective implementation of ELS across EYFS and KS1(EOY DATA) Children with cognitive and learning SEND know remember and can apply and increased number of phonemes in comparison to baseline assessments (SEND Continuums/baseline comparison)
 |
| **Attainment and Progress****Disadvantaged pupils achieve broadly in line with non-disadvantaged peers-attainment** (three year target).Disadvantaged pupils’ attainment is, at a minimum, in line with the age related outcomes achieved during the previous academic 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)* | **Quality First teaching for all pupils to ensure:*** Attainment data for disadvantaged pupils increases each year in line or above national averages*.* (Termly/EOY DATA)
* End of year data (Summer 2) show that disadvantaged children have met or exceeded prior attainment from previous key stage/year group outcome (Termly/EOY DATA)
* Case studies of individual children that demonstrate the progress they make success (SENDdata)
* 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(Termly/EOY DATA)
* Positive progress measures from EYFS to KS1 and KS1 to KS2 statutory data(Termly/EOY DATA)
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| ***Cultural Capital******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. (Pupil Voice)
* 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
 |
| **Family Support***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
 |
| ***Attendance****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
* Head teacher to monitor attendance with a decrease in persistent absence
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## Activity in this academic year *(2023-24)*

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: £ *24,057*

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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 schoolCPD training opportunities provide to staff throughout the academic year and ideas and approaches shared | [Using the PP Funding Effectively EEF](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium)[EEF Guide to the Pupil Premium-Autumn 2021](https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf)[Effective CPD EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 1, 4, 5 |
| 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 (WR subscription) 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 |
| Purchase of resources to support teaching within the Wider Curriculum developing further children’s cultural capital | [Using the PP Funding Effectively EEF](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | 1,3,4 |

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

Budgeted cost: £ 54,389

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of high quality, targeted, structured interventionAll 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%3A%5CUsers%5CAdrian%5CDownloads%5CEEF%20Targeted%20Academic%20Support) OFSTED[Effective Use Of Teaching Assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 1,4 |
| Targeted intervention  | [NCETM single digits](https://www.ncetm.org.uk/media/sznbqtue/ncetm_primary_magazine_issue_95.pdf) | 4 |
| Targeted academic 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:///%5C%5CSSJONMON-CUSVR1%5CUSERS%5Cadrian%5C2021-22%5C2021-22%5CPupil%20Premium%5CEEF%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:///%5C%5CSSJONMON-CUSVR1%5CUSERS%5Cadrian%5C2021-22%5C2021-22%5CPupil%20Premium%5CEEF%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: £ 6,354

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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:///%5C%5CSSJONMON-CUSVR1%5CUSERS%5Cadrian%5C2021-22%5C2021-22%5CPupil%20Premium%5CEEF%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*, STEM workshops* | [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: £ 84,800**

# 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.

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| *See PP report:*

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| Intended outcome | Success criteria |
| **EYFS**Children in EYFS **reach a GLD** in comparison with National and Local childrenEYFS outcomes **demonstrate significant progress** is made by pupils from baseline entry point EYFS outcomes  | **Quality First teaching for all pupils in EYFS to ensure effective provision.*** EYFS outcomes are inline or above national GLD SSJM 67% National 52%
* Interventions and targeting closes the gap enabling more children to be ‘on track’ to meeting a GLD SSJM 67% meeting ELG

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| **Specific Group** | **SCH 2023** | **NAT 2023** | **Specific Group** | **SCH 2023** | **NAT 2023** |
| All children (30) | 66.7% | 67.3% | Disadvantaged (6) | 66.7% | 51.7% |
| Boys (16) | 62.5 % | 60.6% | Non-disadvantaged(24) | 66.7% | 71.5% |
| Girls (14) | 71.4% | 74.2% | SEND(6) | 16.7% | 20% |

* Language development data from WellComm assessments show effective progress following baseline assessment Wellcomm data pinpoints targeted support and potential intervention for number of children not achieving green based on intervention and assessment
* Learning is language and vocabulary rich with an initial focus on learning behaviours so that children can access full curriculum Monitoring schedule identified a language rich environment with both incidental language and subject specific
 |
| **Phonics**Disadvantaged children in Year 1 (and Y2 where applicable) pass the phonics screening check (non-disadvantaged comparable)Disadvantaged children who have SEND make progress from their individual starting point in terms of phonics acquisition  | **Quality First teaching for all pupils in ensure effective Phonics provision.*** Children in EYFS are ‘Year 1 phonics ready’ in Summer Term
* Number of children passing the phonics screening check in line with national (Y1 and 2) SSJM 90% National 67%
* Phonics interventions have clear measureable impact on acquisition

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| **Year 1 Group** | **SCH 2023** | **NAT 2023** | **Year 2 Group** | **SCH 2023** | **NAT 2023** |
| All children | 85.2% | 79% | All children (8 chn) | 62.5% |  |
| Boys  | 86.6% | 76% |  |  |  |
| Girls  | 790% | 82% |  |  |  |
| Disadvantaged | 90% | 67% |  |  |  |
| Non-disadvantaged | 84% | 84% |  |  |  |
| SEND | 50% | 42% |  |  |  |

* Children make clear and measurable progress from baseline assessments
* Effective implementation of ELS across EYFS and KS1

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| **group** | **Reading** | **Writing** |
| **SCH 2023** | **NAT 2023** | **SCH 2023** | **NAT 2023** |
| All pupils  | 76.7% | 68.3% | 60.2% | 70% |
| Disadvantaged (5) | 60% | 54% | 40% | 44.5% |
| Non-disadvantaged (25) | 80% | 72.8% | 76% | 65% |
| SEND (5) | 40% | 28.1% | 20% | 18.9% |

* Children with cognitive and learning SEND know remember and can apply and increased number of phonemes in comparison to baseline assessments (SEND Continuums/baseline comparison)
 |
| **Attainment and Progress****Disadvantaged pupils achieve broadly in line with non-disadvantaged peers-attainment** (three year target).Disadvantaged pupils’ attainment is, at a minimum, in line with the age related outcomes achieved during the previous academic 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)* | **Quality First teaching for all pupils to ensure** * Attainment data for disadvantaged pupils increases each year in line or above national averages
* End of year data (Summer 2) show that disadvantaged children have met or exceeded prior attainment from previous key stage/year group outcome (Termly/EOY DATA) pupil outcomes vary
* Case studies of individual children that demonstrate the progress they make success (SEND data using target tracker show individual progress for number of SEND children)
* Positive progress measures from EYFS to KS1 and KS1 to KS2 statutory data(Termly/EOY DATA)
* 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(Termly/EOY DATA)

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|  | **Reading** | **Writing** |
| **Progress** | **SCH 2023** | **NAT 2023** | **Progress** | **SCH 2023** | **NAT 2023** |
| All pupils | **+4.53** | 89.7% | 72.5% | **-0.16** | 75.9% | % |
| Disadvantaged (11) | **+3.79** | 81.8% | 60.2% | **-2.05** | 63.6% | 58.4% |
| Non-disadvantaged (18) | **+4.93** | 94.4% | 77.5% | **+0.84** | 83.3% | 76.7% |
| SEND (7) | **+8.87** | 71.4% | 38.5% | **-0.39** | 28.6% | 28.9% |

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|  | **Mathematics** | **Reading, Writing Mathematics combined** |
| **Progress**  | **SCH 2023** | **NAT 2023** | **SCH 2023** | **NAT 2023** |
| All pupils | **+3.23** | 89.7% | 72.8% | 75.9 % | 59.4% |
| Disadvantaged (11) | **+4.15** | 81.8% | 59% | 63.6% | 44% |
| Non-disadvantaged (18) | **+2.75** | 94.4% | 78.4% | 83.3% | 11.1% |
| SEND (7) | **+4.54** | 71.4% | 36.3% | 28.6% | 20.1% |

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| **GDS KS2** | **Reading** | **Writing** |
| **SCH 2023** | **NAT 2023** | **SCH 2023** | **NAT 2023** |
| All pupils | 48.3% | 26.7% | 6.9% | 10.2% |
| Disadvantaged | 45.5% | 17.4% | 0% | 6.6% |
| Non-disadvantaged | 50% | 33.5% | 11.1% | 15.9% |
| SEND | 42.9% | 10.1% | 0% | 2.6% |

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| **GDS KS2** | **Mathematics** | **Reading, Writing Mathematics combined** | **EGPS** |
| **SCH 2023** | **NAT 2023** | **SCH 2023** | **NAT 2023** | **SCH 2023** | **NAT 2023** |
| All pupils | 37.9% | 24.6% | 6.9% | 8% | 55.2% | 30% |
| Disadvantaged | 36.4% | 12.8% | 0% | 3.2% | 36.4% | 18.5% |
| Non-disadvantaged | 38.9% | 28% | 11.1% | 9.9% | 66.7% | 34.8% |
| SEND | 0% | 6.5% | 0% | 1.3% | 0% | 7.9% |

* 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(Termly/EOY DATA)
 |
| ***Cultural Capital******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
 |
| **Family Support***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 (95% would recommend the school OFSTED parent survey)
* 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
 |
| ***Attendance****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
* Head teacher to monitor attendance with a decrease in persistent absence
* Disadvantage and non disadvantage attendance shows no significant trends

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| Class | Pupil Premium | Non Pupil Premium | Difference |
| Whole School | 93% | 93% | 0% |
| REC | 89% | 90% | -1% |
| Y1 | 92% | 91% | +1% |
| Y2 | 92% | 94% | -2% |
| Y3 | 95% | 95% | 0% |
| Y4 | 93% | 96% | -3% |
| Y5 | 95% | 94% | +1 |
| Y6 | 92% | 94% | -2% |

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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*

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| --- | --- |
| Programme | Provider |
| WellComm Speech and Language toolkit | GL Assessment  |
| WhiteRose Maths (Maths scheme of work-Whole school) | WhiteRose Education |

## 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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