

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	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

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

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.

Challenge number	Detail of challenge
1	<u>Academic Performance</u> <i>Assessment data indicates that the attainment and progress of our pupil premium/disadvantaged pupils is lower than our non-disadvantaged children across the core curriculum.</i>
2	<u>Attendance</u> <i>Poor pupil attendance contributes to missed learning opportunities and gaps in knowledge</i>

3	<u>Cultural Capital</u> 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	<u>Oracy Skills</u> 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	<u>Social and Emotional Needs/Family Support</u> 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.

Intended outcome	Success criteria
<p><u>EYFS</u></p> <p>Children in EYFS reach a GLD in comparison with National and Local children</p> <p>EYFS outcomes demonstrate significant progress is made by pupils from baseline entry point EYFS outcomes</p>	<p><u>Quality First teaching for all pupils in EYFS to ensure effective provision:</u></p> <ul style="list-style-type: none"> • 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)
<p><u>Phonics</u></p> <p>Disadvantaged children in Year 1 (and Y2 where applicable) pass the phonics screening check (non-disadvantaged comparable)</p> <p>Disadvantaged children who have SEND make progress from their individual</p>	<p><u>Quality First teaching for all pupils in ensure effective Phonics provision:</u></p> <ul style="list-style-type: none"> • 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)

<p>starting point in terms of phonics acquisition</p>	<ul style="list-style-type: none"> • 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)
<p><u>Attainment and Progress</u> Disadvantaged pupils achieve broadly in line with non-disadvantaged peers-attainment (three year target).</p> <p>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.</p> <p><i>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)</i></p>	<p><u>Quality First teaching for all pupils to ensure:</u></p> <ul style="list-style-type: none"> • 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)
<p><u>Cultural Capital</u> 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.</p> <p><i>Varied and broad curriculum opportunities are offered and developed which are engaging and pertinent</i></p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Pupil voice surveys and interviews show that disadvantaged pupils enjoy learning
<p><u>Family Support</u></p> <p><i>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</i></p>	<ul style="list-style-type: none"> • 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
<p><u>Attendance</u></p> <p><i>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</i></p>	<ul style="list-style-type: none"> • 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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT to work with colleagues to disseminate CPD training across the school	<p>Using the PP Funding Effectively EEF</p> <p>EEF Guide to the Pupil Premium- Autumn 2021</p>	1, 4, 5

CPD training opportunities provide to staff throughout the academic year and ideas and approaches shared	Effective CPD EEF	
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 Standards for Teachers' Professional Development DFE EEF Selecting interventions	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	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	1,4
Purchase of resources to support teaching within the Wider Curriculum developing further children's cultural capital	Using the PP Funding Effectively EEF	1,3,4

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

Budgeted cost: £ 54,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of high quality, targeted, structured intervention</p> <p>All consequent interventions to be monitored and evaluated to assess the impact by DHT and Intervention Lead (SENCO).</p>	<p>EEF Targeted Academic Support</p> <p>EEF Selecting interventions</p> <p>How schools are spending Pupil premium successfully OFSTED</p> <p>Effective Use Of Teaching Assistants</p>	1,4
Targeted intervention	NCETM single digits	4
Targeted academic provision for Year 6 pupils to enable them to meet ARE by the summer term	<p>EEF Targeted Academic Support</p> <p>EEF Selecting interventions</p> <p>How schools are spending Pupil premium successfully OFSTED</p>	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	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 OFSTED	5
<i>Afterschool club provision e.g. (Lego, Art, Sports, Forest School)</i>	Forest School Research	2,3,5

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

Budgeted cost: £ 6,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance so that disadvantaged pupils' attendance is in line with non-disadvantaged/national averages—meeting school target thus minimising this as a barrier to learning	How schools are spending Pupil premium successfully OFSTED	2
Providing Breakfast club provision so that children start the day with a healthy nutritious meal	DFE Breakfast Clubs	2,5
To further enhance opportunities outside of school through school trip and internal visitors e.g. music teachers, <i>STEM workshops</i>	Model music curriculum	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.

See PP report:

Intended outcome	Success criteria																																										
<p>EYFS Children in EYFS reach a GLD in comparison with National and Local children</p> <p>EYFS outcomes demonstrate significant progress is made by pupils from baseline entry point EYFS outcomes</p>	<p>Quality First teaching for all pupils in EYFS to ensure effective provision.</p> <ul style="list-style-type: none"> 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 <table border="1"> <thead> <tr> <th>Specific Group</th> <th>SCH 2023</th> <th>NAT 2023</th> <th>Specific Group</th> <th>SCH 2023</th> <th>NAT 2023</th> </tr> </thead> <tbody> <tr> <td>All children (30)</td> <td>66.7%</td> <td>67.3%</td> <td>Disadvantaged (6)</td> <td>66.7%</td> <td>51.7%</td> </tr> <tr> <td>Boys (16)</td> <td>62.5 %</td> <td>60.6%</td> <td>Non-disadvantaged(24)</td> <td>66.7%</td> <td>71.5%</td> </tr> <tr> <td>Girls (14)</td> <td>71.4%</td> <td>74.2%</td> <td>SEND(6)</td> <td>16.7%</td> <td>20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 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 	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%																		
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make progress from their individual starting point in terms of phonics acquisition

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

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

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)

	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%

	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%

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)

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%

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

- 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

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

- 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

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%

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
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:

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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