



Pupil Premium Strategy Statement 2021-24

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

Detail	Data
School name	St Monica Primary School
Number of pupils in school	463 children
Proportion (%) of pupil premium eligible pupils	133 children / 28.73%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Marshall
Pupil premium lead	Richard Waghorn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168125
Recovery premium funding allocation this academic year	£6000 (expected)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£174125
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

"Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities. Disadvantaged 11-year olds will have done fewer of the activities than their better-off peers – and that is the way it will remain for these young people unless schools make additional opportunities available to them." Sir John Dunford – Pupil Premium Tsar.

St Monica Primary School serves a community that faces socioeconomic challenges. Children in receipt of Pupil Premium has doubled in the past academic year. This level creates some challenges as set out in this statement.

The priority areas for spending are detailed below but these are by no means exhaustive, with funding also applied in supporting specific individuals requiring a bespoke plan. The details are accounted for within the Pupil Premium Financial Accounting System.

The current strategy statement is on the school website and is agreed annually by governors. As much as possible we try to personalise the use of resources, depending on the needs of each individual child. If there are groups of children who require similar support, we will endeavour to support them in the best possible way to ensure social and emotional and academic success each year. We ensure that teaching and learning opportunities meet the needs of all of the pupils. Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed. This is a long-term strategy in raising attainment.

What are your ultimate objectives for your disadvantaged pupils?

- Reducing gaps in attainment and progress for disadvantaged children in reading, writing and maths. For every learner to leave school being literate and numerate.
- Making good progress from starting points (assessment, not assumptions)
- All staff will champion disadvantaged pupils and are clear about their relentless role in tackling disadvantage. A 'learning led' school culture will exist, rooted in relationships and expectations. A sense of belonging in the classroom.
- Ensuring all children have the cultural capital to learn - powerful knowledge, vocabulary and a tsunami of language in all subject
- Curriculum equity

Challenges

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

Challenge number	Detail of challenge
1	Low speech & language & communication on entry to EYFS
2	Cultural Capital - Poor knowledge & vocabulary
3	Impact of Covid - Gaps in learning, missed essential experiences & mental health issues

4	Historical poor teaching, learning & assessment
5	Vulnerable Families & deprivation

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.

Aim	Target	Success Criteria	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	<ul style="list-style-type: none"> Disadvantaged children make rapid progress - reading fluency Improved SS for all children All children & parents are engaging with home reading 	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	<ul style="list-style-type: none"> Assessment enables in the moment intervention Additional rapid learning opportunity results in immediate gains in writing, as evidenced in books 	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	<ul style="list-style-type: none"> Improved fluency / arithmetic Improved SS for all children Disadvantaged gap diminished in mathematical conceptual understanding and language use. 	July 2022
Phonics	Achieve national average expected standard in PSC	<ul style="list-style-type: none"> Year 1 phonics screening increased by 5%. 	July 2022

		<ul style="list-style-type: none"> • Year 2 phonics screening increased by 5%. • Diminish disadvantaged gap. 	
Other	Ensure attendance of disadvantaged pupils is above 95%	<ul style="list-style-type: none"> • The overall absence rate for all children being no more than national and the attendance gap between disadvantaged and their non-disadvantaged peers shows a reduced rate as the year progresses. • Percentage of all disadvantaged pupils who are persistently absent is reduced as the year progresses. 	July 2022

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: £130000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training provided by Springhill English Hub	EEF Phonics research document +4months	1-4
HIAS English training	EEF reading, comprehension & mastery learning research documents +5/6months	1-4
Every teacher a teacher of SEND & Every leader a leader of SEND - Support from Springwell SEND outreach	Utilising research based approach from Springwell School (Outstanding Ofsted)	1-4
Research led maths mastery & mastery in curriculum areas	EEF mastery learning research documents +5 months NCETM research	1-4
Peer coaching -ie live feedback & marking	EEF feedback learning research documents +8 months	1-4
Curriculum development group - making learning stick	Chartered College Chris Quigly & Mark McDaniel	1-4
Developing Rich Dialogic Talk	Bringing Words to Life (Beck et al., 2013) Doug Lemov and colleagues' inspiring book, Reading Reconsidered Education Endowment Foundation (EEF) on a project based at the University of York Dialogic Talk	1-4

	Towards Dialogic Teaching: Rethinking Classroom Talk (Alexander, 2017, 2020)	
Subject leader development - joint working & training	Chartered College Chris Quigly & Mark McDaniel	1-4

Provision to raise English & Maths progress and attainment, particularly phonics & reading across the school

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency - Hertfordshire Reading Project, including diagnostic testing	Hertfordshire Reading Project research +9 months in reading ages	1, 2 & 3
1:1 & small group reading	EEF 1:1 & small group tuition learning research documents +4/5 months	1, 2 & 3
Live feedback & marking	EEF feedback learning research documents +8 months	1-4
Daily Phonics interventions	EEF Phonics research document +4months	1-4

Toe by Toe	EEF 1:1 tuition learning research documents +5 months	1-4
Pre teaching -ie vocabulary & knowledge	EEF 1:1 & small group tuition learning research documents +4/5 months	1-4
Nelli Programme, including diagnostic assessment	EEF oral language intervention research documents +5 months	1-4

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

Budgeted cost: £26000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support /Welfare Officer	EEF feedback parental engagement research documents +3 months	3 & 5
Develop & embed Positive Behaviour school strategies lead/PBS	EEF self regulation research documents +7 months	3, 4 & 5
<i>ELSA - Self esteem / Self regulation</i>	EEF self regulation research documents +7 months EEF social & emotional learning research documents +4 months	3 & 5
Nurture /Thrive	EEF self regulation research documents +7 months EEF social & emotional learning research documents +4 months	3 & 5

Talk about groups & resources	EEF oral language intervention research documents +5 months	1-4
Mental Health advocates	EEF self regulation research documents +7 months EEF social & emotional learning research documents +4 months	3 & 5
Autism friendly school	EEF self regulation research documents +7 months EEF social & emotional learning research documents +4 months	3 & 5
Breakfast & after school clubs	Maslow's Hierarchy of physiological need	5
EP support & funding	Essential to support EHCP process & needs of children - SEND register	1, 2, 3 & 4
EWO	EEF parental engagement learning research documents +3 months	1-5
Young Gentleman's Project	EEF self regulation research documents +7 months EEF social & emotional learning research documents +4 months	3 & 5
Sports coaches	EEF sports participation research documents +2 months	2

Food parcels & school uniform	EEF parental engagement in learning research documents +3 months	1-5
Peripatetic music for all	Extensive research shows positive impact on health & well being	3-5
Educational visits/visitors & residential (cultural capital, vocabulary, powerful knowledge)	EEF outdoor adventure learning research documents +3 months	2, 4 & 5

Total budgeted cost: £176000

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 2021 to 2022 academic year.

Our internal assessments during 2020/21 suggests that the performance of all children, particularly those with a disadvantage, was lower than in the previous year in key areas of the curriculum. This is despite identified children being in attendance as a priority group during the pandemic.

We have therefore re written a new three-year-strategy to take current findings into account. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Letters and Sounds, White Rose Mastery Mathematics videos and materials and The Oak Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. This was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils

and their parents and targeted interventions where required. We are building on that approach through a renewed focus on our values and learning behaviours.

Following the pandemic, cultural capital including powerful knowledge, vocabulary and high level of oracy remains a priority

Further information

Since October 2019 on receiving an Inadequate Ofsted judgement we have:

- Enhanced our senior leadership team – New Executive Headteacher joined our school – September 2020
- School is on a journey developing teaching & learning
- Introduced new curriculum (every subject) – September 2020
- Developed our curriculum intent as a whole school community
- Carefully constructed long term curriculum maps & progression of skills. All subjects beginning to have cohesive learning journeys with clear end points. Our curriculum approach is to give children the key vocabulary, knowledge & skills in each subject to then apply/master in different contexts
- Enabled subject leaders to begin to drive their subject through ongoing quality CPD, working with other trust subject leads & supporting them to drive & champion their subject
- Developed children's use of vocabulary through research, CPD and the identification of key vocabulary in all subjects (tier 3)
- Worked on bridging the cultural capital gap of both vocabulary & knowledge in all subjects eg. before starting a text giving children the key knowledge and the words to access the text confidently
- Been on a journey of developing maths mastery as a school through extensive NCETM training & resourcing. We focus on mathematical vocabulary, stem sentencing, using resources/manipulatives, practice and reasoning & problem solving
- Developed an English Curriculum that is based on quality texts to develop both reading and writing skills in a meaningful way. English development has been in conjunction with HIAS English Inspector
- Improved provision for SEND learners including training for all staff – Every teacher/staff member is a leader of SEND. Training was delivered through Springwell SEND Teaching School
- Developed a rigorous approach to Early Reading through working with experts from Springhill English Hub

We recognise that our curriculum will never be 'finished' as different cohorts join our school community our disadvantaged children may have different needs and gaps. Therefore, it is always going to be adapted to meet the needs of all learners so that each and every child can 'succeed'.

