

# Pupil Premium Strategy Statement 2019/20



## School overview

Metric	Data
School name	St Monica's Catholic Primary School
Pupils in school	220
Proportion of disadvantaged pupils	37.8%
Pupil premium allocation this academic year	£114,840
Academic year or years covered by statement	2019/20
Publish date	September 2020
Review date	July 2021
Statement authorised by	Headteacher
Pupil premium lead	SENCo
Governor lead	Chair of Governors

## Disadvantaged pupil progress scores for last academic year

Measure: Combined Reading, Writing Math	Score
Meeting expected standard	47%
Achieving higher standard	22%

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	71%
Achieving high standard at KS2	12%
Measure	Activity
Priority 1: Raise KS2 attainment in reading and writing for PPG children, particularly at Greater Depth	<ul style="list-style-type: none"><li>• Full-time support staff in each class</li><li>• Professional development for teaching &amp; learning</li><li>• Subject leader planning support across KS2 to ensure consistent high-quality curriculum coverage across the phase</li><li>• Regular pupil progress meetings and internal moderation to identify &amp; address gaps</li></ul>

	<ul style="list-style-type: none"> <li>• Specialist literacy volunteer</li> <li>• Literacy-based enrichment clubs</li> </ul>
Priority 2: Raise KS1 attainment of age expected standard, particularly for FSM pupils	<ul style="list-style-type: none"> <li>• Full-time support staff in each class</li> <li>• Professional development for teaching &amp; learning</li> <li>• Subject leader planning support across EYFS to ensure consistent high-quality phonics &amp; early reading provision via RWI is in place across the two phases</li> <li>• Regular pupil progress meetings and internal moderation to identify &amp; address gaps</li> <li>• Speech &amp; Language Therapist, Specialist Teacher &amp; Educational Psychologist traded service time to address identified gaps</li> <li>• Literacy and numeracy-based enrichment clubs</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Children enter our school in Nursery or Reception lower than their peers nationally. For example, a child may enter Reception working at 30-50 months instead of the national expectation of 40-60 months</li> <li>• Some disengagement with school and school systems.</li> <li>• Limited of cultural capital</li> <li>• Limited of reading literature and writing equipment at home</li> <li>• Low starting points as writers</li> <li>• Poor vocabulary &amp; oracy skills and poor phonic &amp; spelling knowledge.</li> <li>• Limited talk/exposure to extended vocabulary at home. This affects children's general knowledge etc. and communication skills in school.</li> <li>• Poor attendance including persistent absence or children who arrive at school late</li> <li>• Significant link between SEN and those in receipt of PPG</li> <li>• Social, emotional and mental health issues with pupils and/or parents</li> <li>• Social Care links for children in receipt of PPG. Social needs/home life impacts on school life; children arrive at school distressed or hungry and not ready to learn</li> <li>• Limited role models at home and low aspirations for the children</li> </ul>
Projected spending	<a href="#">Click or tap here to enter text.</a>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To close gaps due to missed learning during lockdown and to increase the proportion of pupils attaining the Greater Depth	July 2021
Progress in Writing	To close gaps due to missed learning during lockdown and to increase the proportion of pupils attaining the Greater Depth	July 2021
Progress in Mathematics	To close gaps due to missed learning during lockdown and to increase the proportion of pupils attaining the Greater Depth	July 2021
Phonics	To close gaps in Year 2 and Year 1 due to missed learning during lockdown and at least 80% of disadvantage pupils to reach expected standard	July 2021
Other	To ensure that pupils' who are capable of making rapid progress are given more challenging work	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1: Raise KS2 attainment in reading and writing for PPG children, particularly at Greater Depth	<ul style="list-style-type: none"> <li>• Full-time support staff in each class</li> <li>• Professional development for teaching &amp; learning</li> <li>• Implementation of Read, Write Inc in EYFS &amp; KS1 to provide an evidence-based systematic approach to teaching phonics &amp; early reading</li> <li>• Subject leader phonics &amp; early reading planning support across KS1 to ensure consistent high-quality curriculum coverage across the KS1 &amp; EYFS</li> <li>• Regular pupil progress meetings and internal moderation to identify &amp; address gaps</li> </ul>

	<ul style="list-style-type: none"> <li>• Specialist intervention as required by the Speech &amp; Language therapist, EP &amp; Specialist Teacher</li> <li>• Literacy-based enrichment clubs when deemed safe according to the school's COVID-19 risk assessment</li> </ul>
<p>Priority 2: Raise disadvantaged KS1 pupil attainment of the expected standard in the phonics check</p>	<ul style="list-style-type: none"> <li>• Full-time support staff in each class</li> <li>• Professional development for teaching &amp; learning</li> <li>• Subject leader planning support across KS2 to ensure consistent high-quality curriculum coverage across the phase</li> <li>• Regular pupil progress meetings and internal moderation to identify &amp; address gaps</li> <li>• Specialist literacy volunteer</li> </ul> <p>Literacy-based enrichment clubs (including phonics) when deemed safe according to the school's COVID-19 risk assessment</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Children enter our school in Nursery or Reception lower than their peers nationally. For example, a child may enter Reception working at 30-50 months instead of the national expectation of 40-60 months</li> <li>• Some disengagement with school and school systems.</li> <li>• Limited of cultural capital</li> <li>• Limited of reading literature and writing equipment at home</li> <li>• Low starting points as writers</li> <li>• Poor vocabulary &amp; oracy skills and poor phonic &amp; spelling knowledge.</li> <li>• Limited talk/exposure to extended vocabulary at home. This affects children's general knowledge etc. and communication skills in school.</li> <li>• Poor attendance including persistent absence or children who arrive at school late •</li> <li>• Significant link between SEN and those in receipt of PPG</li> <li>• Social, emotional and mental health issues with pupils and/or parents</li> <li>• Social Care links for children in receipt of PPG. Social needs/home life impacts on school life; children arrive at school distressed or hungry and not ready to learn</li> </ul>

	Limited role models at home and low aspirations for the children
Projected spending	Click or tap here to enter text.

### Wider strategies for current academic year

Measure	Activity
Priority 1 To offer a skills and knowledge based curriculum which promotes the personal development of all pupils.	<ul style="list-style-type: none"> <li>- PSHE as part of daily timetable for all classes</li> <li>- Further emphasis on Humanities and Creative Arts</li> <li>- Cross-curricular links with core subjects</li> </ul>
Priority 2 To ensure children are on track to achieve 70% of fundamentals by April 2021.	<ul style="list-style-type: none"> <li>- Closely monitor planning and delivery</li> <li>- Regular pupil progress meetings</li> <li>- Targeted intervention</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Emotional well-being of children – different traumas they experienced during lockdown</li> <li>- Hands on activities to help with engagement and active participation in class</li> <li>- To support with the transition of ‘new normal’</li> </ul>
Projected spending	Click or tap here to enter text.

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Consistent first quality teaching and learning due to children and staff absence	<ul style="list-style-type: none"> <li>- Using online platform for remote teaching and learning</li> <li>- Plan well ahead so children can still receive first quality teaching under any circumstances</li> </ul>
Targeted support	Consistent implementation of interventions and targeted strategies due to pupil & staff absence	<ul style="list-style-type: none"> <li>• Deployment of support staff and non-class based staff to cover staff absences to ensure interventions &amp; targeted provision is carried out consistently</li> <li>• Pastoral Support Worker &amp; Inclusion Manager monitor pupil absence &amp; tardiness to ensure parents are supported with ensuring their children are consistently in</li> </ul>

		school, making external referrals for additional intervention as required
<b>Wider strategies</b>	Children gaps in learning are too wide and many skills and knowledge has to be re-taught from previous academic year	- Targeted interventions

### **Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
To ensure all teaching remains at least 'Good' with a significant and increasing proportion Outstanding.	This was achieved prior to lockdown in March 2020. One teacher needed support and with that the target was reached
To monitor closely the progress of Compound Disadvantaged Pupils (PPG), SEN Support Pupils, Black Caribbean and White British pupils.	PPG students made good progress but the proportion of SEN children who make good progress still needs close monitoring
To continue to monitor planning and assessment gap analysis to ensure accurate progress is captured and targeted learning for all.	Intervention programmes ran well last year and children made good progress.