

Pupil premium strategy statement

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. Patrick's Catholic Primary
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Michael Lobo Headteacher
Pupil premium lead	Suzanne Friel Deputy Headteacher
Governor / Trustee lead	Steve Deadman Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,310
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£126,490

Part A: Pupil premium strategy plan

Statement of intent

At St. Patrick's, we aim to provide comparable opportunities for our disadvantaged children educationally, socially and emotionally. St. Patrick's is in the top 50% of schools for deprivation - across the country - and so we see it as our mission to ensure that our children are given the best start in life and that social and cultural constraints do not influence their chances of success both in school and later life.

Our approach is driven by Early Intervention upon entering the school through rigorous assessments and timely intervention by following instructional programmes of proven success.

We strive for Quality First Teaching and Learning on a day-to-day basis with individualised intervention support where needed. The school is relentless in its approach to ensure accelerated progress of under-attaining Disadvantaged children. We know that achievement should be and can be in line with that of their peers. Our vision is that all children – irrelevant of demographics – will be instilled with aspiration and a thirst for success in life. Subsequent to this, they will have enhanced opportunities for their future career paths and greater prospects for a successful life journey.

Funding is also used to support parents to increase attendance and to improve parental involvement and links between home and school through our Family Engagement Officer. Alongside this, funding is used to help pupil well-being through ELSA support, individualised therapy sessions and personalised curriculums to ensure that our children are ready to learn irrelevant of external barriers.

Challenges

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

Challenge number	Detail of challenge
1	Attendance 2020 – 2021 data shows that attendance of PP children continues to be lower than the 'other' grouping:
2	Lower communication skills for the PP grouping identified in 2020 Baseline data: 11 PP in Foundation 5 out of 11 45% 17 non-PP out of 49 35%

	Listening and Attention: End of Year assessments:
3	Lack of Family Engagement Many of the Disadvantaged parents are in the 'hard to reach' category due to a negative perception of educational establishments and social influencing factors.
4	Challenging Behaviour High percentage of our children with behavioural plans are Disadvantaged boys and a large percentage of our Disadvantaged children are SEND. 24% of our Disadvantaged are SEND 10% of Other are SEND
5	Lack of Aspiration/Motivation Our Disadvantaged children have limited life experiences and do not know what potential career paths there are available to them. Subsequently, these children do not be motivated to learn. Many of these children are extremely talented in specific areas, such as, computing; however, are never given the opportunity to further develop these skills. Moreover, they do not understand the link between these basic skills and how this can influence their chosen career path and thus quality of life.

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
100% PP children – without SEND - in KS1 to pass Phonics Screening test	<ol style="list-style-type: none"> 1. Rigorous tracking of PP children by PP lead & RWInc lead 2. Intervention support where needed to include small group and 1:1 3. High impact staff used to deliver this support 4. Phonics training for parents during information meeting 5. Consistent high-quality teaching through implementation of RWInc instructional programme 6. Daily coaching for RWInc
100% of PP children – without SEND – in KS1 to achieve expected or higher in SATs exams	<ol style="list-style-type: none"> 1. Rigorous tracking of PP children by PP lead 2. Intervention support where needed to include small group and 1:1 3. High impact staff used to deliver this support 5. Consistent high-quality teaching through implementation of Basic Skills, RWInc and Power Maths instructional programmes 6. Lesson Study adopted across the school to ensure consistent high-quality formative assessment
100% PP children – without SEND – in KS2 to achieve expected or higher in SATs exams	<ol style="list-style-type: none"> 1. Rigorous tracking of PP children by PP lead 2. Intervention support where needed to include small group and 1:1

	<ul style="list-style-type: none"> 3. High impact staff used to deliver this support 4. Consistent high-quality teaching through implementation of Basic Skills and Power Maths instructional programmes; writing standards instructional programme and AR instructional diagnostics 5. Lesson Study adopted across the school to ensure consistent high-quality formative assessment
PP attendance to be in line with national 'other' attendance (96%)	<ul style="list-style-type: none"> 1. Rigorous monitoring by PP Lead and Attendance Officer 2. Early intervention meetings in September 2021 for poor attenders from previous academic year 3. Collaboration with parents to draw up an attendance plan for support and expectations 4. Using the school mini-bus - in exceptional circumstances - to support families getting children to and from school 5. Analysis of year group and class data to identify trends and support action planning
Children demonstrate raised aspiration	<ul style="list-style-type: none"> 1. Pupil interviews show that children have a positive self-image 2. Children talk with excitement about different aspects of the curriculum 3. Children know their talents and know how these are being developed 4. Children can identify something that they enjoy in school and how this learning links to a future career path 5. Planning overviews show that various aspects of the curriculum are linked to career paths and develop curiosity and aspiration
Family Engagement Improved	<ul style="list-style-type: none"> 1. PP attendance figures rise 2. Higher attendance rate at parent meetings 3. Higher attendance rate at information meetings 4. Parent questionnaire comments have a positive view of the school's support

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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in years 5 and 6	Pupils make accelerated progress. Pupils are at least in-line with 'other' group nationally. Pupils working at lower levels grow in confidence and develop a can-do attitude due to their ability to be successful (self-fulfilling prophecy).	4, 5, 6
RWInc	Pupils make accelerated progress. Pupils are at least in-line with 'other' group nationally. Pupils' confidence to articulate the written word and perform with confidence has improved. Children feel more successful at school.	2, 4, 6
Talk for Writing	Pupils make accelerated progress. Pupils are at least in-line with 'other' group nationally. Pupils' confidence to articulate the written word and perform with confidence has improved. Children feel more successful at school.	2, 4, 6
NELI intervention in Foundation and Year 1	Pupils make accelerated progress. Pupils are at least in-line with 'other' group nationally. Early intervention and assessment of communication barriers. Children feel more successful at school.	2, 4, 6

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school tutoring intervention groups	<p>Pupils make accelerated progress.</p> <p>Pupils are at least in-line with 'other' group nationally.</p> <p>Children feel more successful at school.</p> <p>Pupils have greater confidence in-class due to pre-teaching and over-learning of information.</p>	4, 5
RWInc Catch-up interventions	<p>Pupils make accelerated progress.</p> <p>Pupils are at least in-line with 'other' group nationally.</p> <p>Pupils' confidence to articulate the written word and perform with confidence has improved.</p> <p>Children feel more successful at school.</p>	2, 4, 5
Early intervention 1:1 support and personalised curriculum for challenging behaviour without EHCP	<p>Pupils make accelerated progress.</p> <p>Pupils' attendance is raised.</p> <p>Pupils are enabled to access the curriculum.</p> <p>Pupils can sustain in-class learning for lengthened periods of time.</p> <p>Children feel more successful at school.</p>	2, 4, 5
Pupil Progress meetings	<p>Pupils make accelerated progress.</p> <p>Pupils are at least in-line with 'other' group nationally.</p> <p>Early intervention for pupils who are under-attaining.</p> <p>Children feel more successful at school.</p>	2, 4, 5

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

Budgeted cost: £16,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Mini-Bus Service	Children with attendance above 95% have increased future chance of success.	1, 3
Yoga	Proven to support emotional regulation, focus and concentration and self-esteem.	4
Personalised Curriculums	Children with additional needs must have their curriculum and strategies tailored to their unique needs.	1, 3, 4, 5
Attendance Meetings	Children with attendance above 95% have increased future chance of success.	2, 3, 5
Dog Therapy	Dog Therapy has proven benefits for children with emotional needs.	1, 4
Thrive	Prove to support social and emotional development.	1, 4
Wider Curriculum Opportunities	Links to careers and children's interest improves engagement, focus and motivation.	1, 4, 5

Total budgeted cost: £126, 490

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Key Areas of Impact:

- 2020 Autumn Term Phonics Screening results (95%)
- 2021 Phonics Screening teacher assessment
- PP attendance figures 2020 – 2021
- Teacher-assessed KS2 results continue to be in-line with nationals
- Written and aural communication standards of children moving from Foundation to Year 1 continues to rise

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
Power Maths	
Accelerated Reader	
Lexia	
Ruth Miskin Spelling Programme	
RWInc Literacy and Language Programme	
Talk for Writing	
Jigsaw	
Sing It	
TT Rockstars	