

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£139,098
Recovery premium funding allocation this academic year	£12,470
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	£151,568

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 2021 – 2022 data shows that attendance of PP children continues to be lower to the 'other' grouping: Pupil Premium: Other: A high % of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and

	observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Lower communication skills for the PP grouping identified in 2021 Baseline data: 11 PP in Foundation 5 out of 11 45% 17 non-PP out of 49 35%
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. % Disadvantaged with SEND % Other with 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
<i>100% PP children – without SEND - in KS1 to pass Phonics Screening test</i>	<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 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%)	<ol style="list-style-type: none"> 1. Rigorous monitoring by PP Lead and Attendance Officer 2. Early intervention meetings in September 2022 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	<ol 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	<ol 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: £65,000

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: £57,000

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: £24,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Mini-Bus Service	School Attendance Matters	1, 3
Yoga	Harvard University: More than Just a Game – Yoga for School-age Children	4
Personalised Curriculums	Education Endowment	1, 3, 4, 5
Attendance Meetings	Education Endowment School Attendance Matters	2, 3, 5
Dog Therapy	Therapy Dogs in Educational Settings	1, 4
Thrive	The Evidence Based Thrive Approach	1, 4
Wider Curriculum Opportunities	Education Endowment	1, 4, 5
Bagel Club	DfE NSBP guidance	1, 2, 4
Attendance/ Welfare Support Officer	Education Endowment School Attendance Matters	2, 3, 5

Total budgeted cost: £151,568

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.

Key Areas of Impact:

- 2022 KS2 SATS – above National Averages
Maths 83% (11 out of 17 PP) EXP; 16% GD **PP Progress +1.3**
Reading 76% EXP (10 out of 17 PP); 29% GD (3 PP) **PP Progress +3.3 (Sig+)**
Writing 78% EXP (11 out of 17 PP) ; 12% GD (1 PP) **PP Progress +4.4 (Sig+)**
SPaG 78% (11 out of 17 PP) EXP; 32% GD (3 PP)
Progress for all 3 subjects was significantly above the national average and in the top 20% of all schools
- 2022 KS1 Assessment – above National Averages
Maths 75% EXP (6 out of 12 PP); 9% GD
Reading 73% EXP (5 out of 12 PP); 7% GD (2 PP)
Writing 55.9% EXP (5 out of 12 PP)
- Y1 Phonics Screening – Pass 95% (13 out of 14 PP)
- PP attendance figures 2021 – 2022 show a marked improvement in many persistent absentees
- Foundation Level of Development – above National Averages
63.6% Good Level (5/16 PP)
Communication & Language – 85% EXP (13 out of 16 PP)
Personal, Social & Emotional – 90% EXP (13/16 PP children)
Literacy – 88.3% (13/16 PP children)
Mathematics – 83.3% (10/16 PP children)

Externally provided programmes

Programme	Provider
Power Maths	Pearson
Accelerated Reader	Renaissance

Lexia	LLC
Ruth Miskin Spelling Programme	Ruth Miskin
RWInc Literacy and Language Programme	Oxford univserity
Talk for Writing	Pie Corbett
Jigsaw	Jan Lever MBE
Sing It	singit.app
TT Rockstars	ttrackstars.com

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A