

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	428
Proportion (%) of pupil premium eligible pupils	99 (22.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michael Lobo Headteacher
Pupil premium lead	Suzanne Friel Deputy Headteacher
Governor / Trustee lead	Steve Deadman Chair of Governors

Funding overview

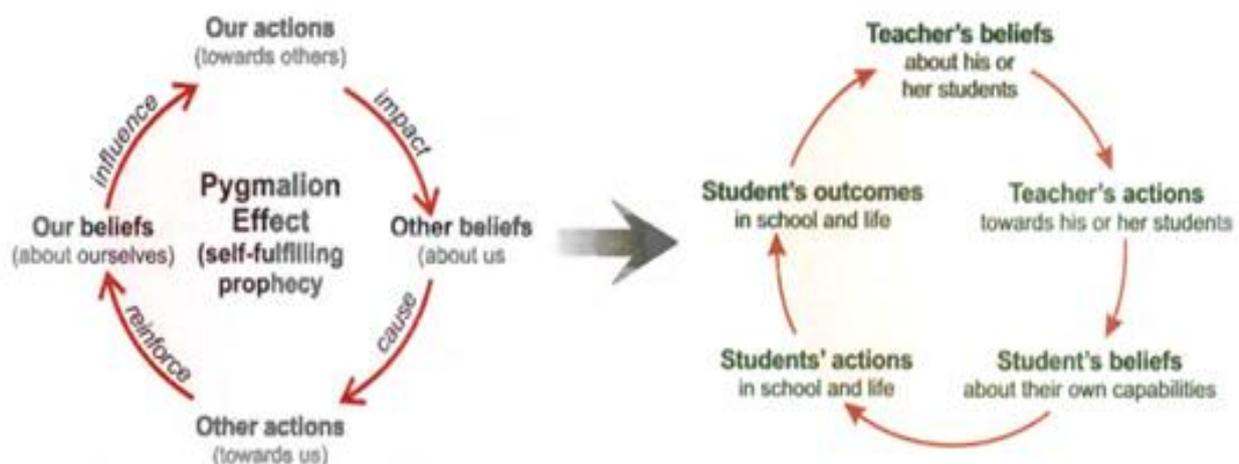
Detail	Amount
Pupil premium funding allocation this academic year	£149,985
Looked After Children	£2,630
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£152,615

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 chances of success both in school and later life.

Self-Image

Our approach is driven by The Pygmalion Effect or Self-Fulfilling Prophecy. We believe that through instilling self-worth and self-belief within, our children will have the tools for success in life: children who are told that they 'can do' and who are given the time, opportunity and tools to do so 'will do'.



Talents

This is coupled with an engaging and inspiring curriculum taught by highly skilled teachers in both core and non-core subjects. Where possible, teachers have been given the opportunity to fine tune and share their expertise – in non-core subjects – through a curriculum adapted and taught discretely by themselves. Thus, ensuring that skills and knowledge are built upon progressively and that children are given the best learning opportunities across the school.

Providing a broad and balanced curriculum, offers our children all the opportunity to develop their God-given gifts and talents. Between 2023 and 2025 all Disadvantaged children were given the opportunity to have 1:1 instrumental lessons; 68 of these children - who had developed an interest - have continued with these lessons.

PE across the school has been taught to a high standard which has also ensured that many Disadvantaged children have competed for the school in sporting events with many going on to find hidden talents that may not have otherwise been discovered.

Learning

We strive for Quality First Teaching and Learning on a day-to-day basis with individualised intervention support where needed. Early Intervention upon entering the school through rigorous assessments and timely intervention through following consistent instructional programmes are utilised in Foundation and Key Stage One.

Core Teachers have been appointed to focus on the most educationally vulnerable – who continue to show barriers to learning - in Key Stage Two. This grouping unfortunately continues to be higher in percentage for Disadvantaged. Children are targeted with small, short bursts of learning which are repetitive to aid memory retention.

Personalised Support

Funding has been extended to a Pastoral Team who 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.

Career-Led Learning

The school has made strong links with Southampton University in order to develop a curriculum that shows the purpose of learning and how this links to future career paths. Children are exposed to knowledge about professions that they may normally not have been exposed to. The Southampton University Neuroscience Department work with all year groups across the school, not only bringing the curriculum to life, but also exploring how children learn through schemata and chunking and how brain function affects emotions, mental health and SEND.

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 – be instilled with aspiration and a thirst for success in life; have enhanced opportunities for their future career paths and greater prospects for a successful life journey.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>2024 – 2025 data shows that attendance of PP children continues to be lower to the ‘other’ grouping. Although, the past few years have shown a trend of the gap closing:</p> <p style="padding-left: 40px;">School: 95.6%</p> <p style="padding-left: 40px;">PP: 94.96%</p> <p style="padding-left: 40px;">Non-PP: 95.82%.</p>
2	<p>Communication skills for the PP grouping has been identified as lower than their peers in 2024 - 2025</p> <p>Foundation Baseline data shows high need with a limited number ‘on track’ to achieve GLD by the end of the year:</p> <p>Comprehension - 3/11</p> <p>Word Reading - 7/11</p> <p>Writing - 4/11</p> <p>Numerical Patterns - 3/11</p>
3	<p>Family Engagement</p> <p>Attendance at parents’ evenings and information evenings is lower for the Disadvantaged grouping.</p>
4	<p>Additional Needs</p> <p>2024 – 2025 data shows that 100% of our children with behavioural plans are Disadvantaged children and a large percentage of our Disadvantaged children are SEND.</p> <p>22% Disadvantaged with SEND (24 out of 109)</p> <p>2025 KS2 SATs Results:</p> <p>3 PP were SEND</p> <p>READING 33% (1 child achieved EXS)</p> <p>MATHS 33% (1 child achieved EXS)</p> <p>WRITING 66% (2 children achieved EXS)</p>
5	<p>Aspiration/Motivation</p> <p>Some children have limited motivation to come to school and to learn.</p>

	Many of these children are extremely talented in specific areas, such as, sports or the arts; however, are never given the opportunity to further develop these skills. Moreover, children do not understand the link between these basic skills and how this can influence their chosen career path and thus quality of life.
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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
Progress in Reading	<p>100% PP children – without SEND - in KS1 to pass Phonics Screening test in Year 1</p> <p>100% PP children – without SEND – in KS1 to achieve EXS standard in SATs</p> <p>100% PP children without SEND – in KS2 to achieve the EXS standard in SATs</p>
Progress in Maths	<p>100% PP children – without SEND - in KS1 to achieve 21+ in Year 4 Multiplication Tables Check</p> <p>100% PP children – without SEND – in KS1 to achieve EXS standard in SATs</p> <p>100% PP children without SEND – in KS2 to achieve the EXS standard in SATs</p>
Progress in Writing	<p>100% PP children – without SEND – in KS1 to achieve EXS standard in SATs</p> <p>100% PP children without SEND – in KS2 to achieve the EXS standard in SATs</p>
PP attendance to be in line with national 'other' attendance	PP attendance to be more closely in line with school 'other' attendance
Children demonstrate raised aspiration	<p>Pupil interviews show that children have a positive self-image</p> <p>Children talk with excitement about different aspects of the curriculum</p> <p>Children know their talents and know how these are being developed</p> <p>Children can identify something that they enjoy in school and how this learning links to a future career path</p> <p>Planning overviews show that various aspects of the curriculum are linked to career paths and develop curiosity and aspiration</p>

Family Engagement Improved	PP attendance figures rise Disadvantaged attendance rate more closely in-line with school 'other' attendance Disadvantaged parental engagement rises Parent questionnaire comments have a positive view of the school's support
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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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in years 3, 4, 5 & 6 CORE TEACHER MODEL	Education Endowment T & L Toolkit: Small Group Tuition The EEF Guide to Support School Planning: A Tiered Approach	4, 5, 6
Specialist Teachers	TES	1, 2, 4, 5
SEND TEAM	TES	1, 2, 4, 5
PASTORAL TEAM	TES	1, 2, 4, 5
RWInc	School Data since introduction of RWInc Phonics: Children feel more successful at school: Self-Fulfilling Prophecy and The Pygmalion Effect: Simply Psychology Robert K Merten 1948	2, 4, 6
Talk for Writing	Education Endowment: Improving Literacy in KS1 Education Endowment: Improving Literacy in KS2 Education Endowment: Oral Language Interventions	2, 4, 6

	Children feel more successful at school: Self-Fulfilling Prophecy and The Pygmalion Effect: Simply Psychology Robert K Merten 1948	
Trained TA for Speech and Language intervention in Foundation and Year 1	EEF Guidance report: Metacognition and self-regulated learning. Teaching and Learning toolkit - Metacognition and self-regulation Children feel more successful at school: Self-Fulfilling Prophecy and The Pygmalion Effect: Simply Psychology Robert K Merten 1948	2, 4, 6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school tutoring intervention groups	Education Endowment: Making a Difference with Effective Tutoring Education Endowment: Small Group Tuition	4, 5
RWInc Catch-up interventions	Education Endowment: Feedback to Improve Pupil Learning	2, 4, 5
Early intervention 1:1 support and personalised curriculum for challenging behaviour	EEF Guidance report: Special Educational Needs in Mainstream Schools EEF Guidance report: Making Best Use of Teaching Assistants Teaching and Learning toolkit – Teaching Assistant interventions.	2, 4, 5
Pupil Progress meetings	Education Endowment: Monitoring Pupil Progress Education Endowment: Embedding Formative Assessment	2, 4, 5

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

Budgeted cost: £7,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instrumental Lessons	Arts Participation: Education Endowment Foundation	1, 5
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
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: £152,615

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.

Key Areas of Impact:

- **2024/2025 KS2 SATS:**

2024/2025		Reading		Writing		Maths	
		School	National	School	National	School	National
Cohort	EXS+	84%	75%	87%	72%	89%	73%
	Diff	+ 9%		+ 15%		+ 16%	
	GDS	45%	33%	27%	13%	38%	26%
	Diff	+ 12%		+ 14%		+ 12%	
PP	EXS+	63%	63%	69%	59%	82%	61%
	Diff	-		+ 10%		+ 21%	
	GDS	50%	6%	20%	4%	44%	4%
	Diff	+ 44%		+ 16%		+ 40%	

- **Combined EXS+ and combined GDS (well above Nationals):**

School: 63% PP EXS + ; 19% PP GDS

National: 47% PP EXS+ ; 4% PP GDS

- **PP/NON-SEND attainment:**

Reading 69% (9 out of 13 children) EXS+

Maths 85% (11 out of 13 children) EXS+

Writing 69% (9 out of 13 children) EXS

- **Year 4 Multiplication Times Tables Check' School PP Average' above 'National All Average':**

School Average: 22.63 /25 marks

National Average: 22.07 /25 marks
 School PP Average: 22.12 /25 marks

- **Y1 2025 Phonics Screening – Well Above National Averages:**
 School Pass 96%
 School PP Pass 90% (9 PP out of 10 PP)
 National PP Pass 63%
- **Improved Attendance Figures (Non-PP and PP almost in line):**
 School: 95.6%
 PP: 94.96%
 Non-PP: 95.82%
- **Foundation Level of Development 2025 – Well Above National Averages:**
 Comprehension EXS 93% (79% 11 out of 14 PP EXS)
 Word Reading EXS 88% (64% 9 out of 14 PP EXS)
 Writing EXS 82% (50% 7 out of 14 PP EXS)
 Number EXS 77% (50% 7 out of 14 PP EXS)
 Numerical Patterns EXS 77% (50% 7 out of 14 PP EXS)

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	Pearson
White Rose 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
Life to the Full	Ten Ten Resources
Sing It	singit.app
TT Rockstars	ttrackstars.com
White Rose Science	Pearson

Reading Plus	Dream Box Reading
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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