

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 | 94 (22.5%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| 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 | £136, 770 |
| Recovery premium funding allocation this academic year | £13,920 |
| 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 | £150,690 |
|---|----------|

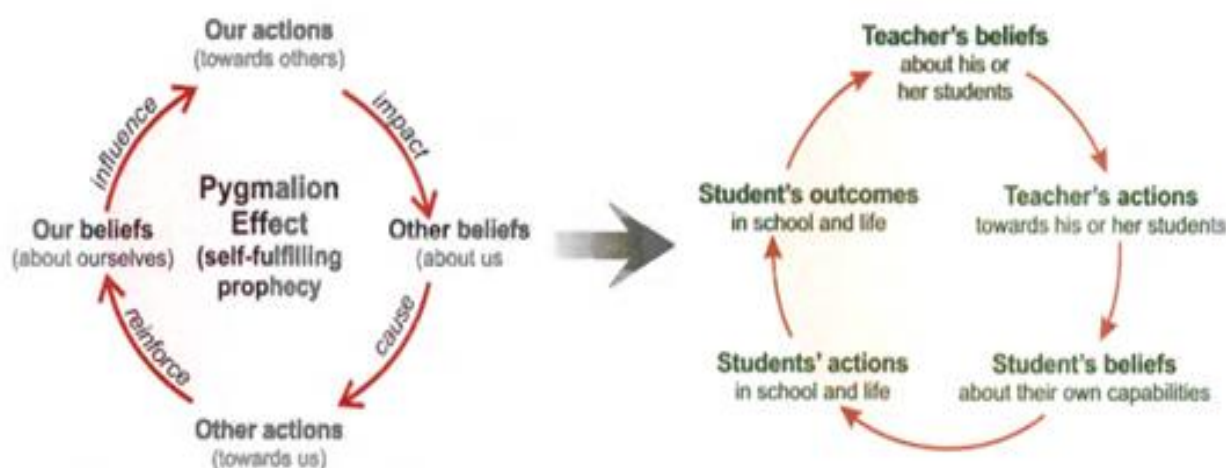
Part A: Pupil premium strategy plan

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 2022 and 2023 all Disadvantaged children were given the opportunity to have 1:1 instrumental lessons; 66 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.

The school has introduced Wyn: the school Therapy Dog. Wyn is a very popular member of the St. Patrick's family and offers support to all of our children for self-regulation and emotional well-being. This is particularly beneficial for many of our Disadvantaged children who have timetabled slots with Wyn in which many of them are given the opportunity to develop their confidence while 'taking care' of Wyn.

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>2022 – 2023 data shows that attendance of PP children continues to be lower to the ‘other’ grouping:</p> <p>Pupil Premium: 92.63%</p> <p>Other: 95.02%</p> <p>A high % of disadvantaged pupils have been ‘persistently absent’ compared to their peers during that period. Absenteeism is negatively impacting disadvantaged pupils’ progress.</p> |
| 2 | <p>Communication skills for the PP grouping has been identified as lower than their peers in 2022 - 2023 Baseline data:</p> <p>81.8% PP in Foundation 9 out of 11 EXS</p> <p>95.9% non-PP 47 out of 49 EXS</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>2022 – 2023 data shows 100% of our children with behavioural plans are Disadvantaged children and a large percentage of our Disadvantaged children are SEND.</p> <p>24% Disadvantaged with SEND (29 out of 119)</p> |
| 5 | <p>Aspiration/Motivation</p> <p>Some children have limited motivation to come to school and 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, children do not understand the link between these basic skills and how this can influence their chosen career path and thus quality of life.</p> |

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> |

| | |
|---|--|
| | <i>100% PP children without SEND – in KS2 to achieve the EXS standard in SATs</i> |
| Progress in Maths | <i>100% PP children – without SEND - in KS1 to achieve 21+ in Year 4 Multiplication Tables Check 100% PP children – without SEND – in KS1 to achieve EXS standard in SATs 100% PP children without SEND – in KS2 to achieve the EXS standard in SATs</i> |
| Progress in Writing | <i>100% PP children – without SEND – in KS1 to achieve EXS standard in SATs 100% PP children without SEND – in KS2 to achieve the EXS standard in SATs</i> |
| PP attendance to be in line with national 'other' attendance (92.63%) | PP attendance to be more closely in line with school 'other' attendance (95.02%) |
| Children demonstrate raised aspiration | Pupil interviews show that children have a positive self-image Children talk with excitement about different aspects of the curriculum Children know their talents and know how these are being developed Children can identify something that they enjoy in school and how this learning links to a future career path Planning overviews show that various aspects of the curriculum are linked to career paths and develop curiosity and aspiration |
| 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 |

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: £115,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional teacher in years 3, 4, 5 & 6 | 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 Children feel more successful at school: Self-Fulfilling Prophecy and The Pygmalion Effect: Simply Psychology Robert K Merten 1948 | 2, 4, 6 |
| Trained TA for Speech and Language | EEF Guidance report: Metacognition and self-regulated learning. | 2, 4, 6 |

| | | |
|---------------------------------------|--|--|
| intervention in Foundation and Year 1 | 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 | |
|---------------------------------------|--|--|

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: £15,690

| 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 |
| 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: £150,690

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:

- 2023 KS2 SATS – Progress was average overall:
Maths EXS+ 55% (11 out of 20 PP)
Reading EXS+ 35% EXP (7 out of 20 PP)
Writing EXS+ 60% EXP (12 out of 20 PP)
- 2023 KS1 Assessment – above National Averages:
Maths EXS+ 86.7% (PP 13 out of 15)
Reading EXS+ 73.3% (PP 11 out of 15)
Writing EXS+ 53.5% (PP 8 out of 15)
- Y1 2023 Phonics Screening – PP Pass 83.3% (15 PP out of 18)
- PP Family engagement has improved through collaborative and supportive meetings to help children improve their attendance figures
- Foundation Level of Development – above National Averages:
63.3% Good Level (7 out of 11 PP)
Communication & Language – 81.8% EXP (9 out of 11 PP)
Personal, Social & Emotional – 63.3% EXP (7 out of 11 PP children)
Literacy – 81.8% (9 out of 11 PP children)
Mathematics – 63.3% (7 out of 11 PP children)

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 |
| 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 |