



Pupil Premium Strategy Statement

St Patrick's Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2022 – Aug 2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs P Dix
Pupil premium lead	Mrs A Tong
Governor / Trustee lead	Mr G Owens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,840
Recovery premium funding allocation this academic year	£4,350
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50,190

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and to participate equally in all aspects of school, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- target disadvantaged children for support through the National Tutoring Programme to ensure that they catch up and keep up with their peers.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils are less able to articulate their understanding of a sequential curriculum. This negatively impacts on their ability to retain and recall subject-specific knowledge and skills from their long term memory.
3	Assessments, observations, and discussions with pupils indicate that they were not all being challenged from their starting points in all lessons and this was especially evident for our disadvantaged higher attainers.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due low self-esteem and poor learning behaviours. These challenges particularly affect disadvantaged pupils, and impact negatively on their achievement and attainment. Teacher referrals for support remain relatively high. 16 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs including through small group interventions.
6	Assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
7	Research shows that children's academic success and achievement is linked to their readiness to learn each day and having their physiological needs met. Observations and discussions with pupils and families indicate that not all pupils meet this criteria and this proportionally impacts the disadvantaged children more.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 100% of disadvantaged pupils met the expected standard.
Improved curriculum design where disadvantaged pupils are being challenged, are able to articulate the sequential nature of it and can make links to their prior learning.	Assessments and observations indicate a significant improvement in disadvantaged pupils' ability to articulate the sequential curriculum. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in children exhibiting behaviours associated with low self-esteem • monitoring from lessons that indicates more pupils are securely demonstrating behaviour for learning.
Improved readiness for learning among disadvantaged pupils.	Sustained readiness for school by: • the percentage of disadvantaged children who have not had breakfast/access to a break time snack is at least in line with their non-disadvantaged peers • All children having access to the correct uniform • Parenting approaches are consistent and tailored support is offered when necessary.

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: £ 22458.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additions made to DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils including the purchase of books and resources and increased staffing to tailor the provision to all pupils' needs.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 & 3
To further embed a sequential curriculum in all subject areas, invest in quality training for staff and enhance the curriculum planning and toolkit available to teachers to support them in imparting knowledge so that it will become embedded in the the children's long term memory.	Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. EEF Research	2
To improve the quality of teaching through peer-to-peer coaching. QFT approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Research tells us that supporting staff to solve problems and adapt strategies as new initiatives are rolled out will lead to greater success and drive forward the quality of teaching in school. EEF Research	1, 2, 3 & 4
Improve the quality of social and emotional teaching and learning within school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	5

SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): EEF research	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 20147

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	7

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

Budgeted cost: £ 15431.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer parents access to an expert parenting support and guidance through group workshops and tailored one-to-one support.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Yet it can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive. EEF research	6
Offer access breakfast club and paid for school clubs/residentials so that children have fair access to all parts of school life.	Evidence shows that children can only reach self-actualisation if they have their basic needs met (such as food) and their psychological needs met (such as a sense of belonging and friendship). Research	7

Total budgeted cost: £ 58,047.03

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was X% higher than their peers in 2021/22 and persistent absence X% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly

higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider