# Pupil premium strategy statement

## St Patrick’s RC Primary School is a Christian community where care and respect are reflected in everything we do. We have high aspirations and ambitions for all our children with a clear focus on excellence and equity and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant additional amount in our budget and this plan outlines how we will ensure it is spent to maximum effect.

## School overview

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| Detail | Data |
| School name | St Patrick’s Catholic Primary School |
| Number of pupils in school |  |
| 9 | 5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | 10.10.24 |
| Date on which it will be reviewed | January 25 |
| Statement authorised by | S Williams |
| Pupil premium lead | S.Williams |
| Governor / Trustee lead | Nick Mitchinson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £20,437.04 |
| 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 | £1,483,219 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| “If you are what you should be, you will set the whole world ablaze.”  *St Catherine of Siena*  St Patrick’s Catholic Primary School is a Christian community, where care and respect for all is reflected in everything we do. We believe that all students deserve equity and success through positive experiences which enrich their lives and ensure they know they are valued as learners, members of the community and children of God.  We are deeply committed to the holistic development of every student in our care and strive to provide a nurturing environment where every child, irrespective of their background or circumstance, feels supported and inspired to thrive in all environments, recognise what it takes to succeed, to set aspirational goals and to work to their full potential so that they may achieve these.  Our approach to pupil premium funding is rooted in a desire to ensure that each child can overcome barriers to learning, develop a strong sense of self-worth and flourish both in faith and academic excellence.  Our routines and expectations are grounded in the ‘hierarchy of needs in education’ model created by Maslow and developed by our own SLT.    With Christ at the centre and children at the heart of all we do, we address the fundamental needs of our pupils such as access to safe spaces, a sense of belonging and emotional support. It is only when these needs are met, that we can expect our pupils to thrive academically and spiritually, reaching the higher tiers of self-actualisation and spiritual growth. These primary needs are addressed through our robust RSE curriculum, mental health support, nurturing pastoral care and safe, engaging and inclusive environments around school.  We recognise that the needs, backgrounds and circumstances of our disadvantaged pupils are widely varied and ever-changing and so, we strive to ‘dive deep’ into the pupils’ individual needs, interests and aspirations. This enables us to successfully address barriers to learning through initiatives such as: targeted academic support – early reading and phonics, reading for pleasure, writing across a range of genres, mathematical reasoning and problem solving and an increased focus on building independent investigation and oracy skills, to ensure all pupils are equipped with the skills they need to succeed in every walk of life; mentoring and peer support programmes, which foster relationships, resilience and sense of belonging and access to enrichment activities and culture capital such as sports, arts and music, which help pupils discover their talents and gain confidence in a supportive setting.  In alignment with Maslow’s hierarchy, our ultimate goal is to help every pupil to reach self-actualisation, where they can discover their God-given gifts and use them to serve others. We offer a setting that fosters leadership, teamwork and spiritual growth, helping pupils recognise and realise their unique potential. We encourage our pupils to see themselves as limitless in what they can achieve, with God’s grace guiding them.  “I have come that they may have life and live it to the full.”  *John 10:10*  We are committed to reviewing and evaluating our pupil premium strategy to ensure its effectiveness. Guided by our school motto, “May Christ be seen in us,” we continually seek to improve our approach, ensuring it meets the needs for all. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Access to quality language including written and spoken. |
| 2 | Access to Culture Capital – trips, outdoor educational outings, participation in physical education (inter/intra school events) and music tuition. |
| 3 | Parental engagement with the school – especially for attendance at consultation evenings and completion of homework or extended study projects. |
| 4 | Emotional, Social and wellbeing of students, including behaviour for learning. |

## 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.

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| Intended outcome | Success criteria |
| Greater access to quality language, particularly through reading for pleasure and an increase in oracy opportunities | Disadvantaged pupils to engage more freely in reading for pleasure. Pupils to be able to speak with confidence and clarity on a range of subjects, showing awareness of tier two and three vocabularies. Reviewed through termly pupil voice and work scrutiny to monitor use of language. |
| Improved access to culture capital | An increase in school events and extra-curricular offer to engage disadvantaged pupils in school. |
| Improved parental and pupil engagement with the school | Pupils and Parents participate in parent voice surveys and attend events within school. |
| Improved rates of progress across all key stages for disadvantaged pupils | Disadvantaged pupils to perform in line with peers or above. Reviewed at each data capture to track progress and termly pupil progress meetings. |

## 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

Budgeted cost: £10,437.04

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Every pupil from Nursery- Year 6 will encounter a ‘word of the day’ EY will experience tier one vocabulary and be given opportunities daily to practise discussing the meanings and using them in sentences of their own. From KS1 upwards, pupils will access tier two vocabulary and will be expected to recall and use previous words. Awards and recognition in place to achieve self-actualisation and self-worth.  Pupils will be given opportunities to ‘talk like an expert’ and debate throughout various topics. This will include a KS2 debate club.  Early reading and phonics will remain a priority throughout the school with targeted teaching and learning and one-to-one tuition where needed.  Daily guided reading will provide further opportunities for oracy in addition to exposure of a wider range of genres.  Our two-week cycle writing curriculum will include exposure to tier two vocabulary, rich texts and experiences. It will be used to enhance writing skills across the school including fluency and stamina.  Whole-school approach to Reading for Pleasure to continue. | Identified barrier for some – enriched vocabulary and understanding. This will benefit all pupils, with a particular focus on opening worlds to deeper understanding for disadvantaged pupils. It will enable them to increase their self-worth and to set high aspirations. The individualised targeted reading groups will aim to close any gaps that may appear.  **+6 months Impact: Ref EEF Reading Comprehension Strategies**  **+4 months Impact: individualised instruction/+5 months one-to-one tuition**  **+6 months Impact: Ref EEF Oral language interventions**  **+5 months Impact: Ref EEF Phonics** | Access to quality language including written and spoken. |
| Pupil Progress Meetings that assess response to individual needs. To ensure Quality First Teaching that gives in-class feedback to disadvantaged students so that gaps are closed quickly and effectively within lessons. | To build a whole school culture that targets the disadvantaged in every lesson through QFT and targeted interventions.  **+8 months impact. Ref EEF: Feedback**  **+4 months Impact: individualised instruction/+5 months one-to-one tuition** | Emotional, Social and wellbeing of students, including behaviour for learning. |
| Dedicated senior teacher employed in upper KS2 to deliver specific Mathematics and  Literacy sessions  Learning tasks tailored to specific needs of pupils – closing gaps in understanding.  Consolidation of learning completed in classes – time for practise and application of skills  Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning.  Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology. | EEF studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains impact.  **+4 months Impact ref. EEF small group tuition** | Emotional, Social and wellbeing of students, including behaviour for learning. |
| Funds set aside for Specialist equipment/Resources being identified as being required for individual PP pupils to support or enhance learning.  This may also be used to maintain the self-esteem of disadvantaged families through providing uniform/school equipment where necessary. | There is some evidence that free school uniforms improve attendance in areas of very high poverty.  Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. (EEF Toolkit) | Emotional, Social and wellbeing of students, including behaviour for learning.  Parental Engagement with the school.  Behaviour for Learning. |

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

Budgeted cost: £ 5000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional TA and teacher release time for bespoke interventions  EY/KS1  Phonics/Reading Comprehension/Early interventions  1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting).  Support within lessons to improve understanding of learning in reading, writing and maths.  Consolidation of learning completed in classes – time for practise and application of skills.  Pre-teaching to prepare pupils for future learning to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key tier three vocabulary, concepts in SPAG and maths calculation strategies and terminology. Careful tracking of homework – ensuring regular reading takes place.  Recovery interventions in place for PSC pupils in Y2 and Y3, EAL in year 4 and dedicated reading interventions for Y6 pupils.  Priority reading with TAs if pupils are unable to read at home. | EEF studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.  **+4/+6/+5 Impact. Ref EEF: phonics/reading comprehension strategies/Early interventions** | Emotional, Social and wellbeing of students, including behaviour for learning.  Access to quality language including written and spoken. |

**Wider strategies**

Budgeted cost: £ 5,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Access to extra-curricular activities  A wide range of clubs set up in school based on suggestions from pupil voice. PP pupils to be targeted specifically.  Make use of outside agencies to provide free bursary places for disadvantaged pupils. | Access to extra-curricular activities  Participating in sports and physical activity is likely to have wider health and social benefits, supporting pupils in achieving the higher levels of Maslow’s hierarchy.  Access to cultural capital opens doors and opportunities to all pupils.  **+2 Impact. Ref EEF: Arts participation** | Access to quality language  Access to culture capital  Emotional, social and wellbeing of students including behaviour for learning.  Parental engagement |
| Lunchtime provision/Homework Club  Facility for students to access both IT and academic support in addition to a quiet, distraction-free area in which they can complete homework or additional learning within current guidelines.    Signpost pupils to attend club and focus on the specific issues identified by the class teacher. Staff to build confidence and promote independent study particularly to pupils completing end of Key Stage ‘projects. | The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.  Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.  **+2 Impact. Ref EEF: extending the school day +5 Impact Ref EEF: One to One Tuition** | Access to quality language, especially from literature  Access to culture capital  Emotional, social and wellbeing of students including behaviour for learning.  Parental engagement with the school. |
| Key Stage Mentors.  Mentors appointed to individual disadvantaged students. Greet these students each day, check in with their mental health and well-being. Keep informed of any changed in needs/interests/achievements so that these can be recognised and supported. Strategies are put in place to help students improve. | On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.  Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.  SEL approaches have been found to be effective in primary and EY settings.  **+4 Impact. Ref EEF: social and emotional learning** | Emotional and social wellbeing of students, including behaviour for learning. |
| Early Help and Support meetings  Early help interventions or support meetings to be offered by PSA to the families of persistent absentees.  Attendance of disadvantaged pupils monitored closely. | Research from EEF suggests that whole school approaches have the most impact on disadvantaged students. Good attendance underpins high achievement (DFE documentation, 2016) and this regular consistent tracking will promote this. | Parental engagement with the school. |
| Pupil Voice, parent voice and personalised intervention.  Each teacher to engage their class in pupil voice activities to drive whole school strategies to meet the changing needs of the cohort. Individual strategies also to be implemented from discussions with students. | Meeting the specific needs of individuals and the cohort.  Improve impact on progress for PP individuals and the whole cohort.  **+3 months Impact: Ref EEF individualised instruction** | Access to culture capital  Emotional, social and wellbeing of students including behaviour for learning.  Parental engagement with the school. |
| To provide parents with a key worker within school so that they feel comfortable to bring to our attention any problems that could be impacting upon attendance, punctuality, learning or the general wellbeing of the child.  Dedicated member of staff (PSA) to work with families in need to monitor and promote good attendance and punctuality.  PSA to facilitate and foster good relationship with parents and to signpost them to relevant agencies when help is required. | EEF - Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.  ***+4 Impact. Ref EEF: social and emotional learning*** | Parental engagement with the school. |
| Funding for school trips and residentials.  Funding allocated funding to pay for these additional expenses throughout the academic year.  Pupils are able to participate fully in school trips and residential trips. Learning is supported by trips that are carefully planned to enhance the school’s curriculum.  Social skills, independence, perseverance and teamwork are developed through participation in group activities and overnight stays on residentials | Access to extra-curricular activities **[+2 Impact. Ref EEF: Arts participation]**  Participating in sports and physical activity is likely to have wider health and social benefits. | Emotional and social wellbeing of students.  Access to culture capital.  Access to quality language, especially from literature.  Parental engagement with the school. |

**Total budgeted cost: £20,437.04**

# 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 2023 to 2024 academic year.

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| *Our Pupil Premium Strategy for the academic year 23-24 meant that programmes such as Literacy Shed and White Rose maths enhanced the exposure to rich vocabulary for our disadvantaged pupils, evidenced through drop-ins, work scrutiny, progress meetings and pupil voice surveys. It has therefore been decided that this strategy will continue with the addition of daily word of the day oracy opportunities and spag recaps. Timely Whole-School Evaluation of the writing curriculum saw that pupils became over-reliant on structured scaffolds and were not being exposed to sufficient grammar or range of genres. Therefore, the writing curriculum was reviewed and amended accordingly and a two-week writing cycle was put in place to include deeper understanding of genres, vocabulary, structure and grammar in addition to a greater focus on creativity and enjoyment. This was reviewed regularly and was deemed a success; pupils are now enjoying writing and seeking out other works by authors they have accessed, they are using a greater range of vocabulary and the quality of writing produced has improved.*  *During this academic year, we used deep analysis to create more extra-curricular opportunities showing an increased uptake from disadvantaged pupils. We will be continuing - and increasing - this availability this coming year due to the positive impact it had, evidenced through an uptake study and pupil voice surveys exhibiting great enjoyment and engagement.*  *Disadvantaged pupils who, in the past, had found studying at home or turning in homework on time difficult were provided with a quiet space and additional teacher support to complete their homework in school. Homework returned was of a higher quality and pupils reported an improvement in their own well-being as a result of this. Approach will continue this year.*  *Termly pupil progress meetings meant that staff were more aware of the disadvantaged pupils in their class and their specific needs, both academic and SEL, meaning they could cater for these needs and track their progress more closely. As a result, all disadvantaged pupils without SEND were on track to be at ARE by the end of summer term. Approach to continue.*  *Impact was high following our strategy of a senior teacher appointed to deliver specific literacy and mathematics in upper KS2, with pupils well-prepared in advance for SATs, showing maturity, confidence and resilience when faced with the challenge. Approach to continue.*  *TA bespoke interventions and teacher release had a very high impact. Through precise assessment, individual needs were addressed to close gaps quickly resulting in excellent progress made across the school, particularly in early reading. PSC results continued to be outstanding. Approach to continue this academic year, with a focus on early reading, phonics and handwriting.*  *Mentors across the school had a high impact, particularly in UKS2. Pupils with SEL needs reported being happier having someone they knew they could turn to or go to if they needed time out. This had a high impact on transition into secondary school.*  *PSA supported a number of parents from disadvantaged families. Parent response to new blazers was positive. Approach to continue to support parents with individual needs.* |

## Externally provided programmes

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| Programme | Provider |
| Vocabulary Ninja, Spelling Shed, Literacy Shed Plus | ED Shed |
| White Rose Maths | White Rose Maths |