

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. This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	St Patrick's Catholic Primary School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	21.9.23
Date on which it will be reviewed	January 24
Statement authorised by	S Williams
Pupil premium lead	K Dalgleish
Governor / Trustee lead	Nick Mitchinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,660
Recovery premium funding allocation this academic year	£2000
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	£22,660

Part A: Pupil premium strategy plan

Statement of intent

*All members of staff and the governing body accept responsibility for the disadvantaged pupils in our care and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We strive to ensure that **every** child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their individual potential.*

The key principles of our strategy plan are:

- *Greater support for disadvantaged pupils in all areas including access to recovery curriculum.*
- *Greater access to language, particularly through reading for pleasure.*
- *Improved exposure to culture capital.*
- *Improved parental and pupil engagement with the school.*
- *Improved rates of progress across all key stages for disadvantaged pupils.*

Our pupil premium strategy plan works towards achieving these objectives through:

- *Supporting the transition of disadvantage pupils back into school. Accessing support for mental health, social and emotional development and supporting pupils in accessing a recovery curriculum.*
- *Engaging all – particularly disadvantaged pupils – in reading for pleasure.*
- *Increasing school events, trips, visitors into school and extra-curricular activities to engage disadvantaged pupils in school.*
- *Conducting pupil and parent voice surveys, acting on them and inviting parents to attend events in school to further engage them.*
- *Reviewing data and holding termly pupil progress meetings to ensure disadvantaged pupils perform in line with, or above peers.*

Challenges

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

Challenge number	Detail of challenge
1	Access to quality language especially from literature.
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.

Intended outcome	Success criteria
Greater support for disadvantaged pupils in all areas including access to a recovery curriculum.	Disadvantaged pupils and their families to feel supported in their transition back into school. To access support for mental health, social and emotional development and support in accessing a recovery curriculum.
Greater access to quality language, particularly through reading for pleasure.	Disadvantaged pupils to engage in reading for pleasure. Reviewed through termly pupil voice and work scrutiny to monitor use of language.
Improved access to culture capital	An increase in school events 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 (2023-24)** to address the challenges listed above.

Teaching

Budgeted cost: £6,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vocabulary boost through the use of Literacy Shed, which aims to introduce all pupils from a very young age to rich, extensive vocabulary using familiar stories. Award systems in place to raise aspirations and motivate pupils.</p> <p>Reading Vipers introduced through this scheme will deepen pupils' understanding of reading.</p> <p>The Write Stuff to be used to enhance writing skills across the school including fluency, stamina and use of vocabulary as well as exposure to quality texts.</p> <p>Whole-school approach to Reading for Pleasure to continue.</p>	<p>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.</p> <p>[+6 Impact: Ref EEF Reading Comprehension Strategies]</p>	<p>Access to quality language especially from literature.</p>

<p>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.</p>	<p>To build a whole school culture that targets the disadvantaged in every lesson through QFT.</p> <p>[+8 Impact. Ref EEF: Feedback]</p>	<p>Emotional, Social and wellbeing of students, including behaviour for learning.</p>
<p>Dedicated senior teacher employed in upper KS2 to deliver specific Mathematics and Literacy sessions</p> <p>Learning tasks tailored to specific needs of pupils – closing gaps in understanding.</p> <p>Consolidation of learning completed in classes – time for practise and application of skills</p> <p>Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning.</p> <p>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.</p>	<p>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.</p> <p>[+4 Impact ref. EEF small group tuition]</p>	<p>Emotional, Social and wellbeing of students, including behaviour for learning.</p>
<p>Funds set aside for Specialist equipment/Resources being identified as being required for individual PP pupils to support or enhance learning.</p>	<p>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</p>	<p>Emotional, Social and wellbeing of students, including behaviour for learning.</p> <p>Parental Engagement with the school.</p>

This may also be used to maintain the self-esteem of disadvantaged families through providing uniform/school equipment where necessary.	and the improvement of behaviour and discipline. (EEF Toolkit)	Behaviour for Learning.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA and teacher release time for bespoke interventions</p> <p>EY/KS1</p> <p>Phonics/Reading Comprehension/Early interventions</p> <p>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 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. Careful tracking of homework – ensure regular reading takes place. Recovery interventions in place for PSC pupils in Y2 and Y3.</p>	<p>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.</p> <p>[+4/+6/+5 Impact. Ref EEF: phonics/reading comprehension strategies/Early interventions]</p>	<p>Emotional, Social and wellbeing of students, including behaviour for learning.</p> <p>Access to quality language, especially from literature.</p>

Priority reading with TAs if pupils are unable to read at home.		
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Wider strategies

Budgeted cost: £3,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to extra-curricular activities</p> <p>A wide range of clubs set up in school based on suggestions from pupil voice. PP pupils to be targeted specifically.</p>	<p>Access to extra-curricular activities [+2 Impact. Ref EEF: Arts participation]</p> <p>Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>[+2 Impact. Ref EEF: Arts participation]</p>	<p>Access to quality language, especially from literature</p> <p>Access to culture capital</p> <p>Emotional, social and wellbeing of students including behaviour for learning.</p>
<p>Lunchtime provision/Homework Club (within current guidelines)</p> <p>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.</p> <p>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'.</p>	<p>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.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>[+2 Impact. Ref EEF: extending the school day +5 Impact RefEEF: One to One Tuition]</p>	<p>Access to quality language, especially from literature</p> <p>Access to culture capital</p> <p>Emotional, social and wellbeing of students including behaviour for learning.</p> <p>Parental engagement with the school.</p>
Key Stage Mentors.	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social	Emotional and social wellbeing of students,

<p>Mentors appointed to students who are struggling with emotional health and well-being. Strategies are put in place to help students improve.</p>	<p>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.</p> <p>SEL approaches have been found to be effective in primary and EY settings.</p> <p>[+4 Impact. Ref EEF: social and emotional learning]</p>	<p>including behaviour for learning.</p>
<p>Early Help and Support meetings</p> <p>Early help interventions or support meetings to be offered by PSA to the families of persistent absentees.</p>	<p>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.</p>	<p>Parental engagement with the school.</p>
<p>Pupil Voice, parent voice and personalised intervention.</p> <p>PP Lead to interview all PP students and drive whole school strategies to meet the changing needs of the cohort. Individual strategies also to be implemented from discussions with students.</p>	<p>Meeting the specific needs of individuals and the cohort.</p> <p>Improve impact on progress for PP individuals and the whole cohort.</p> <p>[+3 Impact: Ref EEF individualised instruction]</p>	<p>language, especially from literature</p> <p>Access to culture capital</p> <p>Emotional, social and wellbeing of students including behaviour for learning.</p> <p>Parental engagement with the school.</p>
<p>To provide parents with a key worker within school</p>	<p>EEF - Improvements appear more likely when SEL approaches are embedded into</p>	<p>Parental engagement with the school.</p>

<p>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.</p> <p>Dedicated member of staff (PSA) to work with families in need to monitor and promote good attendance and punctuality.</p> <p>PSA to facilitate and foster good relationship with parents and to signpost them to relevant agencies when help is required.</p>	<p>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.</p> <p>[+4 Impact. Ref EEF: social and emotional learning]</p>	
<p>Funding for school trips and residential.</p> <p>Funding allocated funding to pay for these additional expenses throughout the academic year.</p> <p>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 residential</p>	<p>Access to extra-curricular activities [+2 Impact. Ref EEF: Arts participation]</p> <p>Participating in sports and physical activity is likely to have wider health and social benefits.</p>	<p>Emotional and social wellbeing of students.</p> <p>Access to culture capital.</p> <p>Access to quality language, especially from literature.</p> <p>Parental engagement with the school.</p>

Total budgeted cost: £20,660

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.

Our Pupil Premium Strategy for the academic year 22-23 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. Writing stamina and further development of vocabulary will be enhanced with the purchase of The Write Stuff programme.

During this academic year, we were able to open up to more extra-curricular activities both indoors and outdoors, 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. All disadvantaged pupils achieved ARE or above in CRWM with two out of three pupils achieving Greater Depth CRWM. 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. 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

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