

St Patrick's Catholic Primary School



Pupil Premium Strategy Statement

2023 - 2024

St Patrick's Primary School Pupil Premium Strategy Statement

We strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other, living, working and growing together as part of God's family.

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 3-year 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 School
Number of pupils in school	362 (Reception-Year 6)
Proportion (%) of pupil premium eligible pupils	20% (74 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Ruslan Protsiv Headteacher
Pupil premium lead	Tracey Mullett Deputy Headteacher
Governor / Trustee lead	Felicity Ndebele

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,670
Recovery premium funding allocation this academic year	£11,020
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	£118, 690

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, 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

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 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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively

	impacts their development as readers. 2021/2022 data also showed that disadvantaged pupils in KS2 did not perform as well as their peers in reading.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures 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 maths.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher and parent referrals for emotional support have markedly increased during the pandemic and since the pandemic.
5	Observations and discussions with pupils indicate limited access to enrichment activities outside school. These challenges particularly affect disadvantaged pupils, including their attainment since a lack of experience becomes a barrier in many areas of the curriculum due to a lack of understanding.

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 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.
Improved reading attainment among disadvantaged pupils by the end of KS2.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● increased pupil leadership in improving wellbeing
Increased contribution to the cultural capital of disadvantaged pupils.	Significant increase in participation in enrichment activities, particularly among disadvantaged pupils including trips, workshops, clubs and events.

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: **£40,354.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training around oracy.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Annual subscription to training materials for Read, Write Inc (our DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p>Sustained Phonics CPD using online resources and training videos. Face to face INSET day for all staff 17/04/23</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Additional support for parents-workshops, online subscriptions and resources.</p> <p>Investment in White Rose resources</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

<p>Enhancement of our reading teaching and curriculum.</p> <p>We will fund CPD to support teachers in teaching the key skills within comprehension- VIPERS.</p> <p>Additional support for parents- workshops, online subscriptions and resources.</p>	<p>The EEF guidance shows that pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3</p>
<p>Improve the quality of feedback to pupils through quality CPD, leading to sustained improvement in learning.</p> <p>(Focus on Assessment for Learning)</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. It can be provided by the teacher or peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 3</p>
<p>Broaden the school curriculum by offering a wide range of enrichment opportunities.</p> <p>(Including subsidies for trips and workshops, specialist art projects, cooking, ukulele and recorder lessons)</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 3, 5</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Wellbeing and social skills lessons for whole school Summer 2022- Autumn 2022</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>

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

Budgeted cost: **£60,531.90**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Speech and language provision.</p> <p>Introduce additional oracy sessions in EYFS and KS1 delivered by drama teacher (2022-2023)</p> <p>Language groups modelled by Speech and Language Therapist</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engaging with the National Tutoring Pro-gramme to provide tuition, 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.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Two additional teachers to provide targeted support in lower and upper Key Stage 2</p>	<p>This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive</p>	<p>3</p>

<p>to make pupils secondary ready in English and Mathematics (2022-2023).</p> <p>Year 2 after school clubs (delivered by two TAs) offered to whole cohort in reading, writing and maths over the course of the year.</p> <p>Tuition targeted exclusively for disadvantaged pupils to reach expected and higher standard.</p>	<p>tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£17,803.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on safeguarding, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Good to be Green Rewards</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Increased emotional support for pupils through specialist training, increased ELSA capacity and maintaining play therapy.</p> <p>BACME Officer to support improvement in attendance and punctuality levels.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Increased pupil leadership opportunities to support wellbeing and develop ownership of learning and behaviour.</p> <p>Sports Ambassadors and Library Assistants new for 2022/23 in addition to established</p>	<p>Pupil mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations.</p>	4

roles (School Council, Wellbeing Champions, Liturgy Leaders)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Introduction of Pupil Chaplaincy Team to lead on collective worship		

Total budgeted cost: £118,690

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 2021 to 2022 academic year. (The final evaluation of these outcomes will be in July 2024)

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>July 2022</p> <ul style="list-style-type: none"> - More pupils have been referred for internal language groups and external speech and language therapy as a result of needs being identified earlier. - Lesson observations are showing that teaching key subject specific vocabulary is becoming a more prominent feature of lessons. - Disadvantaged pupils selected for each teaching and learning review to give them more pupil voice opportunities. Some improvement in pupils articulating what they have learned- more development needed. <p>July 2023</p> <ul style="list-style-type: none"> - Increased use of sentence stems in lessons evident in observations.
<p>Improved reading attainment among disadvantaged pupils by the end of KS2.</p> <p>July 2022</p> <ul style="list-style-type: none"> - % of pupils achieving the expected standard in reading (70%) was below national (72%) and below the LA (80%) - Disadvantaged pupils performed worse in reading than non-disadvantaged pupils in school and nationally at both the expected and higher standard. <p>July 2023</p> <ul style="list-style-type: none"> - Disadvantaged pupils reaching the expected standard in reading was 5% higher than last year. 75% of disadvantaged pupils reached the expected standard in reading compared with 72% of all pupils nationally

- 13% of disadvantaged pupils achieved the higher standard in reading compared with 29% of all pupils nationally.

Improved maths attainment for disadvantaged pupils at the end of KS2.

July 2022

- Our disadvantaged pupils reaching the expected standard in Mathematics were in line with non-disadvantaged pupils in school and nationally and significantly higher than other disadvantaged pupils nationally.
- In mathematics, our disadvantaged pupils reaching the higher standard performed significantly better than non-disadvantaged and disadvantaged pupils in school and nationally.

July 2023

- Disadvantaged pupils reaching the expected standard in maths was 62% compared with 73% nationally.
- Disadvantaged pupils reaching the higher standard in maths was 19% compared with 24% nationally.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

July 2022

- Greater % of pupils accessed emotional support from an ELSA in 2021/2022 compared with 2020/2021
- Monitoring of behaviour shows a reduction of red cards term on term from September 2021 to October 2022.
- Results of Pupil Surveys indicate that pupils feel happy and safe at school.
- Most pupils can articulate who they would speak to if they were worried or upset.
- Increased pupil leadership opportunities- pupils very keen to participate- now develop pupils' understanding and application of roles and responsibilities.

July 2023

- Impact of PE leaders and Sports Ambassadors very evident in the raised profile of PE in the school.
- Younger pupils feel happier in the playground having Play Leaders to support them.
- Training for staff on behaviour and safeguarding has led to more accurate reporting of incidents- continue to follow procedures correctly to minimise risk of incidents reoccurring.

Increased contribution to the cultural capital of disadvantaged pupils.

July 2022

- Following pandemic the calendar of events has increased- every year group had at least one trip or workshop in 2021/2022 (far more planned in for 2022/2023 already).
- Very positive pupil feedback from cooking lessons.

- Pupils have shown increased levels of skill and confidence during the termly music concerts for recorder and ukulele introduced in 2021-2022

July 2023

- Calendar of enrichment events increased from 2022-2023