



St Patrick's Catholic Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	24% (87 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
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	£128,760
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	£128,760

Part A: Pupil premium strategy plan

Statement of intent

St. Patrick's Catholic Primary School is a two-form entry primary school in Waltham Forest. 24% of our children are recorded as Disadvantaged Pupils (DP) as they are eligible for pupil premium funding. We have high expectations of all our children and are committed to ensuring that every child is given the best opportunities to enjoy and succeed at school. We want all our children to reach their full potential and become confident, independent, life-long learners with a love of reading. Our intent is for disadvantaged pupils to develop the skills of Early Reading to become fluent readers with outcomes at least in line with their non-disadvantaged peers. Disadvantaged pupils should leave primary school attaining at the expected standards in reading at least in line with their non-disadvantaged peers. Disadvantaged pupils' oral skills and vocabulary should enable them to make good progress across the whole curriculum. High quality teaching is essential to support disadvantaged pupils in meeting these objectives. We use our Pupil Premium to support the development of teachers to teach high quality phonics and reading skills, especially for pupils at the stages of early reading. Teachers are supported to develop high quality teaching of oral skills and vocabulary. Where disadvantaged pupils need additional support, our Pupil Premium enables small groups and 1:1 intervention and tuition for these pupils to make the most progress.

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.

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	Assessment shows that the majority of disadvantaged pupils begin at St. Patrick's with poor/limited oral language skills and vocabulary gaps which are well below the expected standard for their age upon entry to Reception.
2	Assessment shows that disadvantaged pupils do not attain as well as their non-disadvantaged peers in reading, writing and maths
3	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.
4	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 2026/2027 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 2026/2027 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 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.
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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: **£25, 752**

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.</p> <p>Phonics Development Days.</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
<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>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>	2

<p>Subject Knowledge CPD</p> <p>Additional support for parents- workshops, online subscriptions and resources.</p> <p>Investment in White Rose resources</p>		
<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>Investment in reading books and key texts</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>	1, 2
<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>	1, 2
<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>	1, 3, 4
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	3

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Engagement withoutside agencies to enhance PSHE curriculum.</p>	<p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£45,066**

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>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, 2</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>Year 6 Booster Groups</p> <p>Year 2 and 3 after school clubs (delivered by two TAs) offered to whole cohort in reading, writing</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 tuition in small groups is often provided to support lower attaining learners or those who are falling</p>	<p>2</p>

and maths over the course of the year. Additional support for Year 3 and 4 pupils provided by KS1 TAs Additional support for Year 6 pupils	behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£57,942**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on safeguarding, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Good to be Green Rewards	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
Increased emotional support for pupils through specialist training, increased ELSA capacity.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Increased pupil leadership opportunities to support wellbeing and develop ownership of learning and behaviour. Sports Ambassadors, Library Assistants, Liturgy Leaders, Pupil Chaplains	Pupil mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3

Total budgeted cost: £118,690

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Final Evaluation of Outcomes for previous PP Strategy 2021-2024

Improved oral language skills and vocabulary among disadvantaged pupils.

SC: 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.

- 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.
- Increased use of sentence stems in lessons evident in observations.
- 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.

Improved reading attainment among disadvantaged pupils by the end of KS2.

SC: KS2 reading outcomes in 2023/2024 show that more than 80% of disadvantaged pupils met the expected standard.

- 89% of disadvantaged pupils (8/9) made expected progress with 33% making accelerated progress (3/9)
 - Disadvantaged pupils reaching the expected standard in reading in 2024 was 56% compared with 75% of pupils nationally (63% disadvantaged pupils nationally)
 - Disadvantaged pupils reaching the higher standard of reading was 22% in 2024 compared with 29% nationally (18% disadvantaged nationally)

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

SC: KS2 maths outcomes in 2023/2024 show that more than 80% of disadvantaged pupils met the expected standard.

- 78% of disadvantaged pupils (7/9) made expected progress with 22% making accelerated progress (2/9)
- Disadvantaged pupils reaching the expected standard in maths was 67% compared with 73% nationally (and 59% disadvantaged pupils nationally).
- Disadvantaged pupils reaching the higher standard in maths was 11% compared with 24% nationally (and 13% of disadvantaged pupils nationally).
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To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

SC: Sustained high levels of wellbeing from 2023/24 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations increased pupil leadership in improving wellbeing

- 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.
- Greater % of pupils accessing emotional support from an ELSA in 2024 compared with 2021.
- Monitoring of behaviour shows a reduction in the number of pupils getting red cards. On average, the overall number of red cards has not reduced due to some individuals receiving multiple cards.
- Increased pupil leadership opportunities- pupils very keen to participate- now develop pupils' understanding and application of roles and responsibilities.
- 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.

SC: Significant increase in participation in enrichment activities, particularly among disadvantaged pupils including trips, workshops, clubs and events.

- Following pandemic the calendar of events has increased- every year group has at least 3 trips or workshops a year now.
- Pupils have shown increased levels of skill and confidence during the termly music concerts for recorder, ukulele and Rock Steady.
- Art displays showcase improvement in pupils' skills.