

# Pupil premium strategy statement

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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.

It outlines our 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
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	94 (22.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Michael Lobo Headteacher
Pupil premium lead	Suzanne Friel Deputy Headteacher
Governor / Trustee lead	Steve Deadman Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,980
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£141,315
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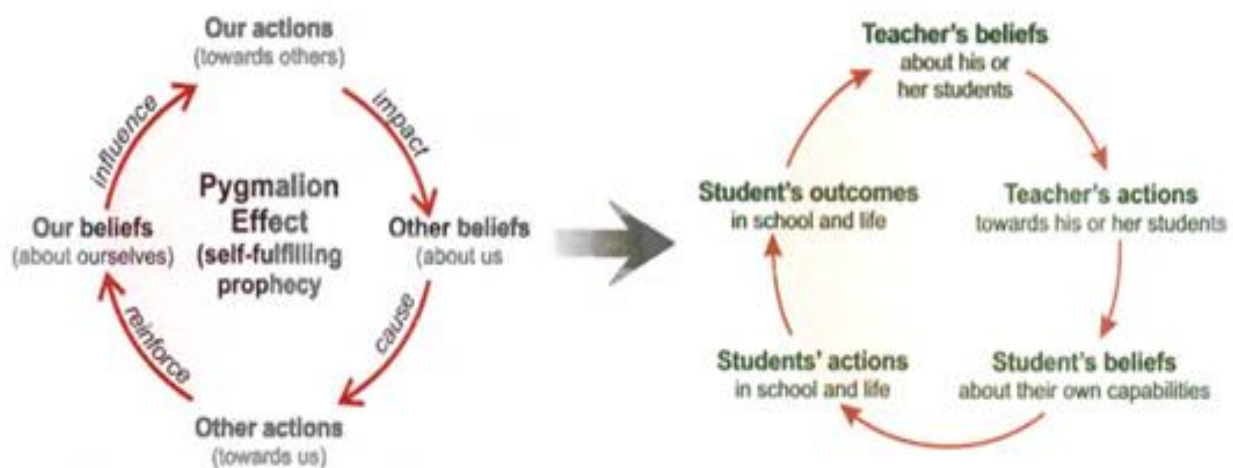
# Part A: Pupil premium strategy plan

## Statement of intent

At St. Patrick's, we aim to provide comparable opportunities for our Disadvantaged children educationally, socially and emotionally. St. Patrick's is in the top 50% of schools for deprivation - across the country - and so we see it as our mission to ensure that our children are given the best start in life and that social and cultural constraints do not influence chances of success both in school and later life.

### Self-Image

Our approach is driven by The Pygmalion Effect or Self-Fulfilling Prophecy. We believe that through instilling self-worth and self-belief within, our children will have the tools for success in life: children who are told that they 'can do' and who are given the time, opportunity and tools to do so 'will do'.



### Talents

This is coupled with an engaging and inspiring curriculum taught by highly skilled teachers in both core and non-core subjects. Where possible, teachers have been given the opportunity to fine tune and share their expertise – in non-core subjects – through a curriculum adapted and taught discretely by themselves. Thus, ensuring that skills and knowledge are built upon progressively and that children are given the best learning opportunities across the school.

Providing a broad and balanced curriculum, offers our children all the opportunity to develop their God-given gifts and talents. Between 2023 and 2024 all Disadvantaged children were given the opportunity to have 1:1 instrumental lessons; 66 of these children - who had developed an interest - have continued with these lessons.

PE across the school has been taught to a high standard which has also ensured that many Disadvantaged children have competed for the school in sporting events with many going on to find hidden talents that may not have otherwise been discovered.

### **Learning**

We strive for Quality First Teaching and Learning on a day-to-day basis with individualised intervention support where needed. Early Intervention upon entering the school through rigorous assessments and timely intervention through following consistent instructional programmes are utilised in Foundation and Key Stage One.

Core Teachers have been appointed to focus on the most educationally vulnerable – who continue to show barriers to learning - in Key Stage Two. This grouping unfortunately continues to be higher in percentage for Disadvantaged. Children are targeted with small, short bursts of learning which are repetitive to aid memory retention.

### **Personalised Support**

Funding has been extended to a Pastoral Team who support parents to increase attendance and to improve parental involvement and links between home and school through our Family Engagement Officer. Alongside this, funding is used to help pupil well-being through ELSA support, individualised therapy sessions and personalised curriculums to ensure that our children are ready to learn irrelevant of external barriers.

### **Career-Led Learning**

The school has made strong links with Southampton University in order to develop a curriculum that shows the purpose of learning and how this links to future career paths. Children are exposed to knowledge about professions that they may normally not have been exposed to. The Southampton University Neuroscience Department work with all year groups across the school, not only bringing the curriculum to life, but also exploring how children learn through schemata and chunking and how brain function affects emotions, mental health and SEND.

The school is relentless in its approach to ensure accelerated progress of under-attaining Disadvantaged children. We know that achievement should be and can be in line with that of their peers. Our vision is that all children – irrelevant of demographics – be instilled with aspiration and a thirst for success in life; have enhanced opportunities for their future career paths and greater prospects for a successful life journey.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>2023 – 2024 data shows that attendance of PP children continues to be lower to the ‘other’ grouping. Although, the past few years have shown a trend of the gap closing:</p> <p style="padding-left: 40px;">School: 95.41%</p> <p style="padding-left: 40px;">PP: 94.57%</p> <p style="padding-left: 40px;">Non-PP: 95.69%.</p>
2	<p>Communication skills for the PP grouping has been identified as lower than their peers in 2023 - 2024 <b>Foundation Baseline data:</b></p> <p>27% PP not at good level of development</p>
3	<p><b>Family Engagement</b></p> <p>Attendance at parents’ evenings and information evenings is lower for the Disadvantaged grouping.</p>
4	<p><b>Additional Needs</b></p> <p>2023 – 2024 data shows 100% of our children with behavioural plans are Disadvantaged children and a large percentage of our Disadvantaged children are SEND.</p> <p>17% Disadvantaged with SEND (17 out of 102)</p> <p><b>2024 KS2 SATs Results:</b></p> <p>4/15 PP were SEND</p> <p>READING 25% (1 child achieved EXS)</p> <p>MATHS 50% (2 children achieved EXS)</p> <p>WRITING 50% (2 children achieved EXS)</p>
5	<p><b>Aspiration/Motivation</b></p> <p>Some children have limited motivation to come to school and to learn. Many of these children are extremely talented in specific areas, such as, computing; however, are never given the opportunity to further develop these skills. Moreover, children do not understand the link between these basic skills and how this can influence their chosen career path and thus quality of life.</p>

## 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

<b>Intended outcome</b>	<b>Success criteria</b>
Progress in Reading	<p>100% PP children – without SEND - in KS1 to pass Phonics Screening test in Year 1</p> <p>100% PP children – without SEND – in KS1 to achieve EXS standard in SATs</p> <p>100% PP children without SEND – in KS2 to achieve the EXS standard in SATs</p>
Progress in Maths	<p>100% PP children – without SEND - in KS1 to achieve 21+ in Year 4 Multiplication Tables Check</p> <p>100% PP children – without SEND – in KS1 to achieve EXS standard in SATs</p> <p>100% PP children without SEND – in KS2 to achieve the EXS standard in SATs</p>
Progress in Writing	<p>100% PP children – without SEND – in KS1 to achieve EXS standard in SATs</p> <p>100% PP children without SEND – in KS2 to achieve the EXS standard in SATs</p>
PP attendance to be in line with national ‘other’ attendance	PP attendance to be more closely in line with school ‘other’ attendance
Children demonstrate raised aspiration	<p>Pupil interviews show that children have a positive self-image</p> <p>Children talk with excitement about different aspects of the curriculum</p> <p>Children know their talents and know how these are being developed</p> <p>Children can identify something that they enjoy in school and how this learning links to a future career path</p> <p>Planning overviews show that various aspects of the curriculum are linked to career paths and develop curiosity and aspiration</p>
Family Engagement Improved	<p>PP attendance figures rise</p> <p>Disadvantaged attendance rate more closely in-line with school ‘other’ attendance</p> <p>Disadvantaged parental engagement rises</p> <p>Parent questionnaire comments have a positive view of the school’s support</p>

## 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: £123,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in years 3, 4, 5 & 6 CORE TEACHER MODEL	Education Endowment T & L Toolkit: Small Group Tuition The EEF Guide to Support School Planning: A Tiered Approach	4, 5, 6
Specialist Teachers	TES	1, 2, 4, 5
SEND TEAM	TES	1, 2, 4, 5
PASTORAL TEAM	TES	1, 2, 4, 5
RWInc	School Data since introduction of RWInc Phonics:  Children feel more successful at school: Self-Fulfilling Prophecy and The Pygmalion Effect: Simply Psychology  Robert K Merten 1948	2, 4, 6
Talk for Writing	Education Endowment: Improving Literacy in KS1 Education Endowment: Improving Literacy in KS2 Education Endowment: Oral Language Interventions  Children feel more successful at school: Self-Fulfilling Prophecy and The Pygmalion Effect: Simply Psychology  Robert K Merten 1948	2, 4, 6
Trained TA for Speech and Language	EEF Guidance report: Metacognition and self-regulated learning.	2, 4, 6



intervention in Foundation and Year 1	Teaching and Learning toolkit - Metacognition and self-regulation  Children feel more successful at school: Self-Fulfilling Prophecy and The Pygmalion Effect: Simply Psychology  Robert K Merten 1948	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school tutoring intervention groups	Education Endowment: Making a Difference with Effective Tutoring Education Endowment: Small Group Tuition	4, 5
RWInc Catch-up interventions	Education Endowment: Feedback to Improve Pupil Learning	2, 4, 5
Early intervention 1:1 support and personalised curriculum for challenging behaviour	EEF Guidance report: Special Educational Needs in Mainstream Schools EEF Guidance report: Making Best Use of Teaching Assistants Teaching and Learning toolkit – Teaching Assistant interventions.	2, 4, 5
Pupil Progress meetings	Education Endowment: Monitoring Pupil Progress Education Endowment: Embedding Formative Assessment	2, 4, 5

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

Budgeted cost: £5,980

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Instrumental Lessons	Arts Participation: Education Endowment Foundation	1, 5
School Mini-Bus Service	School Attendance Matters	1, 3
Yoga	Harvard University: More than Just a Game – Yoga for School-age Children	4
Personalised Curriculums	Education Endowment	1, 3, 4, 5
Attendance Meetings	Education Endowment School Attendance Matters	2, 3, 5
Thrive	The Evidence Based Thrive Approach	1, 4
Wider Curriculum Opportunities	Education Endowment	1, 4, 5
Bagel Club	DfE NSBP guidance	1, 2, 4
Attendance/ Welfare Support Officer	Education Endowment School Attendance Matters	2, 3, 5

**Total budgeted cost:** £141,315

## 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.

#### Key Areas of Impact:

- **2024 KS2 SATS**

Maths EXS+ 92% (80% 12 out of 15 PP); GDS 36% (20% 3 out of 15 PP)

Reading EXS+ 82% EXP (73% 11 out of 15 PP); GDS 39% (33% 5 out of 15 PP)

Writing EXS+ 82% EXP (73% 11 out of 15 PP); GDS 21% (13% 2 out of 15 PP)

RWM EXS+ 75% (67% 10 out of 15 PP); GDS 20% (13% 2 out of 15 PP)

**PP/NON SEND attainment almost 100%:**

Reading 91% (10 out of 11 children) EXS+

Maths 91% (10 out of 11 children) EXS+

Writing 82% (9 out of 11 children) EXS +

- **Y1 2024 Phonics Screening – Well Above National Averages:**

Pass 95% (93% 14 PP out of 15 PP) Nat Non-PP = 68%

- **Improved Attendance Figures (Non-PP and PP almost in line):**

School: 95.41% Nat 94.5%

PP: 94.57% Nat 88.9%

Non-PP: 95.69% 95.4%

- **Foundation Level of Development 2024 – Well Above National Averages:**

Comprehension EXS 88% (89% 8 out of 9 PP EXS) Nat 68%

Word Reading EXS 95% (89% 8 out of 9 PP EXS) Nat 61%

Writing EXS 83% (78% 7 out of 9 PP EXS) Nat 55%

Number EXS 82% (66% 6 out of 9 PP EXS) Nat 65%

Numerical Patterns EXS 82% (66% 6 out of 9 PP EXS) Nat 64%

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearson
White Rose Maths	Pearson
Accelerated Reader	Renaissance
Lexia	LLC
Ruth Miskin Spelling Programme	Ruth Miskin
RWInc Literacy and Language Programme	Oxford University
Talk for Writing	Pie Corbett
Life to the Full	Ten Ten Resources
Sing It	singit.app
TT Rockstars	ttrackstars.com
White Rose Science	Pearson

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A