

Pupil premium strategy statement – St Patrick’s RC Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	40%
1	3 years 2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	30 November 2025
Statement authorised by	Headteacher
Pupil premium lead	Kathryn Bishop
Governor / Trustee lead	Emily Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,240
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£167,240

Part A: Pupil premium strategy plan

Statement of intent

St. Patrick's exists to serve our parish/local community. We believe it is important that all pupils feel valued and achieve highly, in an environment that is rooted in Catholic values with respect for one another. We aim to support all children in developing the values, skills, knowledge and understanding to enable them to improve the world they live in for themselves and the common good.

Where children are from disadvantaged backgrounds, it is vital to ensure that the provision we put in place also helps remove any barriers to learning that they encounter due to their circumstances. In order to do this, it is important that children from disadvantaged backgrounds receive carefully targeted support based on a secure knowledge and understanding of the barriers to learning that they face. Once these are identified, programmes are put in place based on research that clearly shows the possible benefits of such approaches. These programmes are regularly reviewed in order to ensure that they are having the best possible outcomes for the children, and where necessary, changes may be made during the course of the year.

Challenges

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

Challenge number	Detail of challenge
1	Pupils enter Reception well below typical across all areas, specifically: communication and Language, PSED, Literacy and Maths. Baseline indicates children begin school at much lower starting points.
2	An increasing number of pupils enter Reception with additional undiagnosed needs (SEND or emotional, behavioural difficulties, this acts as a barrier to learning). Pupils struggle with 'building relationships', 'managing self' and 'self regulation'. PP children are less resilient and collaborative learners.
3	Attendance for PP pupils is lower than All. This reduces the number of school hours and causes pupils them to fall behind.
4	Lower starting points for levels of attainments in reading, writing and maths
5	A number of pupils are open to multiple agencies and are receiving support both individually and for the whole family.
6	Pupil premium children working below Age related expectations in the core subjects, the gap has widened due to Covid.
7	To provide enhanced learning opportunities and support for the PP children due to limited resources within some families and households.

8	Access to support with home learning and engagement of parents in the learning process has been varied for the core skills such as reading, writing and maths
9	Pupils eligible for PP may not have access to a wide range of vocabulary at home and they have less experiences to draw upon, this can have a more significant effect on the ability to achieve greater depth.
10	Limited life experiences and exposure to culture and literature.

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
Children demonstrate improved communication skills	Children will take an active part in class discussions Children show positive engagement with one another during unstructured times such as break/lunch/provision
The gap in attainment between PP and non PP children has narrowed	Children make good progress (from their individual starting points) Attainment for PP rises. The gap has diminished.
Improved application of basic skills in reading, writing and maths	Children will achieve in line with national expectations at the end of KS2 in R/W/M. Children will achieve national average progress scores in KS2 R/W/M.
Improve the writing outcomes across school	Increase the percentage of children working at expected in all year groups for PP children
To ensure children who have fallen behind receive targeted high quality intervention, monitored by SLT	Analysis of interventions show that interventions have had a positive impact on the disadvantaged children's learning and helped in accelerating their progress.
To ensure children are attending school regularly and not missing out on learning opportunities.	Children who are PP will have attendance of over 95%. The gap will begin to close between those who are PP and those who are not PP.

Pupils have a breadth of experiences that enable them to contextualise their learning.	School will deliver an engaging broad and varied curriculum. This fits with our development of the curriculum. Pupil Questionnaires show that pupils enjoy school and are enthused to learn. We will have instilled a love of learning in all children. Teachers and support staff will plan a range of Wow experiences to inspire learning and make it more memorable (Hook and Enrichment). Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.
Improved emotional and social wellbeing.	Identify and support families and children and work to alleviate barriers to learning. Identified pupils are invited to nurture, positive play sessions, lego therapy, Rainbows sessions and Counselling with support staff. Less children needing emotional/wellbeing support in school. Whole school curriculum PSHE and well-being is established and embedded.

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: £82,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Phonics, REAL Trust, NCTEM, Number, Walk Thrus To develop the subject knowledge of both teachers and support staff.	EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 4, 7, 10

<p>Increase vocabulary applied</p> <p>Impact of CPD to be monitored.</p> <p>£3,400</p>		
	<p>EEF: It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	1, 4, 7, 10
<p>Reduce class size for Maths (Year 1-6).</p> <p>Reduce class sizes in Reading & Writing in year 5 & 6</p> <p>£26,000</p>	<p>EEF: Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p>	1, 4, 7, 10
<p>Accelerate progress in language and communication in EYFS</p> <p>CPD: Train in Elklan</p> <p>Deliver Elkan intervention and implement strategies across EYFS</p> <p>Introduce Oracy across school via Voice 21 and Right to Succeed.</p>	<p>EEF: Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children.</p> <p>Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken</p>	1,2, 4, 7, 10

£19,000	language skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	
<p>Implementation of RWI across school. Pupils are taught phonics in small groups.</p> <p>Assess and review curriculum being taught half termly</p> <p>£10,000 (resources) £24,320</p>	EEF: Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	1, 4, 7, 10

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

Budgeted cost: £33,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tuition</p> <p>£31,118</p>	EEF: One to one tuition involves a teacher giving a pupil intensive individual support. 'High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss.'	1, 4, 7, 10

	<p>'Small group tuition has an average impact of four months' additional progress over the course of a year.' The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable. For one to one/small group tuition led by a qualified teacher, interventions are likely to be particularly beneficial when the teacher is experienced and well trained in the areas they are delivering.</p>	
<p>Interactive online Maths, English and Science tutoring £2,090</p>	<p>EEF: Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss.'</p>	<p>1, 4, 7, 10</p>

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

Budgeted cost: £110,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Caritas Counselling for vulnerable pupils £9,000</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools review stresses this (good SEL) is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Effective SEL can lead to learning gains of +4 months over the course of a year.</p>	<p>3, 5, 6,</p>
<p>Children's Welfare Officer to analyse,</p>	<p>To raise attendance to national standard (96%) and reduce the</p>	<p>3, 5, 6,</p>

<p>monitor and challenge poor attendance.</p> <p>Children's Welfare Officer to identify at risk pupils and offer support to improve attendance.</p> <p>£16,000</p> <p>Children's Welfare Officer to work with EWO to support and challenge families and further develop systems.</p> <p>£3,400</p>	<p>persistent absenteeism rate and lateness so it is below the national average.</p> <p>Improving school attendance: support for schools and local authorities</p> <p>'Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. Make sure staff receive professional development and support to deploy attendance systems effectively. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families. Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p> <p>Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance.'</p>	
<p>CPD</p> <p>Pastoral worker to work with small groups and individuals to support children who do not positively engage in education</p> <p>Profile information is used to deliver a tailored programme for identified children.</p> <p>£21,000</p>	<p>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>Now you see us: a study into using the Boxall Profile® Online across the whole-school, found 26% of SEMH needs that would have otherwise remained hidden.</p>	<p>3, 5, 6,</p>

	<p>When support was put in place following Boxall Profile® Online assessment, the study found that after just five months there was a 23% decrease in the number of students displaying these needs. According to the same study, organisations that assessed all their pupils say the time taken to assess was worthwhile with 92% of them saying they would recommend the approach.</p> <p>Boxall profile The Boxall Profile is resource for the assessment of children and young people's social, emotional and behavioural development in educational settings. "Understanding the SEMH needs of pupils is absolutely essential in developing a whole school approach to improving mental health and behaviour in schools"</p> <p>Bespoke behaviour training</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>	
<p>Expansion of DSL Team to include Children's Welfare Officer, SENCo, DHT and Pastoral worker to support families at Early Help Stage.</p> <p>Training for staff and time to support the families.</p> <p>£57,000</p>	<p>NCB & University of Cambridge: 'Early Help' is one element of support that services should make available to all families, and can help prevent children reaching a crisis where interventions by social workers are necessary.</p> <p>NCB and Cambridge University have found convincing evidence that early help improves the lives of children and families, preventing unnecessary distress and harm.</p>	5, 8
<p>Hold parent workshops for Reading, Writing & Maths</p>	<p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid</p>	9

<p>£600</p> <p>Review homework being given to increase parental engagement</p>	<p>widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older.</p>	
<p>£500</p>	<p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. Homework has a positive impact on average (+ 5 months)</p>	
<p>Specified vocabulary shared with parents through knowledge organisers and curriculum newsletters.</p> <p>Develop a comprehensive curriculum enrichment offer</p> <p>£3,000</p>	<p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older.</p>	<p>9, 10, 11</p>

Total budgeted cost: £ 226,428

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Intended Outcomes	Progress and analysis
Children demonstrate improved communication skills	Pupils entered Reception well below the national average and left broadly in line with National average. This demonstrates very good progress.
The gap in attainment between PP and non PP children has narrowed	There were no concerns raised between groups on the IDSR.
Improved application of basic skills in reading, writing and maths	Pupils' attainment is well above national for pupil premium pupils.
Improve the writing outcomes across school	Pupil attainment at Key Stage 2 is slightly above national for pupil premium pupils.

To ensure children who have fallen behind receive targeted high quality intervention, monitored by SLT	Pupils receive interventions that are proven to have an impact. Pupils' progress is monitored. Significant progress was measured in Y2 and Y6 during 2023-24. Progress measures are in line with National in 2022-23 (no data for 2023-24).
To ensure children are attending school regularly and not missing out on learning opportunities.	Pupil attendance was in line with national in 2024 and persistent absence was slightly below national.
Pupils have a breadth of experiences that enable them to contextualise their learning.	Pupils took part in a wide range of enrichment activities which developed their character and cultural capital opportunities, all contributing to their personal development. Pupil attainment is in line with national.
Improved emotional and social wellbeing.	Pupils continue to access support. Attendance data evidences the impact of this. Pupil questionnaires are very positive.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Teaching WalkThrus	WalkThrus
Elklan	Elklan Training Ltd
WellComm	GL Assessment
Power Maths	Pearson
Century Tech	Century
Caritas Counsellor	Caritas (Salford Diocese)
Boxall	Nurtureuk
Rainbows	Rainbows and Sunbeams registered charity