

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 School
Number of pupils in school	210 (not including nursery)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Jane Smedley, Head Teacher
Pupil premium lead	Alexa Wightman, SENCO
Governor / Trustee lead	Maria Keay, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,195
Recovery premium funding allocation this academic year	£2,610 (estimated)
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	£27,805 (estimated)

Part A: Pupil premium strategy plan

Statement of intent

At St Patrick's Catholic Primary School, our intention is that all pupils make good progress and attain highly across all areas of the curriculum. We want to ensure that children in receipt of pupil premium make progress in line with their peers and that pupils (from their individual starting point) stay on or accelerate on their projected levels. Through our pupil premium strategy, we aim to support disadvantaged pupils to achieve this goal.

In our pupil premium strategy, we have analysed the challenges faced by our disadvantaged pupils and have identified ways to support their needs, regardless of whether they are disadvantaged or not.

Quality first 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.

Targeted support for pupils with their emotional health and wellbeing is of paramount importance. Pupils who feel calm, happy, safe and who have strategies to help regulate their emotions are then in a place to learn.

To ensure our plans are effective in enabling pupils to succeed, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to provide support and provision as soon as a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

Challenges

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

Challenge number	Detail of challenge
1	Due to low numbers of pupil premium in each class, it is difficult to make a percentage increase objective as in most classes one child classes as 50%. Progress of disadvantaged pupils will be closely monitored so that they make at least as much progress as their peers.

2	Ensuring access to extra-curricular activities and educational trips including music lessons and sports.
3	Attendance of some pupils is a concern.
4	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
Pupils are supported with their emotional health and well-being, they feel safe and secure.	<p>Pupils continue to receive ELSA sessions with a trained member of staff to ensure they receive targeted 1-1 support.</p> <p>School appoint a Family support worker who monitors and supports the use of ELSA and Zones of Regulation.</p> <p>Pupil questionnaires show that the pupils feel happy and safe at school.</p>
Levels of independence and resilience will increase as well as strategies to manage emotions in challenging situations, supported through our Zones of Regulation work.	<p>Children become more independent in their learning.</p> <p>Children begin to apply strategies to manage their emotions.</p> <p>School appoint a Family support worker who monitors and supports the use of ELSA and Zones of Regulation.</p>
Attendance figures improve for identified disadvantaged pupils.	Family support worker supports identified families to work with and support in order to improve attendance to be in line with their peers.
To improve the rates of progress in reading with greater levels of pupil engagement in reading.	<p>Pupils eligible for PPG and who are SEND make as least as much progress as 'other' pupils in reading.</p> <p>Pupils demonstrate greater enjoyment and engagement in reading.</p> <p>Pupils receive daily 1-1 reading.</p> <p>Pupils have access to a wide range of texts.</p>
To provide access to a range of experiences which increase their knowledge and understanding of the world.	<p>Newsround is used throughout school to provide knowledge of current affairs and the wider world.</p> <p>We will run our own after school clubs to provide opportunities for all pupils.</p> <p>We will appoint a Sports apprentice to widen the opportunities for pupils.</p>

	We will pay for school trips so that all children have access.
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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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a Sports apprentice	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>Impact on attainment varies considerably between different interventions, and participation in sports does not straightforwardly transfer to academic learning. It is likely that the quality of the programme and the emphasis on or connection with academic learning may make more difference than the specific type of approach or activities involved.</p> <p>Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2 and 4
Appoint a TA apprentice	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1 and 4
Appoint a Family support worker	<p>EEF defines parental engagement as the involvement of parents in supporting their children's academic learning, including approaches which aim to develop parental</p>	3

	<p>skills or encourage parents to support their child and intensive support for parents in crisis.</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
Additional support for 1-1 reading (literacy volunteer)	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</p>	1

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

Budgeted cost: £17,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher's lessons cater for all abilities and provide challenge for all pupils. Activities are planned to encourage independent learning.</p> <p>Staff meetings will develop an understanding of strategies to develop independence in learning.</p> <p>Monitoring of independent learning and application in books.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1 and 4

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
<p>Have a shared school approach to the teaching and learning principles to support the curriculum intent.</p> <p>½ termly focus on a teaching principle from Doug Lemov</p> <p>Updated teaching and learning policy with a shared understanding of how children learn,</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	1 and 4
<p>Assessments are used which monitor reading engagement, understanding and reading ages - STAR reading assessments.</p> <p>Attainment of pupils in reading can be clearly tracked and small steps can be planned for and monitored closely.</p> <p>£1200</p>	<p>Embedding Formative Assessment is a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	1
<p>TA time to consolidate learning to address misconceptions – children have dedicated 1-1 time to consolidate learning.</p> <p>Specific interventions for pupils with identified gaps in learning including to include:</p> <p>Phonics 1:1 sessions – Keep up sessions Little Wandle</p> <p>Reading 1:1 sessions</p> <p>Maths groups sessions – same day intervention</p> <p>AR/AW</p> <p>Snip literacy</p> <p>Elkland assessment</p> <p>£14016</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. 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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1 and 4
<p>Music lessons provided for PP children</p> <p>£1589</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p>	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Residentials and after school clubs supplement for PP Children £1000	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A member of school staff to receive ongoing ELSA training to provide specialist support for individuals. Children receive bespoke work around their emotional health and wellbeing needs. £700	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
Further, develop the consistency of the implementation of the behaviour policy throughout school to reduce any behaviour incidents during unstructured times. Provide lunchtime extra curricula activities to support targeted pupils. Introduce houses and house meetings and a focus on developing leadership in pupils through the school council, chaplaincy	<p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4

and other leadership groups.		
Child and family support worker focus on attendance of PP Pupils and building parental engagement. £9,300	EEF defines parental engagement as the involvement of parents in supporting their children's academic learning, including approaches which aim to develop parental skills or encourage parents to support their child and intensive support for parents in crisis. https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance	

Total budgeted cost: £27,805

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.

This year 2021-2022- our pupil premium strategy has ensured that pupils at the end of KS2 have achieved well. 3 pupils in the Y6 cohort were pupil premium. Of those 3 pupils, across all subjects, only 1 child did not achieve the expected standard in one subject area. All of the pupils achieved greater depth in one subject area. There were no pupils who were pupil premium in the Y2 cohort. At the end of EYFS, there was only one pupil who was pupil premium and he achieved GLD.

Attendance of pupil premium pupils. The attendance of pupil premium pupils has been adversely impacted by the pandemic, which was still affecting school in the Autumn and Spring term of 2021-2022.

Access to wider opportunities- All pupil premium children were given the opportunity to access extra curricula activities and music tuition. 50% of the pupil premium took up the opportunity to access the extra curricula activities. All of the pupil premium children accessed trips and in Y3-6 all of the pupil premium children took part in a residential.

Our pupils SEMH has been supported well this year. Some of our pupil premium children have been adversely affected by the pandemic and support has been targeted at these pupils to offer personalised sessions and targeted interventions to make sure they are then able to access the full curriculum. These pupils have also received additional support during transition either between year groups or key stages and into secondary school.

Review 2020-2021

The pandemic has had an impact on children's data across all year groups. The school implement a robust remote learning package and invited vulnerable children to attend school.

Our assessment data shows that disadvantaged pupils are mainly on track with their peers. In year groups where this is not the case, the pupils usually have an additional SEND that the school provide additional provision for. Due to the small amount of

pupils in receipt of pupil premium in each year group, it is difficult to compare data year on year.

We have ensured that we closely monitor the emotional health and wellbeing of pupils across all year groups. Our assessments, observations and meetings with families indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Due to this, pupil premium funding was used to provide wellbeing support and targeted interventions for identified disadvantaged pupils.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Quality first teaching, 1-1 catch up sessions and wellbeing check-ins.
What was the impact of that spending on service pupil premium eligible pupils?	Our service pupil premium children are making good progress.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising the DfE EHWP grant to further train and support our mental health lead and staff in school. We will choose training which focuses on our specific needs in school to best support our pupils.