

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

This statement details our school’s use of pupil premium funding to help improve the attainment of our

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	243
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 - £40,665.3- PP £1700 – SPP 2025-2026 - £36,907 -PP £1700 SPP 2026-2027
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Jane Smedley
Pupil premium lead	Alexa Wightman
Governor / Trustee lead	Toby Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,907 PP and £1700 SPP

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>	£38,607

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	Analysis of assessments show that pupil premium pupils across school have greater difficulty with acquisition of phonics than their peers this then had a negative impact on attainment in reading. In Key Stage 2 reading results show that disadvantaged children do not achieve as highly as non-disadvantaged pupils. 50% of disadvantaged pupils achieved the expected level in reading.
2	Analysis of assessments show that disadvantaged pupils in KS2 do not achieve as highly in Maths with 50% of pupils achieving the expected level at the end of KS2 and 33.2% of pupils achieved 25/25 on the multiplication check compared to 41.4% of non-disadvantaged pupils.
3	Assessment, observations and discussions with pupils and families have identified social and emotional issues for many of our pupil premium pupils. Referrals for ELSA and healthy family team support have increased amongst our pupil premium children.
4	Attendance data shows that disadvantaged rates of absence are higher than other pupils. Last year's attendance of disadvantaged pupils was 93.1% compared to 95.7% for the whole school.
5	Access to extra-curricula opportunities including school trips, music and sports.

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
<p>For pupils in Year 1 to acquire the necessary skills in phonics to develop fluency in reading in KS2.</p> <p>(Challenge 1)</p>	<p><i>Phonics</i></p> <p>% of pupils passing the phonics test to be increased to be in line with national average. 79%.</p> <p><i>Reading</i></p> <p>Lower the gap between % of disadvantaged and non-disadvantaged achieving the expected level at the end of KS2</p>
<p>For pupils in Y4 to gain the necessary skills to be fluent in multiplication and division facts for them to be able to achieve the expected level at the end of KS2.</p> <p>(Challenge 2)</p>	<p><i>Multiplication test</i></p> <p>Increase the % of pupils achieving 25/25 in the multiplication test</p> <p><i>Maths</i></p> <p>Lower the gap between % of disadvantaged and non-disadvantaged pupils achieving the expected level at the end of KS2.</p>
<p>For pupils social and emotional needs to be met so that they are able to regulate and manage their emotions.</p> <p>(Challenge 3)</p>	<p>Pupils who need it receive the ELSA and assessments show an improvement in managing emotions.</p> <p>Forest school programme of learning is created and all pupils access this throughout each year.</p>
<p>Attendance of disadvantaged pupils to be in line with non-disadvantaged pupils</p> <p>(Challenge 4)</p>	<p>Attendance of disadvantaged pupils to be above national average.</p> <p>Lower the gap between the attendance of disadvantaged pupils and non-disadvantaged pupils.</p> <p>Persistent absence of disadvantaged pupils to be in line or below national average.</p>
<p>Disadvantaged pupils to be given opportunities throughout the year to access opportunities beyond the curriculum.</p> <p>(Challenge 5)</p>	<p>All disadvantaged pupils in KS2 will have been offered the opportunity to have small group music tuition.</p> <p>All disadvantaged pupils have the opportunity to attend trips and residential when they are offered.</p> <p>All disadvantaged pupils to have the opportunity to attend an additional sporting event in addition to PE lessons.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Little Wandle phonics scheme to ensure strong consistent teaching of phonics</p> <p>Little Wandle subscription years</p> <p>Training for all new staff online.</p> <p>Reading online</p> <p>Additional books to ensure consistency of the application of the scheme</p>	<p>EEF research matches our own baseline assessment and tells us: 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning'.</p>	<p>Challenge 1</p>
<p>Purchase of Little Wandle fluency books for Y2/3 to ensure consistency in the teaching of reading. Training for teachers to support reading for fluency</p>	<p>EEF research matches our own baseline assessment and tells us: 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning'.</p>	<p>Challenge 1</p>
<p>Accelerated reader and STAR reading assessment to be used to ensure child are readings books that are correctly matched to their ZPD (reading age and range ability)</p>	<p>EEF research matches our own baseline assessment and tells us: 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning'.</p>	<p>Challenge 1</p>
<p>NCETM mastering number programme for pupils in FS2 – Y2</p> <p>Training for new staff – webinars</p> <p>Resources</p>	<p>In the EEF's 'Improving Mathematics in the Early Years and Key Stage 1, it recommends that teachers 'Use manipulatives and representations to develop understanding'.</p>	<p>Challenge 2</p>
<p>Developing teaching practice</p> <p>CPD –</p>	<p>EEF research states leaders should ensure that: 'Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	<p>Challenge 1 and 2</p>

Cover for teacher to attend and train other staff -		
Improve the ELSA provision through half termly supervision sessions	EEF research confirms that: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	Challenge 3
Improve the quality of SEMH learning. Forest school training for another member of staff to support the teaching and learning.	EEF research confirms that: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	Challenge 3

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

Budgeted cost: £11,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics sessions targeted at disadvantaged pupils who require further additional support.	EEF Evidence confirms that 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 a regular sessions over a period up to 12 weeks:	Challenge 1
Literacy volunteer x 2 to support 1:1 30 min sessions with disadvantaged pupils	EEF Evidence confirms that 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:	Challenge 1
1:1 reading with disadvantaged pupils for reading from Y2 -Y6	EEF Evidence indicates that 'one to one tuition can be effective, providing approximately five additional months' progress on average'. The findings go on to state that 'tuition in groups of two or three has been equally or even more effective [than one to one tuition]'	Challenge 1
1:1 and small group maths interventions with pupils Y4 – Y6	EEF Evidence indicates that 'one to one tuition can be effective, providing approximately five additional months' progress on average'. The findings go on to state that 'tuition in groups of two or three has been equally or even more effective [than one to one tuition]'	Challenge 2

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

Budgeted cost: £10,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's improving school attendance and the attendance policy</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Challenge 4</p>
<p>Reading incentives and developing a love of reading.</p> <p>Reading prizes for encouraging reading at home and engagement of parents</p> <p>Reading shed for FS to develop reading throughout the curriculum environment and engagement of parents.</p> <p>Reading for pleasure books</p>	<p>Parental engagement EYFS</p> <p>Parental engagement refers to early years professionals and settings actively involving parents in supporting their children's learning and development. It includes: Approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>Challenge 1</p>
<p>Child and family support worker to work alongside the EYFS lead to develop parental engagement and signpost parents as they come into Nursery and Reception</p> <p>Solihull parenting course 12 week programme</p>	<p>Parental engagement EYFS</p> <p>Parental engagement refers to early years professionals and settings actively involving parents in supporting their children's learning and development. It includes: Approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year</p>	
<p>Payment for pupils to attend after school extra curricula activities, music tuition, trip and residential.</p>	<p>EEF (+1 MONTHS) Physical Activity Education Endowment Fund Foundation.</p> <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</p>	<p>Challenge 5</p>

	<p>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.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention</p>	
<p>Social Emotional and Mental Health resourcing</p> <p>ELSA time and enhanced resources</p> <p>Calm boxes</p> <p>Supporting unstructured times</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Universal programmes which generally take place in the classroom with the whole class; and</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p>	Challenge 3
<p>Forest school development and planning of structured sessions.</p>	<p>Forest School, trips and residential visits helps participants to become, healthy, resilient, creative and independent learners and supports positive attendance and behaviour as well as pupil wellbeing. During these sessions, pupils are encouraged to develop their collaborative skills and work towards a joint outcome. The EEF describe the positive impact of collaborative learning</p>	Challenge 4

Total budgeted cost: £38,607

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.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *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.

Data from previous academic year

New attendance policy updated in March 2023. Whole school attendance the previous academic year was 96.3% for pupil premium this was 95.4%. We are continuing to implement the new policy and further lessening the gap is expected over the next year.

Persistent absences for pupil premium was reduced last year.

GLD – There were 2 pupil premium child in F2 last year and 50% of them achieved GLD

Phonics – There was only 1 pupil premium child in Year 1 last year and they did not pass

Multiplication check – 17% of disadvantaged pupils achieved 25/25 in the multiplication check

In Maths, reading and writing at the end of KS2 – 75% of disadvantaged pupils achieved the expected standard. With 100% of PP pupils achieving the expected standard in maths.

Phonics is being taught systematically from F1 to Y1 and then catch up for Y2 if needed. The little wandle programme is used by all staff including those who are completing keep up sessions. Keep up sessions have been provided for those pupils that need it which includes a number of disadvantaged pupils.

Consistency across KS2 in the teaching of reading has been achieved. This includes half termly STAR reading assessments to identify gaps and ensure pupils are reading books which are appropriate for them. Disadvantaged pupils were heard read on a daily basis and were prioritised alongside the lowest 20% readers. Incentives had begun to engage parents with reading at home.

All pupil premium pupils were able to access the trips and residential through funding via the pupil premium strategy. In addition to this, pupils from Y3 – Y6 were offered the opportunity to have small group music instrumental lessons throughout the year.

A new behaviour policy was introduced at the beginning of last academic year. The amount of behaviour incidents decreased, and behaviour observations showed that pupils were making more informed choices when it came to their behaviour inside and outside of the classroom. All staff show a consistent approach to behaviour rewards and sanctions and have a shared understanding alongside the children.

The child and family support worker and ELSA have worked well to support pupils who have Social, emotional and mental health needs. This has made sure that all pupils have been able to access school and the curriculum. Each classroom has a dedicated well-being area and additionally a well-being team has been established which consists of pupils in each class. These pupils meet with the well-being lead to discuss anything which concerns them or their class friends.

Externally provided programmes

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

Programme	Provider
Times tables rock stars	Maths circle
White rose maths fluency bee	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.