

# Pupil premium strategy statement – St Patrick’s Catholic 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   | 318                                     |
| Proportion (%) of pupil premium eligible pupils  | 17%                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-27                                 |
| Date this statement was published  | December 2024<br>Reviewed December 2025 |
| Date on which it will be reviewed  | November 2026                           |
| Statement authorised by  | Full Governing Body                     |
| Pupil premium lead   | Mrs R Halsall                           |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £76,000 |
| Recovery premium funding allocation this academic year   | £0      |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0      |
| <b>Total budget for this academic year</b><br><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> | £76,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Faithfully following in the footsteps of Jesus,  
we serve, love and learn together inspiring each other to excellence.*

At St Patrick's Catholic Primary School, our Mission Statement underpins all aspects of school life and is an integral part of children's daily experiences. Our aim is for all children, regardless of background or the challenges they face, to make good progress and achieve as highly as possible. The focus of this strategy plan is to ensure that disadvantaged pupils receive the support they require (socially, emotionally and academically) to achieve this aim. We adopt a whole school approach in which all staff have high expectations for every child and take responsibility for the progress and achievement of disadvantaged pupils.

We are alert to the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our curriculum is designed to be ambitious for all children, with high quality teaching being the most significant factor in the progress and achievement of disadvantaged pupils, along with their peers. Tailoring quality first approaches to the specific needs of each class is proven to have a positive impact for all pupils, whilst supporting disadvantaged pupils to close the gap with their non-disadvantaged peers and sustain good levels of progress.

Implementing carefully planned, targeted support is designed to accelerate progress and educational recovery by addressing specific areas of learning. Evidence based interventions are put in place following diagnostic assessment and are bespoke to individual needs. These are adapted as appropriate as part of an ongoing cycle of review.

Wider strategies are deployed across school and are designed to support wellbeing and positive behaviour. These strategies include whole school and cohort specific approaches. Consultation with pupils, parents and external agencies is integral in our decision making when selecting the most appropriate strategies to put in place.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <b>Environmental Factors:</b> Complex family circumstances impact on children's social and emotional needs as well as their attendance (in a small number of cases). 42% of PP children's families require/ have previously required involvement from external agencies such as Social Care and receive/ have received support in the form of CP, CIN, Early Help, TAS or from MHST. |

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|---|--|
|   | Observation of pupils, and discussions with parents and staff indicate that the education, mental and physical wellbeing of many of the disadvantaged pupils has been negatively impacted by the effects of long-term poverty and the pressures that this places on families.  |
| 2 | <b>Additional Needs:</b> 25% of our disadvantaged pupils have Special Educational Needs (2 have an EHCP) and require support from external agencies due to additional needs which include: incontinence, visual and speech and language impairments, hearing needs and diagnoses of ASD and ADHD.<br>(This is not an exhaustive list but an illustration of the breadth of needs across the cohort.) |
| 3 | <b>Starting Points:</b> 55% of our disadvantaged pupils arrived at school working below age related expectations. This is a greater percentage than their non-disadvantaged peers and presents an immediate challenge in terms of school readiness.  |
| 4 | <b>Sustaining Progress:</b> A significant proportion of pupils within this cohort find it challenging to sustain the progress they make year on year. Analysis of performance data indicates that, without carefully targeted support, many disadvantaged pupils struggle in the autumn term whilst adapting to the curriculum expectations within a new year group.                                 |
| 5 | <b>Attendance:</b> Our attendance data shows that attendance for disadvantaged pupils is lower than non-disadvantaged pupils, with the attendance of 19% of PP pupils falling below 90% in autumn 2024.  |

## 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 reading attainment at the end of KS1 among disadvantaged pupils  | Internal data at the end of KS1 in 2026/27 shows an increase in the percentage of disadvantaged pupils achieving the Expected standard. (43% - July 2024) |
| Increase the percentage of children from the disadvantaged cohort <i>consistently</i> working at the Expected and High standards. | A greater percentage of disadvantaged pupils will be working at the Expected and High standards. (Baseline data – December 2024/ Final data – July 2027)  |
| To achieve and sustain improved attendance for our disadvantaged pupils.  | Sustained high attendance by 2026/27, at least in line with non-disadvantaged peers. (95.1% PP / 96.2% Whole Cohort – July 2024)                          |

## 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: £33,400

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Develop high quality teaching across school through a carefully structured plan for effective professional development, including access to the ECF &amp; NPQ qualifications.</p> <p>(Resources, CPD and release time for training, monitoring and providing coaching and support as necessary to teachers and support staff)</p> | <p>As outlined by 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.</p> <p>This is also outlined in the SEND Code of Practice (2014). 'Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to more cost effective and sustainable.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Evidence linking to specific focus areas for professional development:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</a></p> <p><a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1700393117">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1700393117</a></p> | 2,3&4                         |
| <p>Enhancement of our English teaching and curriculum planning in Key Stage 1 in line with DfE and EEF guidance.</p>   | <p>As outlined by the EEF, fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.</p> <p>Developing this fluency is essential. Scientific research has consistently recognised the critical nature of fluency as a bridge between effortful decoding and comprehension.</p>  | 2,3,4                         |

|  |  |           |
|--|--|-----------|
| (Resources, CPD and release time for training, monitoring and providing coaching and support as necessary to teachers and support staff)       | <a href="https://educationendowmentfoundation.org.uk/reading-house/fluency">https://educationendowmentfoundation.org.uk/reading-house/fluency</a>  |           |
| Introduce the Mastering Number project within Reception and Key Stage 1.   | This national programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.<br><br><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</a> |           |
| Introduce a mentoring and coaching model amongst the staff team to further develop best practice and improve outcomes for disadvantaged pupils | Evidence highlights the benefits of mentoring and coaching within a staff team and the impact this can have on outcomes.<br><br><a href="https://online-learning-college.com/knowledge-hub/education/mentoring-and-coaching-in-educational-settings/#:~:text=Mentoring%20and%20coaching%20contribute%20to.their%20teaching%20practices%20and%20techniques.">https://online-learning-college.com/knowledge-hub/education/mentoring-and-coaching-in-educational-settings/#:~:text=Mentoring%20and%20coaching%20contribute%20to.their%20teaching%20practices%20and%20techniques.</a>  | 1,2,3,4,5 |

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

Budgeted cost: £32,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Wave 2 Support for lowest 20% achievers – targeted intervention | EEF research highlights evidence small group / one to one interventions can be a powerful tool to support pupils <i>when used carefully</i> . Prioritising staff training in line with pupils' specific needs and the strategic deployment of teaching assistants and a HLTA and ensures that interventions can be targeted appropriately to support learners. Timetabling of interventions is managed carefully to enable children to access a broad and balanced curriculum as well as targeted support. | 2,3,4                         |

|   |   |       |
|---|---|-------|
| Wave 3 Support – SEND<br>(Resources and training)   | School assessment data from 2023-24 / 2024-25 indicates that Wave 2 and Wave 3 interventions were effective in supporting children with specific learning outcomes, e.g. letter formation, times tables.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>   |       |
| Rapid interventions   | Providing rapid intervention enables children to have support as close to the point of misconception as possible. Working with a Teaching Assistant (who has been present throughout the lesson / sequence of lessons) within or at the end of a lesson enables children to reinforce key learning and tackle difficulties promptly, before misconceptions are embedded and confidence is diminished.   |       |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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:<br><br><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>   | 2,3,4 |
| Small group booster sessions – delivered after school for Y6 pupils.<br>(Resources and training)  | It is reported by the EEF that booster groups to support revision and test practice are likely to improve results. This was particularly effective in recent years in terms of improving attainment and progress for the disadvantaged pupils. Delivering booster groups after school ensures children can still access a broad and balanced curriculum within the school day. Teachers delivering booster sessions have all taught in UKS2 over the last three years and have relevant experience of the current curriculum and assessment processes.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 2,3,4 |

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

Budgeted cost: £10,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|  |   |            |
|--|---|------------|
| <p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>  | <p>5</p>   |
| <p>'A Confident Me' Workshops<br/>(Resources, release time for external CPD, internal monitoring and providing coaching and support as necessary to teachers and support staff)</p>  | <p>This programme has been used successfully with pupils last year, resulting in a demonstrably positive impact in confidence and self-esteem. The combination of the seven sections within the series of workshops and weekly updates for parents create a comprehensive programme that is delivered at school and reinforced at home.</p>   | <p>1,5</p> |
| <p>'Drawing &amp; Talking Therapy'<br/>(Resources, release time for external CPD, internal monitoring and providing coaching and support as necessary to teachers and support staff)</p>   | <p>This programme is designed to help individuals express emotions through a combination of drawing and conversation, leading to benefits like resolving internal conflicts, increased self-esteem, and improved emotional regulation. By using drawing as a non-verbal communication tool, it can help people process trauma and difficult feelings that are hard to articulate verbally. This can result in a deeper understanding of their internal world, which may lead to a reduction in anxiety and improved social and academic performance.</p>  | <p>1,5</p> |
| <p>Access support from Sefton Mental Health Team (MHST)– Wave 8 provision</p> <p>Release time for the SENCo and/or DSLs to support PP children and families as required, in accordance with specific areas of need.</p>  | <p>Some PP families require bespoke support due to a range of pastoral factors. The SENCo and DSLs have regular training and experience of liaising with families and access a range of agencies to provide support as necessary or explore avenues to access external support.</p> <p>In line with Transforming Children and Young People's Mental Health Provision – The Green Paper, school are working with Sefton MHST to support staff, vulnerable pupils and their families. Regular training and consultation sessions ensure that children are receiving bespoke support according to their needs.</p> | <p>1,5</p> |
| <p>Contingency fund</p>  | <p>Based on our experiences, we recognise that there is a need to set aside a small amount of funding in order to be able to respond to needs as they arise.</p>  | <p>1,5</p> |

**Total budgeted cost: £76,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

All pupils completed statutory assessments as appropriate during the academic year 2022-23. The impact of provision has been measured by combining information from school's performance data with a range of other information including the following:

- Teacher assessments informed by class work, informal assessments and end of year tests
- Pupil, staff and parental voice
- Feedback from external agencies working with PP families.

#### Assessment Data: 2025

|                     | 2025 School EXS+ | 2025 School PP EXS+ | 2025 School GDS | 2025 School PP GDS | National EXS+ | National GDS |
|---------------------|------------------|---------------------|-----------------|--------------------|---------------|--------------|
| EYFS GLD            | 82%              | 40% (2/5)           | NA              | NA                 | 67%           | NA           |
| Y1 Phonic Screening | 81%              | 63% (5/8)           | NA              | NA                 | 80%           | NA           |
| Y2 Phonic Screening | 88%              | 80% (4/5)           | NA              | NA                 | 91%           | NA           |
| Y6 Reading          | 73%              | 88% (7/8)           | 16%             | 13%                | 75%           | 33%          |
| Y6 Writing          | 86%              | 100%                | 16%             | -                  | 72%           | 13%          |
| Y6 GPS              | 80%              | 100%                | 22%             | 13%                | 73%           | 30%          |
| Y6 Mathematics      | 73%              | 75% (6/8)           | 14%             | 13%                | 74%           | 26%          |
| Y6 RWM Combined     | 61%              | 63% (5/8)           | 4%              | -                  | 62%           | 8%           |

#### Intended Outcomes

##### 1. Improved reading attainment at the end of KS1 among disadvantaged pupils

###### Success Criteria:

*Internal data at the end of KS1 in 2026/27 shows an increase in the percentage of disadvantaged pupils achieving the Expected standard. (43% - July 2024)*

###### Reading - July 2025

Reception: 5 pupils: 3/5 (60%) = Expected

Year 1: 8 pupils: 1 EHCP, 2 SEND: 4/8 (50%) Expected

Year 2: 5 pupils: 1 EHCP, 2 SEND : 3/5 (60%) Expected

Internal assessment data demonstrates that the strategies in place are having a positive impact for a number of pupils. Additional targeted support is required for pupils still working below.

\*Both EHCP pupils are working within the Development Matters framework due to the complexity of their needs.

## **2. Increase the percentage of children from the disadvantaged cohort *consistently* working at the Expected and High standards.**

### **Success Criteria:**

*A greater percentage of disadvantaged pupils will be working at the Expected and High standards. (Baseline data – December 2024/ Final data – July 2027)*

### **Expected Standard**

#### Reading:

- Disadvantaged pupils in 5/7 year groups made accelerated progress.
- 2/7 year groups maintained their progress

#### Writing:

- Disadvantaged pupils in 3/7 year groups made accelerated progress.
- 3/7 year groups maintained their progress

#### Maths:

- Disadvantaged pupils in 2/7 year groups made accelerated progress.
- 3/7 year groups maintained their progress

Results at the G Depth standard remain low with 7% Reading, 2% Writing & 5% Maths. This has been relatively consistent throughout the academic year.

## **3. To achieve and sustain improved attendance for our disadvantaged pupils.**

### **Success Criteria:**

*Sustained high attendance by 2026/27, at least in line with non-disadvantaged peers. (95.1% PP / 96.2% Whole Cohort – July 2024)*

July 2025: Whole Cohort – 96.24% / PP – 95%

Although above national figures, (94.8% Primary Schools / 89.4% FSM/PP) attendance data for disadvantaged children is in line with school's data from 2023-24 and does not yet show the desired improvements.

## Further information (optional)

In order to continue to plan an effective strategy for our PP pupils we have evaluated the specific needs of the cohort. The needs of the cohort have been identified using a range of information sources including: formative and summative assessments, information from monitoring activities, book scrutinies and pupil, parent and staff voice.

Our plan combines the successful strategies employed previously that we feel will support the specific needs of the current cohort in addition to a range of evidence-based approaches that are adaptable to our setting.

An ongoing cycle of monitoring and review will ensure that our plans stay relevant and have a positive impact. Impact measures will include quantitative and qualitative information. We will adjust our plan over time, as necessary, to secure better outcomes for pupils.