

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 | 351 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 25 th November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Full Governing Body |
| Pupil premium lead | Mrs R Halsall |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £55,110 |
| Recovery premium funding allocation this academic year | £11,960 |
| 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 | £67,070 |

Part A: Pupil premium strategy plan

*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.

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.

Statement of intentChallenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Starting Points: 29% of our Pupil Premium (PP) pupils entered school working below age related expectations in Reading, Writing and/or Maths. |
| 2 | Communication and Language: Communication skills and vocabulary acquisition for the PP children in EYFS and KS1 are lower than peers, impacting on all aspects of learning as well as behaviour, in some cases. |
| 3 | Progress: Following the last two years of disrupted education, 32% of our PP pupils are off track from their starting points, which is a larger proportion of pupils than their non-disadvantaged peers. |
| 4 | Environmental Factors: Complex family circumstances impact on children's social and emotional needs. 51% 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, CAF, Early Help or TAF. |

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 |
|---|---|
| 1. Expand vocabulary of PP children in EYFS & KS1. | <p>Children achieve the Early Learning Goal for Communication & Language (Listening, Attention and Understanding & Speaking) at the end of Reception and communicate with increased confidence and understanding.</p> <p>Children in KS1 communicate verbally with confidence, articulating thoughts, feelings and ideas effectively.</p> <p>A wider vocabulary results in improved comprehension skills and reading progress across KS1.</p> |
| 2. PP children to make accelerated progress across the curriculum, mitigating lost learning opportunities throughout lockdowns. | <p>Pupils make rapid progress, at least regaining levels of achievement from pre-COVID.</p> |
| 3. PP children develop strategies to support their social and emotional development. | <p>Children are well behaved, showing self-confidence and respect for themselves and others. Pupils respond to different situations appropriately and demonstrate resilience when faced with challenges.</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: £27,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding dialogic activities across the school curriculum involving:</p> <p>targeted reading aloud and book discussion with young children</p> <p>explicitly extending pupils' spoken vocabulary</p> <p>the use of structured questioning to develop reading comprehension</p> <p>the use of purposeful, curriculum-focused, dialogue and interaction</p> <p>(Resources, CPD, training time for teachers & support staff)</p> | <p>There is strong evidence outlined by Education Endowment Foundation (EEF) suggesting that oral language interventions are low cost / high impact, particularly on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | 1,2 |
| <p>Talk for Writing – Implementation of a project to raise the standards of writing in Reception and Year 1, using 'storytelling' to inspire and structure writing.</p> <p>(Resources, CPD, training time for teachers)</p> | <p>Writing has been an area particularly impacted by school closures and lost learning, especially with our younger children.</p> <p>Talk for Writing is a teaching framework developed by Pie Corbett. It is based on the principles of how children learn, enabling them to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.</p> <p>Research indicates that Talk for Writing schools attain at a significantly higher standard than the national average, even in the most challenging areas. (Pre-Covid data)</p> | 1,2 |
| <p>Purchase of additional reading materials</p> | <p>In accordance with the Education Inspection Framework, reading materials for early readers needs to be closely matched to the learners' phonic knowledge. Readers in KS1 have started the year at lower points due to lost learning during lockdowns and bubble closures, resulting in more children still securing phonic knowledge.</p> | 2 |

| | | |
|--|--|---|
| | <p>Increasing our resources to support early reading provides children with a greater range of texts to embed and practise their reading strategies.</p> <p>Developing a love of reading and increased fluency and comprehension for older children supports learning across the curriculum. Broadening children's exposure to different reading materials is designed to promote this love of reading.</p> <p>https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook</p> | |
| <p>Class teachers to outline provision for PP cohort within weekly planning.</p> <p>(Release time for training, monitoring and providing coaching and support as necessary to teachers and support staff)</p> | <p>Targeting disadvantaged children on weekly planning in each class supported staff (teachers and teaching assistants) over the last two years in sharpening their focus on the cohort.</p> <p>In 2018-19 (the last year of published data), this led to accelerated progress and improved attainment in Year 6 and enhanced progress across school; 100% PP children made Expected progress in Reading and 93% in Writing and Maths by July 2019.</p> <p>Reinforcing this focus on individual children within weekly planning will facilitate a focus on raising attainment.</p> | 1 |
| <p>Increased focus on effective questioning / verbal feedback in lessons</p> <p>Differentiated 'Next Steps' in order to facilitate accelerated progress in English and Maths.</p> <p>(Release time for training, monitoring and providing coaching and support as necessary to teachers and support staff)</p> | <p>According to the EEF, studies on the use of feedback show that it can have high effects on learning, if implemented appropriately. This has been a successful strategy in our school over time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Further improving the quality of bespoke feedback and 'next steps' in other subjects would continue to enhance learning and facilitate individual / collective progress.</p> | 2 |

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

Budgeted cost: £24,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Time to Talk: Reception & Year 1 (Resources and training) | Recommended by Speech and Language Therapists in Sefton based on previous success with a number of children. | 1 |
| Nuffield Early Language Intervention (Training) | <p>In 2020, the Education Endowment Foundation (EEF) published the results of a large-scale effectiveness trial of the intervention. The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months.</p> <p>Two teaching assistants completed the training in 2020 but school closures impacted the delivery of the programme. They are now able to cascade training to other support staff and complete the elements of the programme that were missed.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> | 1, 2 |
| Phonics Booster groups | <p>In 2020, the combination of flexible booster group support and high quality teaching resulted in 96% of Year 2 children passing the Phonics Screening Test, including all disadvantaged pupils.</p> <p>The DfE outline that ‘Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy.’</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> | 2 |
| Rapid Intervention | <p>Research conducted by the EEF shows that children can find it challenging to make links between the learning within the classroom and during intervention sessions.</p> <p>Working with a TA (who has been present throughout the lesson / sequence of lessons) at the end of a lesson enables children to reinforce key learning and tackle difficulties promptly, before misconceptions are embedded and confidence is diminished.</p> | 2 |
| Small group booster sessions – delivered after school for Y6 pupils. | <p>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 PP cohort. Delivering booster groups after school ensures children can still access a broad and balanced curriculum within the school day.</p> <p>Teachers delivering booster sessions have all taught in Year 6 over the last three years and have relevant experience of the current curriculum and assessment processes.</p> <p>https://educationendowmentfoundation.org.uk/education-</p> | 2 |

| | | |
|--|--|--|
| | evidence/teaching-learning-toolkit/small-group-tuition | |
|--|--|--|

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

Budgeted cost: £16,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implementation of a robust curriculum framework introduced to staff in 2019 – 20, with clear links between PSHE, RSE, Science and Come & See to support children's emotional health and wellbeing. (Membership of PSHE Association, release time for training, monitoring and providing coaching and support as necessary to teachers and support staff) | The Personal Social Health and Economic (PSHE) Association highlights evidence that the delivery of an effective PSHE curriculum boosts attainment and life chances, particularly for the most disadvantaged; preparing children for life and work in an ever-changing world. | 3 |
| Use of revised Journey in Love resource to support RSE lessons throughout the year | Relationships and Sex Education (RSE) and Health Education have become compulsory from 2020-21. Using revised, updated resources recommended by the Archdiocese of Liverpool ensures staff have the appropriate tools to deliver the curriculum content in line with statutory requirements and in keeping with the ethos of our school. Lockdowns and bubble closures prevented full coverage in summer 2021, as initially intended. | 3 |
| 'A Confident Me' Workshops (Resources, release time for external CPD, internal monitoring and providing coaching and support as necessary to teachers and support staff) | 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. | 3 |
| Release time for the SENCo and/or DSLs to support PP children and families as required, in accordance with specific areas of need. | The impact of COVID is far reaching and some PP families require bespoke support due to a range of factors. The SENCo and DSLs have the training and experience of liaising with families and a range of agencies to provide support as necessary or explore avenues to access external support. | 3 |
| Contingency fund | 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. | 3 |

Total budgeted cost: £67,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Subsequently the impact of provision has been measured using a range of methods 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.

It has been evidenced in schools across the country that the impact of COVID and school closures on pupils' wellbeing and mental health has been significant and particularly acute for disadvantaged pupils. In line with national findings, school closures have been detrimental to our disadvantaged pupils and has resulted in planned provision not being fully realised at this stage. This has subsequently had an impact on progress in some areas, necessitating ongoing work as outlined above.

Outcomes outlined in 2020-21 PP Strategy

1. **PP children to secure key knowledge, concepts and skills taught remotely during the second lockdown.**

Teacher Assessments – Disadvantaged Cohort July 2021

| | Reading | Writing | Maths |
|------------------------|---------|---------|-------|
| Working Towards | 29% | 50% | 48% |
| Expected+ | 71% | 50% | 52% |
| High / G Depth | 4% | - | 1% |

The percentage of PP children working at the Expected Standard in Writing and Maths has dipped when compared to performance in previous years. However, the percentage of children working at the Expected Standard in Reading is broadly in line with previous performance data for this cohort.

1. **PP children make accelerated progress.**

According to teacher assessments, 31% of the PP cohort (13 children) made accelerated progress in at least one area: Reading, Writing and/or Maths from their starting points in December 2020, just prior to the second lockdown. 46% of the group making accelerated progress (6 children) were in Year 6.

2. PP children develop strategies to support their social and emotional needs.

Outcomes linked to this priority were measured using a range of evidence. The employment of a teaching assistant in the role of mentor in UKS2 supported vulnerable children at risk of exclusion. Behaviour logs show a reduction in incidents in each class following the implementation of this role. Pupils were able to discuss strategies to support their social and emotional development. Liaison with a range of external agencies supported a number of families and parental voice was positive in most cases.

Further information

Planning, implementation and evaluation

In order to plan an effective strategy for our PP pupils we have evaluated the specific needs of the cohort at this time. 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.