

# St Patrick's Catholic Primary School

## Pupil premium strategy statement

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	344
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was published	23rd November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs R Halsall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,170
Recovery premium funding allocation this academic year	£2,900
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£61,070</b>

# 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.

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>Starting Points:</b> 50% of our Pupil Premium (PP) pupils are working below age related expectations in at least one area: reading, writing and/ or mathematics.
2	<b>Communication and Language:</b> 50% of the PP children in EYFS and KS1 are impacted by their communication and language skills. 16% of the PP cohort have Special Educational Needs, with Communication and Interaction being the most prevalent area of need across school.
3	<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). 36% 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. Accelerate the development of children's communication and language skills in EYFS and KS1.	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.  Children in KS1 communicate verbally with confidence, articulating thoughts, feelings and ideas effectively.
2. Increase the percentage of children from the PP cohort working at the Expected and High standards.	A greater percentage of PP pupils will be working at the Expected and High standards. (Baseline data – September 2022/ Final data – July 2023)
3. PP children develop strategies to support their social and emotional development.	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
4. Increased participation from PP cohort in After School clubs.	Children will access a wider range of extra-curricular experiences.

## 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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching across school:</p> <p>Termly training opportunities for teachers and support staff linked to cognitive and meta cognitive strategies</p> <p>(Resources, CPD, training time for teachers &amp; 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>Providing training for teachers and support staff, therefore, linked to both cognitive and meta cognitive strategies is a priority.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	1,2
<p>Participation in Sustained, Shared Thinking &amp; Emotional Wellbeing (SSTEWE) Project in EYFS</p> <p>(Resources, CPD, training time for teachers &amp; support staff)</p>	<p>There is evidence outlined by Education Endowment Foundation (EEF) that gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</p> <p>A primary objective of the SSTEWE programme is to develop a rich and cohesive approach to quality communication and language development.</p> <p>Different focus areas within the SSTEWE programme include:</p> <p>Characteristics of effective learning</p> <p>Levels of wellbeing</p> <p>Use of books</p> <p>Tuning into language and behaviours</p>	1,2 (EYFS)

	<p>Supporting language through investigation, problem solving and exploration</p> <p>Participation in the programme, in conjunction with the Early Years Team from Sefton supports children and staff by developing best practice to enhance learning from children's starting points.</p>	
<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 and teaching assistants)</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.</p> <p>This framework was introduced in school last year (2021-22) and had a positive impact on outcomes in Reception and Year 1.</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. 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><a href="https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook">https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook</a></p>	2
<p>Develop more effective comprehension skills and strategies</p> <p>(Resources, CPD, training time for teachers and teaching assistants)</p>	<p>Research from EEF evidences that reading comprehension strategies are high impact in terms of accelerated progress (+6 months). Alongside phonics, it is a crucial component in the teaching of reading.</p> <p>A focus on the explicit approaches and techniques children can use to support their comprehension skills in addition to developing reading fluency provides children with the tools they need to make good progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2

<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. Results for the PP cohort improved over time, following the introduction of this strategy.</p> <p>Reinforcing this focus on individual children within weekly planning will facilitate a continued 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></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)	This programme is recommended by Speech and Language Therapists in Sefton based on previous success with a number of children. Several children have benefitted from this programme in school.	1
Rapid intervention within lessons  (Resources and training)	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.	2
Wave 2 Support for lowest 20% achievers – targeted intervention  Wave 3 Support – SEND (Resources and training)	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, a HLTA and an additional teacher during morning sessions 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.	1,2
Peer tutoring/ mentoring	Working with peers in different contexts / groupings has been shown to have a range of benefits including improved social and personal development of pupils and boosting their self-confidence and motivation for learning. This has been particularly effective for some of our most vulnerable learners and those at greatest risk of exclusion.  Implementing this approach to target the review and consolidation of learning has been found to have the greatest impact academically.	1,2
Small group booster sessions – delivered after school for Y6 pupils. (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 PP cohort. 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.	2

	<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>	
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## Wider strategies

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop children's strategies to deal with social, emotional and behavioural issues which impact on their wellbeing and capacity to learn.</p> <p>Implementation of a robust curriculum framework with clear links between PSHE, RSE, Science and Come &amp; See to support children's emotional health and wellbeing.</p> <p>(Membership of PSHE Association, release time for training, monitoring and providing coaching and support as necessary to teachers and support staff)</p>	<p>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.</p> <p>In conjunction with the PSHE curriculum, themed weeks e.g. Mental Health Week are planned throughout the year to highlight the importance of social and emotional learning and provide opportunities for children to explore key themes and strategies to support themselves and others.</p>	3
Introduce calm corners in each classroom to support self-regulation of emotions and behaviour	Calm corners are a designated area within the classroom where children can go if they feel emotionally dysregulated. They are designed to alleviate stress and enable children to return to learning quickly. Teaching children to use strategies to manage their own emotions and regulate their feelings supports their wellbeing and ability to learn.	2,3
Ensure pupils have a wide range of educational and enriching experiences to enhance their cultural capital.	<p>The Social Mobility Report – An Unequal Playing Field details evidence linked to the importance of extra-curricular activities.</p> <p>Increasing the range of activities that children are able to access within the school day and after school provides children with opportunities to develop talents and interests and broaden their experiences.</p>	2, 3
'A Confident Me' Workshops (Resources, release time for external CPD, internal monitoring and providing	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	3



coaching and support as necessary to teachers and support staff)	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.	
Access support from Sefton Mental Health Team (MHST)– Wave 8 provision  Release time for the SENCo and/or DSLs to support PP children and families as required, in accordance with specific areas of need.	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.  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.	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: £61,000**

## Part B: Review of the previous academic year - Outcomes for disadvantaged pupils

All pupils completed statutory assessments as appropriate during the academic year 2021-22, however, results have not been published for this period. Subsequently 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.

### Intended Outcomes

#### **1. Expand vocabulary of PP children in EYFS & KS1.**

*(Evidenced through Communication and Language in EYFS and Reading progress throughout EYFS and Key Stage 1)*

- 75% of Reception PP cohort achieved a Good Level of Development, making measurable progress from their Baseline assessments which indicated that 50% of the cohort were working below age related expectations in September 2021.
- 75% of the Year 1 PP cohort were working at the Expected standard in Reading in July 2022. Teacher assessments included a focus on comprehension as well as fluency and children's ability to use and understand a range of vocabulary.
- 71% of the Year 2 PP cohort achieved the Expected standard in Reading at the end of Key Stage 1 with 14% working at Greater Depth. 57% of this cohort were working at the Expected standard in September 2021 with 0% of pupils working at Greater Depth.

#### **2. PP children to make accelerated progress across the curriculum, mitigating lost learning opportunities throughout lockdowns.**

##### **Overview of Progress: PP Cohort**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Expected Progress</b>	40 (91%)	40 (91%)	42 (95%)
<b>Accelerated Progress</b>	12 (27%)	7 (16%)	16 (36%)

#### **3. PP children develop strategies to support their social and emotional development.**

Outcomes linked to this priority were measured using a range of evidence.

- An increased focus on being socially, emotionally and mentally healthy (through the curriculum and range of enrichment activities) resulted in PP pupils being able to discuss factors that can present challenges in these areas and the impact of strategies to support them. (Pupil voice)
- The employment of a teaching assistant in the role of mentor in UKS2 supported vulnerable children at risk of exclusion. There were no exclusions throughout the year.
- Behaviour logs show that Pastoral Support Plans were effective in providing bespoke support to improve behaviour of individuals who were struggling.
- Liaison with a range of external agencies supported a number of families and parental voice was positive about the impact of external involvement.

## Further information

In order to continue to plan an effective strategy for our PP pupils we have evaluated the specific needs of the cohort at this time in order for this, the second year of the strategy, to have a positive impact on pupils' outcomes. 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.