

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	342
Proportion (%) of pupil premium eligible pupils	13.1%
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)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs R Halsall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,855
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,092
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>	£68,947

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	<p>Environmental Factors: Complex family circumstances impact on children's social and emotional needs as well as their attendance (in a small number of cases). 38% 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.</p> <p>Observation of pupils, and discussions with parents and staff indicate that the education, mental and physical wellbeing of many of the PP cohort has been negatively impacted by the effects of long-term poverty exacerbated by post</p>

	covid pandemic fallout. There are significant gaps in attainment and school readiness.
2	Additional Needs: 31% of the PP cohort require support from external agencies due to additional needs which include: incontinence, visual and speech and language impairments, hearing needs and diagnoses of ASD. (This is not an exhaustive list but an illustration of the breadth of needs across the cohort.)
3	Starting Points: Over time, 56% of the current PP cohort arrived at school working below age related expectations. This is a greater percentage than their non-disadvantaged peers.
4	Starting Points - Reading: Within the most recent intake, 83% of disadvantaged children have joined school working below age related expectations in terms of reading and phonics compared to 24% of their non disadvantaged peers.

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
Accelerate the development of children's communication and language skills in EYFS and KS1. 2023-24: Accelerate reading/ phonics progress in EYFS.	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. 2023-24: A greater proportion of children are working at the Expected standard in Reading at the end of Reception. (83% below in November 2023)
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 2024)
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
Increased participation from PP cohort in enrichment activities and 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 (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

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 & 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Evidence linking to specific focus areas for professional development:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1700391188</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1700393117</p>	1,2,3&4
<p>Purchase of additional reading materials</p> <p>(Subscription to The Literacy Shed)</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>Developing a love of reading and increased fluency and comprehension for older children supports learning across the</p>	1,2

<p>Develop more effective comprehension skills and strategies</p> <p>(Resources, CPD and release time for training, monitoring and providing coaching and support as necessary to teachers and support staff)</p>	<p>curriculum. Broadening children's exposure to different reading materials is designed to promote this love 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</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 two years ago (2021-22) and has had a positive impact on outcomes across different areas of Literacy, in addition to Writing, in Reception and Year 1.</p>	1,2
<p>Further develop the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<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://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1700391837</p>	3, 2

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wave 2 Support for lowest 20% achievers – targeted intervention	<p>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.</p> <p>School assessment data from 2022-23 indicates that Wave 2 and Wave 3 interventions were effective in supporting children with specific learning outcomes, e.g. letter formation, times tables.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2
Wave 3 Support – SEND (Resources and training)		
Rapid interventions		
Small group booster sessions – delivered after school for Y6 pupils. (Resources and training)	<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 UKS2 over the last three years and have relevant experience of the current curriculum and assessment processes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, 3,4
‘A Confident Me’ Workshops (Resources, release time for external CPD, internal monitoring and providing coaching and support as necessary to teachers and support staff)	<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</p> <p>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>	3
<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>	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: £69,000

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: 2023

	Performance Data – July 2023						
	2023 School EXS	2023 School PP EXS	2023 School GDS	2023 School PP GDS	National EXS	National GDS	2023 School Progress
EYFS GLD	80%	50%	NA	NA	67%	NA	
Y1 Phonic Screening	90%	40%	NA	NA	79%	NA	
Y2 Reading	78%	80%	28%	20%	68%	19%	
Y2 Writing	76%	80%	14%	-	60%	8%	
Y2 Mathematics	84%	80%	26%	20%	70%	16%	
Y6 Reading	75%	75%	15%	13%	73%	29%	-3.80
Y6 Writing	79%	63%	8%	13%	72%	13%	-1.45
Y6 GPS	83%	63%	25%	13%	72%	30%	
Y6 Mathematics	77%	63%	16%	25%	73%	24%	-1.95
Y6 RWM Combined	63%	63%	4%	-	59%	8%	

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 were assessed as working at the Expected standard in Communication and Language in July 2023, compared to 25% of the cohort within Baseline assessments in September 2022.
- 40% 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.
- 80% of the Year 2 PP cohort achieved the Expected standard in Reading at the end of Key Stage 1 with 20% working at Greater Depth. 50% of this cohort were working at the Expected standard in September 2022 with 0% of pupils working at Greater Depth.

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

- Assessment information from July 2023 illustrates that the percentage of children from the PP cohort working at the Expected standard at the end of Key Stage 1 has increased in Reading & Writing since September 2022, with the percentage of children working at the High standard remaining the same across all areas.
- KS2 results show a small uplift in the percentage of children from the PP cohort working at the Expected standard in Writing.
- KS2 results illustrate that with the exception of 2 PP children who were disapplied from the SATs due to working below the Key Stage, all PP pupils were working at the Expected standard in Reading.
- Internal assessment information indicates that there was an increase in the percentage of the PP cohort working at the Expected standard in Writing & Maths throughout the year, across school.

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 Year 6 during afternoon sessions supported vulnerable children at risk of exclusion. There were no exclusions within this year group or within the PP cohort across school.
- 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 (optional)

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.