



Pupil Premium strategy statement

School overview

| Detail | Data |
|---|--------------------------------------|
| School name | St Patrick's Catholic Primary School |
| Number of pupils in school | 402 (420 capacity) |
| Proportion (%) of pupil premium eligible pupils | 10% (41 children) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021 – July 2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | Autumn Term 2024 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Mrs O. S. Paton |
| Governor / Trustee lead | Mr J. Hewitt |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year Including carry forward from last year | £76,440 |
| 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 | £76,440 |

Part A: Pupil premium strategy plan

Statement of intent

At St Patrick's the pupil premium is used flexibly to support the learning needs of children from Foundation Stage through to Year 6. The additional funding has enabled the school to increase and further develop the number of learning support provisions and resources already established and offered by the school.

Some of the children at St Patrick's are still impacted by the long term effects of the COVID lockdowns, both emotionally and educationally. Support is in place to close gaps and provide emotional support.

The Government's view that the school leaders and staff are best placed to make decisions regarding the most effective use of this funding is welcomed by the school and decisions regarding its use are based upon:

- Systematic self-evaluation and analysis of the school's priorities
- Professional staff knowledge and assessment of pupil emotional, cognitive, social and physical needs
- Formative and summative attainment data
- Frequent tracking and analysis of pupil progress

The funding helps reduce barriers to learning so that all our children can reach their full potential, enabling all children to fully engage in our curriculum and school life.

In planning and identifying the learning provisions we implement, we aim to ensure that:

- Learning opportunities and experiences benefit ALL pupils
- Pupils identified as vulnerable receive interventions that meet their needs and develop them as resilient and life-long learners.

Tracking enables teachers to identify and target groups who are in need of small group booster support work as well as measuring the impact of intervention work. The Strategic Leadership Team monitor performance through achievement team meetings with staff in order to identify gaps in attainment and progress as well as highlight the best resources or interventions to implement.

The governors reserve the right to allocate pupil premium funding to support any pupils or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low engagement and support at home of PP children when compared to non PP children, especially white British PP families. |
| 2 | Lower progress and attainment levels in English and Maths of PP children, when compared to non PP. |
| 3 | Lower starting points in Speech and Language, impacting on decoding skills effectively and reading fluency of PP children. |
| 4 | Low attendance of some vulnerable and PP children. |
| 5 | The impact of school closures on children's mental health, emotional well-being and behaviour. |

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 |
|---|--|
| Raise aspirations of all children and families, establishing more effective parental and family engagement. For example by inviting parents on to Parent Forum – both face to face and virtually to enable more parents to attend, sharing views and opinions; celebrating and publicising school events and children's work more widely; upskilling parents through parental workshops - some led by children. | <ul style="list-style-type: none"> Percentage of parental engagement rises (use parent google questionnaire to measure). Parents more able to support their child at home - develop google classroom resources to support at home (loan school laptops where necessary). More parents attending events within school (fetes, culture day, St Patrick's Day etc) |
| Raise percentage of children achieving expected standard and higher standard in reading, writing and maths. Narrow the gap between PP and non PP. Bring PP more in line with national standards. | <ul style="list-style-type: none"> Interventions in place to support the needs of all pupils, including those identified as PP. Pupil progress and attainment monitored and tracked Resources support children's learning in school and at home Staff CPD linked to supporting the needs of the children and school priorities. |
| To improve Speech and Language skills to positively impact decoding and reading fluency of PP children. | <ul style="list-style-type: none"> Staff CPD to support teaching of phonics including team teaching |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Children assessed through language link and speech link to identify any issues ● Support children with individual plans in speech and language. ● Review progress made and adapt individual plans accordingly ● All support staff to be trained to deliver speech support groups |
| <p>To improve attendance and punctuality of PP children, bringing them in line with national expectations as well as non PP children across the school.</p> | <ul style="list-style-type: none"> ● Leadership team work in conjunction with Education Welfare Officer to track pupils with attendance below national expectations. ● Concerns around attendance tracked to ensure improvement, including contacting parents and carers regarding attendance and punctuality. ● Follow up absence and lateness to identify reasons for absence. ● Reinforce attendance and punctuality expectations continually. ● Identify if any support is needed by the family. |
| <p>To improve children's social and emotional skills through the use of ELSA materials. To support children who have difficulty understanding and regulating their emotions through ELSA, Behaviour support and counselling from BCCS.</p> | <ul style="list-style-type: none"> ● Decrease the incidents of red behaviour and detentions. ● Make use of restorative practice to support all children, including resilience and empathy ● No fixed term or permanent exclusions ● Pupil and parent voice shows impact of interventions |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Support staff development and training to deliver interventions. | <p>EEF Research: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Shows that the interventions which are based on a clearly specified approach which teaching assistants have been trained to deliver has a positive benefit of between four and six additional months on average on pupil's progress and attainment.</p> | 2, 3, 5 |
| Staff development to enhance reading comprehension skills. | <p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Very high impact for very low cost based on extensive evidence (+6months)</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (<u>metacognition and self-regulation</u>).</p> <p>Strategies are often taught to a class and then practised in pairs or small groups (<u>collaborative learning approaches</u>).</p> | 2,3 |

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

Budgeted cost: £76,440

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Intervention and support in phonics to support the development of reading fluency and comprehension.</p> | <p>EEF research: Phonics EEF (educationendowmentfoundation.org.uk)</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonetic awareness and their knowledge of letter sounds and patterns (graphemes). <p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> | <p>2, 3</p> |
| <p>Interventions and support in place in Year 1 classrooms in the afternoons. <i>(learning and wellbeing)</i></p> | <p>EEF: Making the best use of Teaching Assistants / EEF (educationendowmentfoundation.org.uk) https://eef.li/teaching-assistants</p> <p>Very high impact for very low cost based on extensive evidence (+6 months) Opportunities, through extra staff to work with individuals and small groups for language interventions - to support the development of spoken language and verbal</p> | <p>1,3,5</p> |

| | | |
|--|--|----------------|
| | <p>interaction in the classroom. Oral language interventions are based on the idea that comprehension and reading skills benefit from oral language interventions where the aim is to support childrens’ use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"> ● targeted reading aloud and book discussion with young children; ● explicitly extending pupils’ spoken vocabulary; ● the use of structured questioning to develop reading comprehension. | |
| <p><i>Yr 6 interventions delivered in class/out of class by a teacher</i> <i>- groups of children and individuals are identified that have fallen behind in expected progress or working below standards.</i> <i>Interventions are facilitated through ongoing employment of an extra teacher,</i></p> | <p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Moderate impact for low cost (+4) This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> | <p>1, 2</p> |
| <p><i>Interventions Supported through support staff running interventions both in and out of class for identified children who have not made expected progress or working below age related standards.</i></p> | <p>EEF: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</p> <p>Moderate impact for very low cost (+4) Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace</p> | <p>2, 3, 4</p> |

| | | |
|--|---|--|
| | <p>at which they progress through the curriculum—will be more effective. It may include pre-learning or extra practice/ precision learning - quick and snappy daily sessions.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently.</p> | |
|--|---|--|

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>ELSA RESOURCES in house training / sessions timetabled for identified children</p> <p>PSHE sessions</p> <p>Brentwood Catholic Children's Society Counsellor</p> <p>Restorative practice</p> <p>Behaviour specialists</p> <p><i>well being activities - dance/yoga etc</i></p> <p><i>Behaviour interventions will seek to improve attainment by reducing challenging behaviour in school. This covers intervention aimed at reducing a variety of anxieties, low level behaviours, anti-social activities etc</i></p> | <p>EEF: https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Moderate impact with very low cost (+4)</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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> ● School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; ● Universal programmes which generally take place in the classroom with the whole class; and ● More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. | 5 |
| <p>Wider strategies: <i>tracking of pp attendance asc/bc/support for families in need/uniform</i></p> | <p>EEF: https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/improving-attendance-pupils-</p> | 1, 4, 5 |

| | | |
|--------------------------------|--|--|
| <p><i>residential trip</i></p> | <p>eligible-pupil-premium-funding/?marker=sub-sub-topic</p> <p><i>“A tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.”</i></p> <p>Focus on wider strategies that relate to the most significant non-academic barriers to success in schools, including attendance, behaviour and social and emotional support. Barriers to success need to be identified, they are likely to be different for each family - any spending should be considered on an individual basis that will impact positively on success and engagement in the full life of the school.</p> | |
|--------------------------------|--|--|

Total budgeted cost: £76,440

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 2022 to 2023 academic year.

The outcomes of pupil premium children is favourable in comparison to the other children, although the percentage of PP is small.

| Year Group | No. of PP | |
|------------|-----------|---|
| R | 4 | 3 out of 4 achieved good level of development (75%) |
| 1 | 3 | 100% achieved phonics screening pass |
| 2 | 2 | 100% achieved EXS+ RWM |
| 3 | 12 | |
| 4 | 7 | |
| 5 | 7 | |
| 6 | 8 | 7/8 achieved EXS+ RWM (88%) |

Although we continue to experience barriers linked to the impact of COVID-19. We have used the pupil premium funding to provide professional development of staff to ensure that they are able to provide high quality daily teaching and set up effective interventions.

We continued to make use of the Pira, Puma and Gaps tests to measure progress across the year as well as identify gaps in learning through the analysis tools.

2022 – 2023 Outcomes

| KS2 | Maths EXS+ | Maths GD | Reading EXS+ | Reading GD | GPS EXS+ | GPS GD | Writing EXS+ | Writing GD | Science EXS | RWrM EXS+ | RWrM GD |
|--------|------------|----------|--------------|------------|----------|--------|--------------|------------|-------------|-----------|---------|
| cohort | 78 | 20 | 83 | 33 | 92 | 50 | 78 | 18 | 92 | 68 | 10 |
| boys | 73 | 5 | 73 | 27 | 86 | 32 | 59 | 0 | 82 | | |
| girls | 82 | 29 | 89 | 13 | 95 | 61 | 89 | 29 | 92 | | |
| PP | 100 | 25 | 88 | 50 | 88 | 38 | 88 | 13 | 88 | | |
| EAL | 86 | 21 | 79 | 31 | 93 | 54 | 79 | 21 | 86 | | |
| SEN | 29 | 0 | 29 | 14 | 57 | 0 | 14 | 0 | 71 | | |

| KS1 | Maths EXS+ | Maths GD | Reading EXS+ | Reading GD | GPS EXS+ | GPS GD | Writing EXS+ | Writing GD |
|--------|------------|----------|--------------|------------|----------|--------|--------------|------------|
| cohort | 57 | 6 | 56 | 9 | 63 | 21 | 52 | 6 |
| boys | 64 | 8 | 56 | 12 | 72 | 24 | 52 | 4 |
| girls | 52 | 3 | 55 | 7 | 55 | 15 | 52 | 7 |
| PP | 100 | 50 | 100 | 50 | 50 | 50 | 100 | 50 |
| EAL | 50 | 7 | 57 | 7 | 64 | 29 | 64 | 14 |
| SEN | 0 | 0 | 20 | 0 | 20 | 0 | 0 | 0 |

| Year 1 | Phonics |
|--------|---------|
| cohort | 62 |
| boys | 70 |
| girls | 55 |
| PP | 100 |
| EAL | 50 |
| SEN | 40 |

| Area | Strand | Expected or above | | | | | | | | | | | |
|-------------|--|-------------------|--------|---------|------|-------|--------|---------------|-----|----------|------------|-----------------|--------------------|
| | | Cohort % | Boys % | Girls % | PP % | EAL % | SEND % | Black African | FSM | Sum Born | White Brit | White East Euro | Other Small groups |
| CLL | Listening, attention and understanding | 86 | 80 | 96 | 75 | 87 | 13 | 33 | 67 | 87 | 93 | 75 | 90 |
| | Speaking | 86 | 77 | 100 | 75 | 87 | 13 | 33 | 67 | 87 | 97 | 75 | 85 |
| PSED | Self-regulation | 88 | 83 | 96 | 75 | 93 | 25 | 33 | 67 | 87 | 93 | 75 | 95 |
| | Managing self | 90 | 86 | 96 | 75 | 93 | 38 | 33 | 67 | 87 | 93 | 75 | 100 |
| | Building relationships | 86 | 80 | 96 | 75 | 87 | 13 | 33 | 67 | 87 | 93 | 75 | 90 |
| PD | Gross Motor Skills | 91 | 86 | 100 | 75 | 100 | 50 | 33 | 67 | 90 | 93 | 100 | 100 |
| | Fine Motor Skills | 88 | 80 | 100 | 75 | 93 | 25 | 33 | 67 | 87 | 93 | 75 | 95 |
| Literacy | Comprehension | 78 | 71 | 87 | 75 | 80 | 25 | 67 | 67 | 77 | 83 | 50 | 85 |
| | Word Reading | 72 | 69 | 79 | 75 | 80 | 25 | 33 | 67 | 70 | 77 | 75 | 75 |
| | Writing | 60 | 54 | 70 | 75 | 60 | 13 | 33 | 67 | 50 | 60 | 50 | 70 |
| Mathematics | Numbers | 64 | 66 | 61 | 50 | 67 | 25 | 33 | 67 | 57 | 63 | 75 | 70 |
| | Numerical Pattern | 64 | 63 | 65 | 50 | 67 | 13 | 33 | 67 | 57 | 60 | 50 | 80 |
| UTW | Past and present | 84 | 77 | 96 | 75 | 80 | 25 | 33 | 67 | 80 | 90 | 50 | 90 |
| | Peoples, cultures and communities | 83 | 74 | 96 | 75 | 80 | 13 | 33 | 67 | 80 | 90 | 50 | 90 |
| | The natural world | 83 | 74 | 96 | 75 | 80 | 13 | 33 | 67 | 80 | 90 | 50 | 90 |
| EADM | Creating with materials | 88 | 80 | 100 | 75 | 87 | 25 | 33 | 67 | 87 | 90 | 75 | 95 |
| | Being imaginative and expressive | 88 | 80 | 100 | 75 | 87 | 25 | 33 | 67 | 87 | 93 | 75 | 95 |