

Pupil premium strategy statement 2024 – 2027 St Patricks Catholic Primary school



This statement details our school's use of pupil 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	114
Proportion (%) of pupil premium eligible pupils	36%
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)	2024/2025 to 2027- 2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mary Jenkinson
Pupil premium lead	Mary Jenkinson
Governor / Trustee lead	St Fracis MAT Siobhan Kent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£69270

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or any challenges that they may face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those with external agency involvement. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit the non-disadvantaged pupils in our school. The intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peer. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one another to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- create a culture of excellence and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments and national data show that the disadvantaged pupils have lower

	attainment in maths, reading, writing and phonics.
3	Our observations and discussions with children and families have identified social and emotional well-being issues for our children and families particularly based around self-esteem and wellbeing.
4	Limited access to wider opportunities outside of school result in a lack of real-life experiences and cultural capital.
5	Attendance data shows there is a greater number of disadvantaged children who have 'less than good' attendance compared to their 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Phonics Screening outcomes and SSP assessment data show disadvantaged pupils closing the gap / in line with their peers Pupil data shows an upward trend in PP children achieving ARE in maths, reading and writing assessments
Improved maths attainment for disadvantaged pupils at the end of KS2.	Pupil data shows an upward trend in PP children achieving GDS in maths, reading and writing.
Increased engagement and attendance in school.	Attendance data for PP children improves and data for persistent absenteeism decreases Observations show increased classroom participation through asking questions, taking part in discussions, participation in small group activities and answering questions for PP children.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing evidenced by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a continuing reduction in poor behaviour • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
---	---

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,4
<i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

<i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
<i>Implement Ark Curriculum + for Science, history and Geography</i>	The Science, History and Geography curriculum have been carefully constructed to deliver a comprehensive curriculum that will ensure all pupils gain a rich knowledge of the world in which they live. • Inspire young minds to keep learning by building a deep and meaningful foundation of knowledge • Nurture future citizens who have the skills, knowledge and courage to engage with major global challenges • Equip pupils with the confidence and resilience to shape their own path through life https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning £1700	1,3,4,5
<i>Update English Mastery texts and staff training in line with updated program for the teaching of reading and writing in KS2 based around high quality texts</i>	English Mastery provides a structured reading, writing, and grammar curriculum that builds on previous learning based around high quality texts. Each year group has a mastery focus to gain the age-related writing skills and to use these independently. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=English%20Mastery	1,2,4
<i>Sustain and improve the implementation of the White rose maths scheme of learning</i>	White rose maths is a progressive scheme of learning that supports the teaching of maths through high quality resources and staff CPD resources. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=white%20rose%20maths	4

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

Budgeted cost: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal academic tutor to provide a blend of tuition, mentoring and school-led tutoring. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one,	The Academic Mentoring Programme (AMP) trained academic mentors to deliver 1:1 and small group tutoring in disadvantaged schools. There is a large body of evidence that tutoring and small-group tuition is effective, particularly when it is targeted at pupils' specific needs. It can be particularly beneficial for socio-economically disadvantaged pupils. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring?utm_source=/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring&utm_medium=search&utm_campaign=site_search&search_term=tutoring	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Toolkit Strand Education Endowment Foundation	2
Targeted Teaching assistant interventions	Teaching Assistants timetabled for targeted intervention. Precision teaching interventions strategies used after the delivery of training https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	1, 2

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

Budgeted cost: £11,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on behaviour management and anti-bullying approaches with the aim of</i>	Both targeted interventions and universal approaches can have positive overall effects: Behaviour	4, 5

<i>developing our school culture and improving behaviour across school.</i>	interventions EEF (educationendowmentfoundation.org.uk)	
<i>Attendance monitoring and support</i>	Member of staff deployed to follow up attendance procedures and monitor the attendance of disadvantage learner, supporting families where necessary. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf	5

Total budgeted cost: £69,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2024/2025 so far suggested that the performance of disadvantaged pupils is an improving picture in comparison to the previous year (2023/24) in key areas of the curriculum.

Phonics Screening outcomes show disadvantaged pupils are closing the gap / in line with their peers. Pupil data shows an upward trend in PP children achieving age related expectations in maths, reading and writing assessments in KS1.

Surveys of teaching staff, parents and carers demonstrate the positive impacts on the wellbeing and social development of our disadvantaged learners, pupil engagements demonstrates an upward trend and learners are more willing to engage in both group and class discussions.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWI phonics	Ruth Miskin
White Rose maths	White Rose
Ark Curriculum Plus	Ark
English Mastery	Ark