

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	206
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	C. Hind - Headteacher
Pupil premium lead	C. Hind - Headteacher
Governor / Trustee lead	D. Uberscher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 119,415
Recovery premium funding allocation this academic year	£ 10,295
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£129,710

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils so that all of our children are given every opportunity to make good progress and achieve well irrespective of their backgrounds or any barriers to learning.

Our intention is to consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who travel, those who struggle to attend school regularly, young carers and those whose struggle with social emotional or mental health challenges. 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 with a focus on areas in which disadvantaged pupils require the most support is central to our strategy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This means that those who are not disadvantaged will also benefit from the plan and attain well.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs in our specific setting and will be based on robust diagnostic assessment of attainment needs.. 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
- 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	On entry to school there is a significant delay in oral language skills. Assessments, observations, and discussions with pupils indicate

	underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils across school
2	Assessments suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This impacts their development as readers particularly with fluency. Some parents are unable to support children with reading at home.
3	Travelling amongst some of our children disadvantages them in all areas of the curriculum through missed learning and creates gaps in knowledge
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.
5	Our observations and discussions with staff and families have identified social and emotional issues for a number of pupils.
6	The transient nature of GRTAS children due to travelling within the school year for extended periods of time impacts children's access to education, books and learning.
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 10% lower than for non-disadvantaged pupils.
8	Poverty within families means that some children come into school hungry and without appropriate uniform.
9	The emotional well-being of some children presents barriers to their learning due to poor sleep hygiene, poor self-regulation and struggles with behaviour/boundaries/parenting/emotional health.

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) Improved speech and language among disadvantaged pupils	Assessments and observations show significantly improved speech and language among disadvantaged pupils.
2) Improved reading attainment among disadvantaged pupils	Outcomes for disadvantaged pupils in KS2 SATs in 2025 show that more than

	70% of disadvantaged pupils reach age related expectations
3) Improved attainment for pupils who travel for sustained periods of time	Pupils who travel for sustained periods of time show improvements in attainment through accessing online learning
4) Gaps in learning have reduced	Those pupils adversely affected by COVID-19 school closures have closed gaps in their learning and attain better
5) Numbers of children with social and emotional issues are reduced	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
6) Access to remote education is increased	Children have and engage with remote education during periods of travel and have access to education
7) Attendance of disadvantaged pupils increases	Attendance figures show an improvement in attendance for disadvantaged pupils so that it is in line with those who are not disadvantaged
8) Children have access to food and uniform	Family support in place reduces the numbers of children coming into school hungry or without uniform. Systems in school address this and provide support systems that leads to sustained improvement and independence with this
9) Numbers of children with behavioural challenges and poor sleep is reduced	The numbers of dysregulated children is reduced and awareness of good sleep hygiene and self-regulations techniques is increased. Evidence is gathered through qualitative data from student voice, student and parent surveys and teacher observations.

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: **£74,260**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	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: Boxall Profile Oxford Owl Ruth Miskin Portal Wellcomm	1, 2, 3, 4, 5, 6
Employment of one member of support staff as family support worker	Additional member of staff to support the social and emotional wellbeing of children and family support.	1,5, 7, 8, 9
Purchase of additional resources to top up books in our phonics scheme	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 pupil; the chosen scheme also promotes fluency	2, 3, 4, 6
Social and emotional learning to be embedded in the curriculum	Time for staff release and training to embed this in the curriculum; training time for staff.	5, 8, 9
Purchase of online learning platforms	The availability and promotion of online learning for pupils who travel for sustained periods of time: Times tables Rockstars Purple Mash	3, 4, 6, 7

	My Maths Inspire Education Number Bots Picture News First News Homework Hub	

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

Budgeted cost: **£27,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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:	2, 4
Engagement with tutoring to provide additional tuition in core subjects to help address gaps in learning due to Covid-19	Tuition targeted at specific needs and knowledge gaps across school to support low attaining pupils or those falling behind, both one-to-one and in small groups.	2, 4

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

Budgeted cost: **£28,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of bus passes to enable attendance	Improvement of attendance by enabling children unable to walk to school due to no pavement access	7

	to be able to use the bus service to attend.	
	Work with parents on good sleep hygiene for children who struggle to sleep and therefore learning is disrupted	5, 8, 9
Training on improving school attendance	Staff training on improving school attendance	7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 129,710

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, the progress and attainment of the school's disadvantaged pupils in 2021/22 was good. Our analysis suggests that they out-performed local and national levels and our disadvantaged pupils continue to do well in both Key stage 1 and Key stage 2. We now need to look at how we can close the gap between disadvantaged and non-disadvantaged pupils where disadvantaged out-perform.

These results mean that we are, at present, on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils