

# Pupil premium strategy statement St Patrick's CE 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	School 68 (Pre-School 22)
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2022/2023 to 2024/2025
Date this statement was published	Autumn Term 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by headteacher and Pupil premium lead	S. Edmondson
Governor	Mark Hamblett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,095.00
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£15,095.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All children should have the opportunity to thrive in school and achieve their potential in line with our school vision statement: ***We want every child to feel valued and cared for and to understand that they are special to God, so that they can explore the world confidently, showing tolerance and respect towards others and with all the knowledge and skills needed to have a fulfilling life.***

Some children are disadvantaged and additional care and support in school is necessary to enable this to happen. We recognise that a number of pupils within the school, some of whom are not eligible for pupil premium funding, may at any point during their time at St Patrick's be vulnerable and require additional support and intervention to thrive and meet their potential. The school considers all challenges faced by pupils which may prevent them from acquiring the necessary skills to be successful learners.

We use the EEF's tiered approach which focuses on high quality teaching, targeted academic support and wider strategies.

1. High quality teaching

Spending on developing high quality teaching includes investment in professional development, training and support for teachers new to the profession. Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient to of a successful school and should rightly be a top priority for pupil premium spending.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, which may also negatively impact upon academic attainment, including: ❖ attendance and levels of persistent absence ❖ behaviour incidences ❖ social and emotional support, including mental health, and safeguarding concerns

Our intention is that all pupils, irrespective of their background or the challenges they 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.

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of parental engagement, learning support at home and fewer and less wide ranging 'life experiences.'
2	A high number of children with SEN who need support (two children with EHCPs)
3	The impact of negative experiences outside school, resulting in for example children being less able to focus and attend on learning or self-regulated when things go wrong. Also, additional anxiety still resulting from Covid experiences.
4	A small number of persistent absentees due to illness.

## 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
To continue to ensure that pupils with PP funding are making at least expected progress across the curriculum. To ensure all pupils with PP funding, including those with SEND, make expected or better progress from their starting points.	Data from pupil progress meetings and end of year assessments indicate that the proportion of PP children achieving or exceeding age- related expectations at least matches that achieved by non-PP children.
To continue to work with a small number of parents to improve absentees.	Children are attending school regularly and able to access high quality teaching and interventions.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that all disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by pupil/ parent surveys and parent meetings.

## 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: £10,363 p.a.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Top up funding for additional teaching for a cohort with children with SEN and PP.	Quality teaching first	1, 2, 3, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Mathematics guidance: key stages 1 and 2</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1, 2, 3

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

**Budgeted cost: £3,432 p.a.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	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: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  And in small groups:	1, 2, 3, 4

disadvantaged, including those who are high attainers.	<a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	
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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2

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

**Budgeted cost: £1300 PER ANNUM**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. Continued access to counselling for pupils needing additional support other than our PSHE programme.	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	2, 3

**Total budgeted cost: £15,095.00**

## 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 previous academic year (results July 2023), drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that children receiving PP are generally achieving well. Support for the academic year 2023-24 is targeted at those children needing to make better progress to achieve the expected standard.

Year Grp	Reading	Maths	Writing
KS1	GDS	GDS	EXS
KS1	GDS	EXS	EXS
LKS2	GDS	GDS	EXS
LKS2	EXS	WTS	WTS
LKS2	GDS	GDS	WTS
UKS2	GDS	GDS	GDS
UKS2	EXS	WTS	EXS
UKS2	EXS	EXS	EXS

Based on all the information above, the performance of our disadvantaged pupils generally met expectations, and we are at present moving in the right direction to achieve the outcomes 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.