

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Patrick's Catholic Primary School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	26.09.2024
Date on which it will be reviewed	01.10.2025
Statement authorised by	Moya Richardson – Executive Headteacher
Pupil premium lead	Chloe Toop – Head of School
Governor / Trustee lead	Margaret Harvey – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,760 (estimated)
Recovery premium funding allocation this academic year	£3,905 (estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£124,670 (estimated)

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for disadvantaged pupils to develop the skills of Early Reading to become fluent readers with outcomes at least in line with their non-disadvantaged peers. Disadvantaged pupils should leave primary school attaining at the expected standards in reading at least in line with their non-disadvantaged peers.

Disadvantaged pupils' oral skills and vocabulary should enable them to make good progress across the curriculum.

High quality teaching is essential to support disadvantaged pupils in meeting these objectives. We use our pupil premium to support the development of teachers to teach high quality phonics and reading skills, especially for pupils at the stages of Early Reading. Teachers are supported to develop high quality teaching of oral skills and vocabulary.

- Where disadvantaged pupils need additional support, our pupil premium enables small group and one-to-one intervention and tuition for these pupils to make the most progress.

Challenges

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

Challenge number	Detail of challenge
1	Assessment shows that there is a difference between disadvantaged pupils' attainment in meeting the Phonics Screening Check compared to their non-disadvantaged peers generally.
2	Assessment shows that pupils attaining at the lowest 20% of each class in reading often include disadvantaged pupils.
3	Assessment shows that most pupils begin at St Patrick's with poor oral language skills – well below the expected standard for their age upon entry to Reception class.
4	Assessment shows that disadvantaged pupils are more likely to have a lower vocabulary than their non-disadvantaged peers. This 'word gap' can make it harder for pupils to master the curriculum if it is not closed.
5	Assessment shows disadvantaged pupils with high prior attainment from KS1 are at greater risk of not making good progress across KS2 than 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
Disadvantaged pupils develop fluency in Early Reading.	The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check compared to non-disadvantaged pupils is diminishing.
Pupils attaining at the lowest 20% of each class in reading make good progress.	Pupils attaining at the lowest 20% of each class in reading meet their challenging targets.
Improve oral language skills for disadvantaged pupils in all year groups.	Disadvantaged pupils in all year groups use their improved oral language skills to make good progress across the curriculum and meet their academic targets in all subjects.
Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use.	Disadvantaged pupils in all year groups use their increased vocabulary to make good progress across the curriculum and meet their academic targets in all subjects.
Disadvantaged pupils identified as having the potential to reach Greater Depth/Higher Standard reach Greater Depth/Higher Standard by the end of KS2.	Disadvantaged higher attaining pupils in KS2 make good progress and meet their academic targets in Reading, Writing and Maths.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in teaching systematic synthetic phonics	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1, 2
Ongoing CPD for class teachers in effective teaching through using Rosenshine's principles of direct instruction. Programme of regular evaluation, feedback and coaching	Rosenshine's principles of direct instruction were collated through decades of research. These principles come from three sources: a) research into cognitive science; b) research on master teachers; and c) research on cognitive supports. Research in cognitive psychology shows strong evidence of the impact of regular retrieval practice, modelling worked examples and teaching in small steps to take into account the limits of working memory and aid the process of moving learning to long term memory and keeping it there.	1, 2, 3, 4, 5
CPD for all staff in effective provision for Looked After Children	Looked After Children (either currently or previously) are at higher risk of falling behind academically due to their often difficult start in life and possible ongoing difficulties.	1, 2, 3, 4, 5

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

Budgeted cost: £122,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher support in Reception to Year 6 to give capacity to class teachers to provide small group focused teaching	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment	1, 2, 3, 4, 5
'Talk boost' intervention for disadvantaged pupils.	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.</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; and <p>the use of purposeful, curriculum-focused, dialogue and interaction</p>	3, 4 and 5
Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.</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; and • the use of purposeful, curriculum-focused, dialogue and interaction <p>Isobel Beck calls such vocabulary 'second tier' words. "A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up." <i>Beck IL,</i></p>	3, 4 and 5

	<i>McKeown MG and Kucan L (2013). 'Bringing words to life: robust vocabulary instruction'</i>	
<p>Focused teaching in Destination Reader lessons which explicitly teach reading comprehension strategies</p>	<p>The EEF summary of evidence in 'Improving Literacy in KS1 and KS2' rates the explicit teaching of reading comprehension strategies as having 'high impact'. Destination Reader lessons in KS2 teach pupils a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.</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; and <p>the use of purposeful, curriculum-focused, dialogue and interaction</p>	2, 4 and 5
<p>Booster tuition in small groups after school for pupils who are not yet at the Expected Standard in Reading and Maths</p>	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment</p>	1, 2 and 5
<p>1:1 tuition for pupils who are not yet at the Expected Standard in Reading and Maths</p>	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 1:1 tuition has a positive impact on pupil attainment</p>	1, 2 and 5

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce positive thinking and language strategies to support pupil resilience and good mental health using structured conversations and tools with pupils on 'helpful and unhelpful thinking'</p>	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that social and emotional learning interventions which 'seek to improve pupils' interaction with others and self-management of emotions' has a positive impact on pupil attainment</p>	<p>1, 2, 4 and 5</p>
<p>A core set of carefully chosen books in each class to read aloud to pupils that will promote a love of reading, introduce new vocabulary and improve comprehension. The story time books are replicated in class libraries for pupils to read independently or share with an adult at home.</p>	<p>The DFE Reading Framework sets out the case that there are important cognitive consequences of the story format. Pupils explore language and emotional engagement. Pupils have multiple exposure to vocabulary and language that they are unlikely to hear in everyday conversation. Isobel Beck calls such vocabulary 'second tier' words. "A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up." <i>Beck IL, McKeown MG and Kucan L (2013). 'Bringing words to life: robust vocabulary instruction'</i></p>	<p>2, 3, 4</p>

Total budgeted cost: £124,670

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 2023 to 2024 academic year.

Percentage of disadvantaged pupils in each class 2023-24:

Reception –70%

Year 1 – 57%

Year 2 – 65%

Year 3 – 68%

Year 4 – 58%

Year 5 – 55%

Year 6 – 58%

Whole School 61%

National 26% (2021-2022)

Funding overview for 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£129,493
Recovery premium funding allocation this academic year	£3,199
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£132,692

How did we spend the funding?

Additional teacher support from Year Reception to Year 6
6 additional teacher support staff members at £19,029

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
A. Disadvantaged pupils develop fluency in Early Reading.	The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check compared to non-disadvantaged pupils is diminishing.
B. Pupils attaining at the lowest 20% of each class in reading make good progress.	Pupils attaining at the lowest 20% of each class in reading meet their challenging targets.
C. Improve oral language skills for disadvantaged pupils in all year groups.	Disadvantaged pupils in all year groups use their improved oral language skills to make good progress across the curriculum and meet their academic targets in all subjects.
D. Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use.	Disadvantaged pupils in all year groups use their increased vocabulary to make good progress across the curriculum and meet their academic targets in all subjects.
E. Disadvantaged pupils identified as having the potential to reach Greater Depth/Higher Standard reach Greater Depth/Higher Standard by the end of KS2.	Disadvantaged higher attaining pupils in KS2 make good progress and meet their academic targets in Reading, Writing and Maths.

Attainment of disadvantaged pupils throughout the school 2023/24 compared to their end of year targets.

	READING		WRITING		MATHS	
Reception 17 children GLD 70%	Final attainment Emerging 29% Expected+ 71%	End of year target Emerging 29% Expected+ 71%	Final attainment Emerging 24% Expected+ 76%	End of year target Emerging 24% Expected+ 76%	Final attainment Emerging 18% Expected+ 82%	End of year target Emerging 18% Expected+ 82%
Y1 10 children	Final attainment BES 20% WTES 20% ES+ 60% GDES 0%	End of year target BES % WTES % ES+ % GDES %	Final attainment BES 20% WTES 30% ES+ 50% GDES 0%	End of year target BES % WTES % ES+ % GDES %	Final attainment BES 20% WTES 20% ES+ 60% GDES 0%	End of year target BES % WTES % ES+ % GDES %
Y2 14 children	Final attainment BES 14% WTES 36% ES+ 50% GDES 7%	End of year target BES % WTES % ES+ % GDES %	Final attainment BES 21% WTES 29% ES+ 50% GDES 0%	End of year target BES % WTES % ES+ % GDES %	Final attainment BES 7% WTES 36% ES+ 57% GDES 7%	End of year target BES % WTES % ES+ % GDES %
Y3 12 children	Final attainment BES 25% WTES 0% ES+ 75% GDES 17%	End of year target BES % WTES % ES+ % GDES %	Final attainment BES 17% WTES 17% ES+ 67% GDES 17%	End of year target BES % WTES % ES+ % GDES %	Final attainment BES 8% WTES 25% ES+ 67% GDES 25%	End of year target BES % WTES % ES+ % GDES %
Y4 13 children	Final attainment BES 8% WTES 23% ES+ 69% GDES 0%	End of year target BES % WTES % ES+ % GDES %	Final attainment BES 8% WTES 23% ES+ 69% GDES 0%	End of year target BES % WTES % ES+ % GDES %	Final attainment BES 0% WTES 23% ES+ 77% GDES 0%	End of year target BES % WTES % ES+ % GDES %
Y5 12 children	Final attainment BES 0% WTES 33% ES+ 67% GDES 17%	End of year target BES % WTES % ES+ % GDES %	Final attainment BES 0% WTES 25% ES+ 75% GDES 8%	End of year target BES % WTES % ES+ % GDES %	Final attainment BES 13% WTES 13% ES+ 75% GDES 50%	End of year target BES % WTES % ES+ % GDES %
Y6 11 children	Final attainment ES+ 82% GDES (HS) 18%	End of year target ES+ % GDES (HS) %	Final attainment ES+ 82% GDES (HS) 9%	End of year target ES+ % GDES (HS) %	Final attainment ES+ 82% GDES (HS) 27%	End of year target ES+ % GDES (HS) %

Progress of disadvantaged Y6 pupils from the end of KS1 to the end of KS2 2024 compared to the progress of non-disadvantaged pupils nationally 2024 There is no comparative data to show the progress of this cohort of children due to COVID 19.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A