

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

## School overview

Detail	Data
School name	St Patrick’s Catholic Primary School
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 to 2027/2028
Date this statement was published	30.09.2025
Date on which it will be reviewed	01.09.2026
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	<b>£107,565 (estimated)</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£107,565 (estimated)</b>

## 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.

We start from the viewpoint that disadvantaged pupils must be in attendance at school in order to benefit from high quality teaching, behaviour and personal development and social interaction and continue to place considerable effort and resources into improving attendance.

### 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: £105,000

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"> <li>• targeted reading aloud and book discussion with young children;</li> <li>• explicitly extending pupils' spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension; and</li> </ul> <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"> <li>• targeted reading aloud and book discussion with young children;</li> <li>• explicitly extending pupils' spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension; and</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction</li> </ul> <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>	
Focused teaching in Destination Reader lessons which explicitly teach reading comprehension strategies	<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"> <li>• targeted reading aloud and book discussion with young children;</li> <li>• explicitly extending pupils' spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension; and</li> </ul> <p>the use of purposeful, curriculum-focused, dialogue and interaction</p>	2, 4 and 5
Booster tuition in small groups after school for pupils who are not yet at the Expected Standard in Reading and Maths	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 and 5
1:1 tuition for pupils who are not yet at the Expected Standard in Reading and Maths	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 1:1 tuition has a positive impact on pupil attainment	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: £107,565**

## 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 2024 to 2025 academic year.

#### Percentage of disadvantaged pupils in each class 2024-25:

Reception – 43%

Year 1 – 60%

Year 2 – 81%

Year 3 – 50%

Year 4 – 69%

Year 5 – 82%

Year 6 – 71%

**Whole School 65%**

National 26% (2021-2022)

### Funding overview for 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£119,929
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£119,929</b>

#### 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 2024/25 compared to their end of year targets.**

	READING		WRITING		MATHS	
<b>Reception Children</b> 5 children Assessment tool: Development Matters GLD 60% GLD Nat 2019 72%	<b>On track to</b> Emerging 60% <b>Expected+ 40%</b>	<b>Final outcome</b> Emerging 40% <b>Expected+ 60%</b> <b>National 2024</b> 77%	<b>On track to</b> Emerging 60% <b>Expected+ 40%</b>	<b>Final outcome</b> Emerging 40% <b>Expected+ 60%</b> <b>National 2024</b> 74%	<b>On track to</b> Emerging 20% <b>Expected+ 80%</b>	<b>Final outcome</b> Emerging 20% <b>Expected+ 80%</b> <b>National 2024</b> 80%
<b>Y1</b> 6 children	<b>On track to</b> BES 33% WTES 33% <b>ES+ 33%</b> GDES 0%	<b>Final outcome</b> BES 17% WTES 33% <b>ES+ 33%</b> GDES 0%	<b>On track to</b> BES 0% WTES 33% <b>ES+ %33</b> GDES 0%	<b>Final outcome</b> BES 17% WTES 33% <b>ES+ 33%</b> GDES 0%	<b>On track to</b> BES 33% WTES 33% <b>ES+ 33%</b> GDES 0%	<b>Final outcome</b> BES 17% WTES 33% <b>ES+ 33%</b> GDES 0%
<b>Y2</b> 8 children Assessment tool: Interim Assessment Framework KS1	<b>On track to</b> BES 0% WTES 38% <b>ES+ 63%</b> GDES 13%	<b>Final outcome</b> BES 0% WTES 38% <b>ES+ 63%</b> GDES 13% <b>National 2023</b> <b>ES+ 68%</b> <b>National 2023</b> <b>GDES 19%</b>	<b>On track to</b> BES 0% WTES 38% <b>ES+ 63%</b> GDES 13%	<b>Final outcome</b> BES 0% WTES 50% <b>ES+ 50%</b> GDES 0% <b>National 2023</b> <b>ES+ 60%</b> <b>National 2023</b> <b>GDES 8%</b>	<b>On track to</b> BES 0% WTES 38% <b>ES+ 63%</b> GDES 13%	<b>Final outcome</b> BES 0% WTES 38% <b>ES+ 63%</b> GDES 0% <b>National 2023</b> <b>ES+ 70%</b> <b>National 2023</b> <b>GDES 16%</b>
<b>Y3</b> 9 children	<b>On track to</b> BES 11% WTES 11% <b>ES+ 78%</b> GDES 11%	<b>Final outcome</b> BES 11% WTES 0% <b>ES+ 78%</b> GDES 0%	<b>On track to</b> BES 11% WTES 11% <b>ES+ 78%</b> GDES 11%	<b>Final outcome</b> BES 0% WTES 13% <b>ES+ 75%</b> GDES 0%	<b>On track to</b> BES 11% WTES 11% <b>ES+ 78%</b> GDES 11%	<b>Final outcome</b> BES 11% WTES 11% <b>ES+ 67%</b> GDES 0%
<b>Y4</b> 11 children	<b>On track to</b> BES 18% WTES 27% <b>ES+ 55%</b> GDES 0%	<b>Final outcome</b> BES 18% WTES 27% <b>ES+ 55%</b> GDES 9%	<b>On track to</b> BES 27% WTES 18% <b>ES+ 55%</b> GDES 0%	<b>Final outcome</b> BES 27% WTES 18% <b>ES+ 55%</b> GDES 0%	<b>On track to</b> BES 18% WTES 27% <b>ES+ 55%</b> GDES 0%	<b>Final outcome</b> BES 18% WTES 18% <b>ES+ 64%</b> GDES 18%
<b>Y5</b> 12 children	<b>On track to</b> BES 8% WTES 23% <b>ES 69%</b> GDES 15%	<b>Final outcome</b> BES 8% WTES 17% <b>ES 75%</b> GDES 17%	<b>On track to</b> BES 8% WTES 38% <b>ES+ 54%</b> GDES 8%	<b>Final outcome</b> BES 8% WTES 25% <b>ES 67%</b> GDES 8%	<b>On track to</b> BES 8% WTES 23% <b>ES+ 69%</b> GDES 15%	<b>Final outcome</b> BES 8% WTES 17% <b>ES+ 75%</b> GDES 25%
<b>Y6</b> 9 children Assessment tool: Interim Assessment Framework KS2	<b>On track to</b> <b>ES+ 67%</b> GDES(HS) 0%	<b>Final outcome</b> <b>ES+ 89%</b> GDES(HS) 33% <b>National 2024</b> <b>ES+ 74%</b> <b>National 2024</b> <b>HS 28%</b>	<b>On track to</b> <b>ES+ 56%</b> GDES (HS) 0%	<b>Final outcome</b> <b>ES+ 56%</b> GDES (HS) 0% <b>National 2024</b> <b>ES+ 72%</b> <b>National 2024</b> <b>GDES 13%</b>	<b>On track to</b> <b>ES+ 67%</b> GDES (HS) 0%	<b>Final outcome</b> <b>ES+ 89%</b> GDES (HS) 33% <b>National 2024</b> <b>ES+ 73%</b> <b>National 2024</b> <b>GDES 24%</b>

This data demonstrates that disadvantaged children in most year groups either met or exceeded their challenging targets.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. This includes the school's behaviour records analysis, pupil voice questionnaires and attendance data.

Behaviour monitoring data demonstrated that disadvantaged pupils' behaviour is exceptional, in line with the behaviour expected of all pupils in the school.

Pupil wellbeing data demonstrated that 97% of pupils said they enjoy coming to school and 99% said they feel safe at school. This demonstrates excellent wellbeing among all pupils, including disadvantaged.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we achieved most of 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. The school will include an additional intended outcome to improve the attendance of disadvantaged pupils.

## 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
None	

## 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