

# St Patrick's Catholic Primary School



Bishop Chadwick  
Catholic Education Trust

## Pupil Premium Strategy Statement 2021-22

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	126
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gerry Kelly, Headteacher
Pupil premium lead	Gerry Kelly, Headteacher
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£7,975
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	£40,350

# Part A: Pupil premium strategy plan

## Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 each other 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
- 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

	underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly in Reception and KS1, then through to KS2 and is evident in many of our disadvantaged pupils. The pandemic and lockdowns have further magnified these underdevelopments.
2	Assessments, observations, and discussions with pupils suggest many of our disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with pupils indicate underdeveloped mathematical skills among some disadvantaged pupils, resulting in low progress. The pandemic and lockdowns have further magnified these underdevelopments.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures and the pandemic. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Some of these pupils currently require additional support with social and emotional needs and are receiving small group interventions. The pandemic has also resulted in the school being unable to organise many of its enrichment activities on offer to pupils.
5	Our attendance data for the last academic year shows that attendance among disadvantaged pupils was 3.15% lower than for non-disadvantaged pupils.  8 out of 37 disadvantaged pupils were 'persistently absent' for the academic year 2021-22. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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 on-going formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at	KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard.

the end of KS2.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3.0%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1.0%.</li> <li>• the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## 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: **£10,498.72**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching.	DfE guidance on Quality First Teaching and Personalised Learning. EEF guide to the Pupil Premium – Autumn 2021	1, 2, 3, 4
Effective Feedback	Very high impact based on very low cost. EEF Teaching & Learning Toolkit (+6 months impact)	1,2,3,4
Developing oral activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Vocabulary displays in every classroom & use of VIPERS.	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. EEF Teaching & Learning Toolkit: +6 months	1
Whole-class reading activities, 3-5 times per week.	Very high impact based on very low cost. EEF Teaching & Learning Toolkit: +6 months	2
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Sounds Write) to secure stronger phonics teaching for all pupils.  Training on 'Sounds Write' scheme for seven teaching staff and teaching assistants.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF Teaching & Learning Toolkit: +5 months	2
Enhancement of our maths teaching and curriculum	The DfE non-statutory guidance has been produced in conjunction with the	3

<p>planning in line with DfE and EEF guidance.</p> <p>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).</p> <p>Use of White Rose resources &amp; BCCET support.</p>	<p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Mental Health First Aid training for 3 key staff (2 days each) in order to support pupils with SEMH and provide staff with CPD.</p>	<p>Moderate impact for very low cost.</p> <p>EEF Teaching &amp; Learning Toolkit: +4 months</p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£54,804.57**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants in classes every morning to support disadvantaged pupils in developing oral, listening, reading, writing and mathematical skills.</p>	<p>Moderate impact for moderate cost.</p> <p>EEF Teaching &amp; Learning Toolkit: +4 months</p>	1, 2, 3
<p>Targeted interventions for one-to-one/ small groups of disadvantaged pupils in reading, writing and maths, 4 x per week for ½ hour from one TA, 2 x 15 mins per week</p>	<p>Moderate impact for low cost.</p> <p>EEF Teaching &amp; Learning Toolkit: +4 months</p>	1, 2, 3

from another TA, teachers, headteacher.		
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 disadvantaged, including those who are high attainers.	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   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF Teaching & Learning Toolkit: +4 months	1, 2, 3
Targeted interventions small groups of disadvantaged pupils with SEMH issues, 3 x 20 mins per week, from HLTA.	Moderate impact for very low cost. EEF Teaching & Learning Toolkit: +4 months	4

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

Budgeted cost: **£1,971**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student counsellor, allocated via BCCET, to support targeted disadvantaged pupils with SEMH issues.	Moderate impact for very low cost. EEF Teaching & Learning Toolkit: +4 months	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures. BCCET Attendance Officer support to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set	All



	a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Pupil Premium Allocation: £40,350 (a)

Recovery Grant: £4,495 (b)

Total Grants: £44,845 (a + b)

School contribution: £22,429.29 (c)

**Total cost: £67,274.29 (a + b + c)**

## 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 2020 to 2021 academic year.

There were no statutory tests and assessments during the 2020 to 2021 academic year, except the phonics screening check for Year 2 pupils in Autumn 2020. 100% of these pupils, including disadvantaged pupils, passed the check.

Our internal assessments during 2020/21 suggested that the majority of disadvantaged pupils made good progress in key areas of the curriculum. Individual/ groups of disadvantaged pupils who did not make good progress received targeted interventions in order to accelerate progress. These interventions are monitored and evaluated every half-term.

Covid-19 has impacted on our pupils' education since early 2020, with all subject areas disrupted to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources, such as those provided by Oak National Academy.

Overall attendance in 2020/21 was higher than in the previous years at 95.84% and was close to the national average. However, absence among disadvantaged pupils was 3.2% higher than their peers and persistent absence was also higher, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider

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