

St Patrick' Catholic Primary School, Sunderland

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | 184 |
| Proportion (%) of pupil premium eligible pupils | 16.3% (30 children) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/2025 to 2026/2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Jane Ward, Headteacher |
| Pupil premium lead | Joanne Jobling Head of School |
| Governor / Trustee lead | Kathryn Brown |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £42,420.00 |
| 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 | £42,420.00 |

Part A: Pupil premium strategy plan

Statement of intent

St. Patrick's Catholic Primary School is committed to meeting the requirements of the primary National Curriculum and the requirements of the Bishops of England and Wales as our pupils pass through each key stage.

The curriculum will be taught with the consideration of the needs of all learners, irrespective of their background or the challenges they face so that they make at least good progress and achieve high attainment from their starting points, across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including those who are already high attainers. Our curriculum will be exciting and will inspire all children to nurture a passion for learning.

'Pupils benefit from the high expectations and aspirations of leaders. Leaders' high expectations for achievement are evident in teachers' classroom practice and pupils' understanding of their learning. The school's curriculum is tailored to the local area. Pupils at St Patrick's are proud of Ryhope and its heritage.' (OFSTED March 2024)

Our broad and balanced curriculum is designed to ensure that pupils recognise their unique skills and talents have a passion for learning, are equipped to contribute positively to the community, achieve well and have high aspirations. We will consider the challenges faced by vulnerable pupils, such as those who are known to children's social care and young carers. Those whose family backgrounds are challenging and not as supportive as they should be. High quality teaching and learning will be available for all children, whether they are disadvantaged or not.

Our curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning, supporting pupils for their next stage in their educational journey

We have designed a fully comprehensive curriculum framework which ensures that:

- Our children's learning is both meaningful and benefits from a specific focus on the core requirements of the English and Mathematics curriculum.
- Learning is sequenced and progression is carefully planned for.
- It is based on an analysis of how it can benefit the needs of our specific children and their community.
- It is designed to ensure that children can become upwardly socially mobile.
- It supports children in developing both Global values and fundamental British Values, understanding life in modern Britain.
- Children are given opportunities to actively engage on their learning through meaningful and applied contexts.
- Children know that there are no limits on their ability.

All children are challenged, appropriate to their capabilities; children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success.

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 are 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

'Leaders in the school have worked effectively with colleagues across the trust to develop a high-quality curriculum. This is relevant and exciting for pupils. Provision for pupils with special educational needs and/or disabilities (SEND) meets their needs. Procedures for identifying pupils' individual needs are thorough. Adults put effective support in place for pupils who need it.' (OFSTED March 2024)

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Delays in Early Language and communication development. Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. Evident from Reception through to KS2. The nature of our demographic also means that a percentage of these children are starting school not being able to speak English. |
| 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 | Assessment and data analysis highlights children requiring further support and regular intervention to diminish the difference in reading |
| 4 | Internal assessments indicate that writing attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils. |
| 5 | 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. |
| 6 | Our attendance data for the last academic year shows that attendance among disadvantaged pupils was 1.34% lower than for non-disadvantaged pupils. 6 out of 31 disadvantaged pupils were 'persistently absent' for the academic year 2024-25. Our assessments and observations indicate that absenteeism is negatively impacting on those disadvantaged pupils' progress. |

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| 7 | Teacher observations and SENDCO assessments identify that disadvantaged pupils have a higher incidence of difficulties with social and emotional issues than other pupils. |
| 8 | Social deprivation and cost of living crisis means that for many of our disadvantaged families the only way of accessing broader enrichment activities will be through the school offer. Ensuring equity of experiences and access to cultural capital is therefore key. |
| 9 | Our school has grown rapidly since in recent years (45 new children since September 2022) and our new school build means that this should continue to grow taking our numbers from 139 to 236 by September 2028. Many of our new children are from Families who have very recently moved to the UK and are not eligible for Pupil Premium Funding but are living in very challenging financial circumstances. We, as a school, are therefore supporting these children as Pupil Premium children without the funding that comes with that. Our mission is that no child will be left behind |

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 |
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| 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. |
| Disadvantage pupils with a communication and interaction need will be able to maintain sensory regulation across the day | Pupils with these needs will have access to resources to promote sensory regulation, including resources in their classrooms, practical areas and dedicated sensory spaces. Access to school counsellor. Educational Psychologist assessments for children with specific difficulties |
| To ensure that our disadvantaged pupils move closer towards the expected standard in phonics | Whole school approach to the teaching of phonics (Sounds Write) Continued Phonics update training for all staff 100% of PP children passing the PSC by the end of KS1 (1 out of 3 PP children achieved in 2024/25) Educational Psychologist assessments for children with specific difficulties |
| Improved reading attainment among disadvantaged pupils. | Whole school story/book approach to reading. Whole school fidelity to the Sounds Write phonics scheme. |

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| That disadvantaged pupils move closer towards the expected standard in reading | Educational Psychologist assessments where necessary |
| To ensure that our disadvantaged pupils move closer towards the expected standard in writing | Whole school approach to the teaching of writing (The Writing Cycle) Educational Psychologist assessments where necessary |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | Whole school approach to teaching of maths Educational Psychologist assessments where necessary |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Access to school counsellor |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • 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 consistently less than 1.0%. • 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. |
| Disadvantaged pupils will have enhanced access to capital culture | Subsidised Breakfast/Afterschool clubs Music Tuition Subsidised school trips Subsidised residential visits (Derwent Hill/ Youth Village) Uniform subsidies |

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: **£11,960**

| 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 further resources for our DfE validated Systematic Synthetic Phonics programme (Sounds Write) to secure stronger phonics teaching for all pupils. (Adding resources to our reading scheme) Attendance at further update training as released. | 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: Phonics Toolkit Strand Education Endowment Foundation EEF EEF Teaching & Learning Toolkit: +5 months | 2 |

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| <p>Staff CPD- including Maths/English Leader Forums.</p> <p>Maths Lead taking part in Stepping Stones Maths Programme</p> <p>English Lead part of an Early Writing Research Action Group</p> <p>Taking part in Trust wide moderation sessions.</p> | <p>High Quality CPD is essential to follow EEF principles. This is followed up by training all staff. EEF evidence states that PP eligible children will fall further behind when they have less effective learning experiences, therefore all staff need to provide quality first teaching which has the most impact on pupil achievement and progress</p> | 5 |
| <p>Enhancement of our maths teaching and curriculum 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 & BCCET support.</p> | <p>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: Maths guidance KS 1 and 2.pdf publishing.service.gov.uk</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 3 |
| <p>Reading, Writing & Maths Training- Supporting the lowest 20%</p> | <p>Staff training by Together for Children. Activities to support children with Quality First Teaching</p> | 2,3,4,5 |
| <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): EEF Social and Emotional Learning.pdf educationendowmentfoundation.org.uk</p> | 5 |
| <p>Specialist support from our Educational Psychologist to ensure appropriate interventions are in place and relevant referrals have been made to other agencies</p> | <p>Children swiftly identified. Assessments carried out in a timely manner. Parental engagement. Regular SEN reviews.</p> | 6 |

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

Budgeted cost: £ 36,494

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Teaching assistants in classes every morning to support disadvantaged pupils in developing oral, listening, reading, writing and mathematical skills. | Moderate impact for moderate cost. EEF Teaching & Learning Toolkit: +4 months | 1, 2, 3 |
| Following St. Patrick's Marking & Feedback policy, children receive same day interventions and scaffolds to support their work in Reading, Writing & Maths | Moderate impact for moderate cost. EEF Teaching & Learning Toolkit: +4 months | 5 |
| Whole school approach to the teaching of Maths using the Mastery approach. TA to support in class for disadvantaged children. TA support in classes for lower ability/disadvantaged children | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 5 |
| Before and after school booster groups to deliver catch up sessions for Y6 | Pupils make accelerated progress. The average impact is approximately four months progress | 2,3,4,5 |
| Early SEND Intervention. Children at risk of dyslexia are identified early using a screening tool delivered by our trained SENDCO | Children identified as at risk have support systems and scaffolds implemented swiftly | 2 |
| TA support in class for the teaching of spelling through phonics. | 'The Art and Science of Teaching Primary Reading' Christopher Such | 2,4 |

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| TA x 5 (1 per class) | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£6,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Student counsellor, allocated via The Road Centre, 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 Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Access to cultural Capital activities and experiences Music Provision Theatre visits Derwent Hill Youth Village residential Breakfast & Afterschool Club Museum Gallery Visits | Every child has the right to experience the same school offer as their peers and attend school trips/residentials- experiencing cultural activities as well as outdoor and adventurous activities so that their horizons are broadened and their aspirations are developed appropriately. https://www.early-education.org.uk/cultural-capital | 8 |
| 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 |

Pupil Premium Allocation: £42,420.00

Total cost: £54,445.00

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.

We have analysed the performance of our schools disadvantaged pupils during the 2024/25 academic year using statutory performance data and our own internal assessments

Disadvantaged pupils achieve consistently well from very low starting points:

End of KS2 2024-25- Pupil Premium-8 children

- Reading- 62.5% (12.5% GDS) Average Scaled Score- 89.38
- Writing- 75% (0% GDS)
- Grammar & Spelling- 62.5% (12.5% GDS) Average Scaled Score- 103
- Maths- 75% (12% GDS) Average Scaled Score- 100.75
- Combined 37.5%

7 Children (These figures are provided as one PP child did not complete the papers)

- Reading- 71.4% (14.3% GDS) Average Scaled Score- 102.14
- Writing- 85.7% (0% GDS)
- Grammar & Spelling- 71.4% (14.3% GDS) Average Scaled Score- 104.86
- Maths- 85.7% (14.3% GDS) Average Scaled Score- 103.29
- Combined 42.9%

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| N/A | |
| | |