

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Saint Patrick's Catholic Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Jennie Courtney Head of School
Pupil premium lead	Charlotte Minty
Governor / Trustee lead	Charlotte Gilbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37505 (estimate from previous year)
Recovery premium funding allocation this academic year	£1812
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39,317
Service Pupil Premium Funding	£4340

Part A: Pupil premium strategy plan

Statement of intent

At Saint Patrick's Catholic Primary School, we believe that God has a dream for each of us and it is our responsibility to support each to flourish and reach their full potential. Our mission is to 'Live, Love and Learn like Jesus' and the pupil premium grant helps us achieve this by providing the funding to support eligible pupils and others, to reach their full potential in all aspects of their life and learning.

Our key principle is to ensure that every child matters and that 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our aim is to close any attainment gaps that may exist, ensure they are ready to thrive at secondary school and ultimately improve their life chances.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention groups / 1-1 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 and analysis through Pupil Progress Meetings, 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 learners.

Challenge number	Detail of challenge
1	<p>Reading – Most recent assessments have identified that slightly more boys are achieving below age related expectations in comparison of girls achieving age related expectations. (59% of disadvantaged learners are boys and 41% are girls). Formative assessment, observations and discussions with staff and pupils have indicated this gender gap is due to difficulty in children continuing their reading at home. Many disadvantaged families need support with reading at home. Some need support specifically with accessing good quality reading materials as well as allowing time for developing a love for reading.</p> <p>In June 2022, 33% of disadvantaged learners in Year 1 did not pass the phonics screener and 50% of disadvantaged learners in Year 2 did not pass the phonics retake.</p>
2	<p>Writing - Most recent summative assessments show that more disadvantaged learners do not achieve age related expectations compared to non-disadvantaged learners. Writing achievements for disadvantaged learners is hindered by the reading challenges as well as the fact that many of our disadvantaged learners have also weaker oracy skills as observed by teachers.</p> <p>In June 2022, 33% of disadvantaged learners in Year 1 did not pass the phonics screener and 50% of disadvantaged learners in Year 2 did not pass the phonics retake.</p>
3	<p>Maths - Formative assessment, observations and discussions with staff and pupils have indicated a gap between disadvantaged learners and non-disadvantaged learners. Most recent summative assessments also show that 40% of disadvantaged learners are working below expectations, compared to 22% of non-disadvantaged learners. Over the previous year, our disadvantaged learners have developed their number fluency, however, they now need to apply this specifically to problem solving.</p>
4	<p>Our disadvantaged learners struggle with self-regulation when faced with a challenge. This could be on the playground where children have found it hard to make good choices when games do not go their way or if they have a 'falling out' with a friend. There have been observations which show that some children struggle with the transition from playtime to learning time.</p>
5	<p>The attendance of our disadvantaged learners is currently not in line with the rest of the school or meeting the schools target of 96%. Currently, the attendance of disadvantaged learners is 88%. A significant percentage of this low attendance is due to a high number of disadvantaged learners from the traveller community who have travelled during term time.</p>

Part B: Review of outcomes in this academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching

The webinars 'A Practical Guide to Differentiation to Support Disadvantaged Pupils-Primary' and 'Supporting Academically Driven, Disadvantaged Pupils to Excel through Adaptive Teaching-Primary' were shown in two separate staff meetings. Staff then collated ideas and strategies from these to put in place for targeted individuals.

The phonics lead has been able to carefully monitor the implementation of our strategy for teaching phonics and phonic interventions-'Unlocking Letters and Sounds'. This has led to good progress in phonics across the school. Specifically for Year One, 100% of disadvantaged learners passed the phonics test and 63% of Year Two passed the Phonics Retake.

Teaching Assistants and Teachers have been reading with 12 targeted children from disadvantaged backgrounds across KS1 and KS2. Of these children 88% have made expected progress, despite many having significant absences.

Targeted academic support

Mastering Number Interventions have been in place for those disadvantaged learners who have been identified as having significant gaps in number. 81% of these children have made expected progress in maths and 14% have made accelerated progress in maths.

The two disadvantaged Learners in Year 6 have been targeted for 'booster groups'. Both of these children achieved expected in all areas (as well as one achieving Greater Depth in EGPS). One of these children has an EHCP and in writing made accelerated progress.

In terms 3,4 and 5 in Years 4,5 and 6, teachers were released weekly to support their individual disadvantaged learners. The teachers identified each child's specific area of need and worked on a 1-1 or small group basis to tackle these areas. In these year groups, 83% of disadvantaged learners made expected progress and 17% made accelerated progress in reading and writing. In maths, 58% of disadvantaged learners made expected progress and 33% made accelerated progress

Wider strategies

ELSA has had a positive impact on the behaviour of all of our pupils, in particular our disadvantaged learners. Pupil conferencing has shown a more positive attitude towards play and also learning. Teacher observations have evidenced that children are becoming more resilient in their attitudes to both social and academic challenges.

One child accessed Drum lessons through DL funding. This has a positive impact on his behaviour in school.

The PP lead this year has had time to implement strategies and monitor more closely the needs of the disadvantaged learners.

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
NA	

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?	£4340
What was the impact of that spending on service pupil premium eligible pupils?	Support from TAs – emotional and social support in class, small groups, 1-1 social stories, ELSA etc Support with funding for school visits, residential etc