



Pupil Premium strategy statement

School overview

Detail	Data
School name	St Patrick's Catholic Primary School
Number of pupils in school	360 (420 capacity)
Proportion (%) of pupil premium eligible pupils	14.44% (52 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn Term 2022
Statement authorised by	Governing Body
Pupil premium lead	Mrs O. S. Paton
Governor / Trustee lead	Mr J. Hewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71905
Recovery premium funding allocation this academic year	£ 3426
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4289
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	£79620

Part A: Pupil premium strategy plan

Statement of intent

At St Patrick's the pupil premium is used flexibly to support the learning needs of children from Foundation Stage through to Year 6. The additional funding has enabled the school to increase and further develop the significant number of learning support provisions already established and offered by the school.

The Government's view that the school leaders and staff are best placed to make decisions regarding the most effective use of this funding is welcomed by the school and decisions regarding its use are based upon:

- Systematic self-evaluation and analysis of the school's priorities
- Professional staff knowledge and assessment of pupil emotional, cognitive, social and physical needs
- Formative and summative attainment data
- Frequent tracking and analysis of pupil progress

The funding helps remove barriers to learning so that all our children can reach their full potential, enabling all children to fully engage in our curriculum and school life.

In planning and identifying the learning provisions we implement, we aim to ensure that:

- Learning opportunities and experiences benefit ALL pupils
- Pupils identified as vulnerable receive interventions that meet their needs and develop them as resilient and life-long learners.

Frequent tracking enables teachers to identify and target groups who are in need of small group booster support work as well as measuring the impact of intervention work. The Strategic Leadership Team and Curriculum Leaders analyse performance data closely in order to identify gaps in attainment and progress.

The governors reserve the right to allocate pupil premium funding to support any pupils or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Low engagement and support at home of PP children when compared to non PP children, especially white British PP families.
2	Lower progress and attainment levels in English and Maths of PP children, when compared to non PP.
3	Lower starting points in Speech and Language, impacting on decoding skills effectively and reading fluency of PP children.
4	Low attendance of some vulnerable and PP children.
5	The impact of school closures on children's mental health, emotional well-being and behaviour.

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
Raise aspirations of all children and families, establishing more effective parental and family engagement. For example by inviting parents on to Parent Forum, sharing views and opinions; celebrating and publicising school events and children's work more widely; upskilling parents through parental workshops - some led by children.	<ul style="list-style-type: none"> Percentage of parental engagement rises (use parent google questionnaire to measure). Parents more able to support their child at home - develop google classroom resources to support at home (loan school laptops where necessary).
Raise percentage of children achieving expected standard and higher standard in reading, writing and maths. Narrow the gap between PP and non PP. Bring PP more in line with national standards.	<ul style="list-style-type: none"> Interventions in place to support the needs of all pupils, including those identified as PP. Pupil progress and attainment monitored and tracked Resources support children's learning in school and at home Staff CPD linked to supporting the needs of the children and school priorities.
To improve Speech and Language skills to positively impact decoding and reading fluency of PP children.	<ul style="list-style-type: none"> Staff CPD to support teaching of phonics including team teaching Children assessed through language link and speech link to identify any issues Support children with individual plans in speech and language.

	<ul style="list-style-type: none"> ● Review progress made and adapt individual plans accordingly
<p>To improve attendance and punctuality of PP children, bringing them in line with national expectations as well as non PP children across the school.</p>	<ul style="list-style-type: none"> ● Leadership team work in conjunction with Education Welfare Officer to track pupils with attendance below national expectations. ● Concerns around attendance tracked to ensure improvement, including contacting parents and carers regarding attendance and punctuality. ● Follow up absence and lateness to identify reasons for absence. ● Reinforce attendance and punctuality expectations continually. ● Identify if any support is needed by the family.
<p>To improve children's social and emotional skills through the use of ELSA materials. To support children who have difficulty understanding and regulating their emotions through ELSA, Behaviour support and counselling from BCCS.</p>	<ul style="list-style-type: none"> ● Decrease the incidents of red behaviour and detentions. ● Make use of restorative practice to support all children, including resilience and empathy ● No fixed term or permanent exclusions ● Pupil and parent voice shows impact of interventions

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff development and training to deliver interventions.	<p>EEF Research:</p> <p>Shows that the interventions which are based on a clearly specified approach which teaching assistants have been trained to deliver has a positive benefit of between four and six additional months on average on pupil's progress and attainment.</p>	2, 3, 5
Staff development to enhance reading comprehension skills.	<p>EEF:</p> <p>Very high impact for very low cost based on extensive evidence (+6months)</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (<u>metacognition and self-regulation</u>).</p> <p>Strategies are often taught to a class and then practised in pairs or small groups (<u>collaborative learning approaches</u>).</p>	2,3

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

Budgeted cost: £69,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention and support in phonics to support the development of reading fluency and comprehension.</p>	<p>EEF research:</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonetic awareness and their knowledge of letter sounds and patterns (graphemes). <p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	<p>2, 3</p>
<p>Interventions and support in place in Year 1 classrooms in the afternoons. <i>(learning and wellbeing)</i></p>	<p>EEF: Very high impact for very low cost based on extensive evidence (+6 months) Opportunities, through extra staff to work with individuals and small groups for language interventions - to support the development of spoken language and verbal interaction in the classroom. Oral language interventions are based on the idea that comprehension and reading skills benefit from oral language interventions where the aim is to support children's use of vocabulary, articulation of ideas and spoken expression.</p>	<p>1,3,5</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. 	
<p><i>Yr 6 interventions delivered in class/out of class by a teacher</i></p> <p><i>- groups of children and individuals are identified that have fallen behind in expected progress or working below standards.</i></p> <p><i>Interventions are facilitated through ongoing employment of an extra teacher,</i></p>	<p>EEF: Moderate impact for low cost (+4)</p> <p>This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1, 2</p>
<p><i>Interventions Supported through support staff running interventions both in and out of class for identified children who have not made expected progress or working below age related standards.</i></p>	<p>EEF: Moderate impact for very low cost (+4)</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum – will be more effective. It may include pre-learning or extra practice/ precision learning - quick and snappy daily sessions.</p> <p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently.</p>	<p>2, 3, 4</p>

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

Budgeted cost: £5,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA RESOURCES in house training / sessions timetabled for identified children</p> <p>Bounceback</p> <p>PSHE sessions</p> <p>Brentwood Catholic Children’s Society Counsellor</p> <p>Restorative practice</p> <p>Behaviour specialists</p> <p><i>well being activities - dance/yoga etc</i></p> <p><i>Behaviour interventions will seek to improve attainment by reducing challenging behaviour in school. This covers intervention aimed at reducing a variety of anxieties, low level behaviours, anti-social activities etc</i></p>	<p>EEF: Moderate impact with very low cost (+4) Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> ● School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; ● Universal programmes which generally take place in the classroom with the whole class; and ● More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. 	<p>5</p>
<p><i>Wider strategies: tracking of pp attendance asc/bc/support for families in need/uniform residential trip</i></p>	<p>EEF: “A tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.” Focus on wider strategies that relate to the most significant non-academic barriers to success in schools, including attendance, behaviour and social and emotional support. Barriers to success need to be identified, they are likely to</p>	<p>1, 4, 5</p>

	be different for each family - any spending should be considered on an individual basis that will impact positively on success and engagement in the full life of the school.	
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Total budgeted cost: £ 79,620

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.

Due to Covid-19, there were a number of factors which impacted on the progress and attainment across the school, including those identified as pupil premium:

- *ongoing school closures*
- *children not fully engaging with home learning*
- *children not attending school due to anxiety of parents/carers (although all vulnerable children were invited to attend school -not all parents took up the offer)*

In September 2020, the class teachers made use of Pira, Puma and Gaps tests to assess/set the baseline in order to measure progress across the year as well as identify gaps in learning. All year groups (except EYFS and Year 1) used the previous year group's summer tests. The children were then assessed towards the end of the autumn term to track progress.

Upon return to school in Summer 2021, the main priority of the school was to ensure a smooth transition for children returning to full time education with a high focus on meeting social and emotional needs, putting in place catch up interventions and support programmes in English and Maths. This did have an impact on the broader curriculum, although the children did spend time developing their learning and skills in all foundation subjects. The greatest focus for the term was on core subjects, which includes Religious Education at St Patrick's.

Summer 2021 data:

YR GROUP	READING		WRITING		MATHS		Phonics
yr 1	ARE:	ARE+:	ARE	ARE+	ARE	ARE+	
no. of PP 11	PP: 9% ALL: 33%	PP: 27% ALL: 30%	PP: 27% ALL: 33%	PP: 9% ALL: 0%	PP: 36% ALL: 41%	PP: 0% ALL: 9%	
yr 2	ARE	ARE+	ARE	ARE+	ARE	ARE+	
no. of PP 5	PP: 40% ALL: 59%	PP: 18% ALL: 0%	PP: 40% ALL: 59%	PP: 0% ALL: 9%	PP: 40% ALL: 37%	PP: 0% ALL: 18%	standard met - 96% PP met: 100%

yr 3	ARE	ARE+	ARE	ARE+	ARE	ARE+	
no. of PP 7	PP: 57% ALL: 36%	PP: 14% ALL: 12%	PP: 43% ALL: 35%	PP: 14% ALL: 12%	PP: 50% ALL: 30%	PP: 33% ALL: 8%	standard met - 94% PP met: 100%
yr 4	ARE	ARE+	ARE	ARE+	ARE	ARE	
no. of PP 7	PP: 43% ALL: 45%	PP: 14% ALL: 9%	PP: 29% ALL: 38%	PP: 14% ALL 3%	PP: 43% ALL: 50%	PP: 0% ALL: 3%	standard met - 94% PP met - 80% (at that time there were 5 PP ch'n)
yr 5	ARE	ARE+	ARE	ARE+	ARE	ARE+	
no. of PP 12	PP: 17% ALL: 32%	PP: 17% ALL: 17%	PP: 17% ALL: 26%	PP: 8% ALL: 25%	PP: 25% ALL: 30%	PP: 17% ALL: 27%	
yr 6	ARE	ARE+	ARE	ARE+	ARE	ARE+	
no. of PP 13	PP: 62% ALL: 45%	PP: 8% ALL: 33%	PP: 31% ALL: 48%	PP: 8% ALL: 17%	PP: 46% ALL: 53%	PP: 15% ALL: 28%	

The baseline assessments across the school identified gaps, which allowed for specific year group approaches to be planned.

Year 1

Overview:

GaPS: Punctuation lowest area – A1 spelling stronger

PiRA: Reading results in both classes above national

PuMA: Fractions, measures and problem solving low in both classes (likely that topics have not been covered yet)

Going forward:

Two week timetable

Whole class Catchup lessons:

- 1: sentence construction with punctuation focus
- 2: handwriting – using spelling words as a focus
- 3: cover above areas in maths catchup sessions

Any reading interventions should be individual – not whole class

Year 2

Overview:

GaPS: Grammar and punctuation lowest in both classes

PiRA: Reading results in both classes at/around national

PuMA: Fractions, geometry, measures, stats and problem solving low in both classes (likely that topics have not been covered yet)

Going forward:

Two week timetable

Whole class Catchup lessons:

- 1: sentence construction with grammar and punctuation focus
- 2: maths – cover above topics in catchup sessions

Any reading interventions should be individual – not whole class

Year 3

Overview:

GaPS: vocabulary highest in both classes – grammar/punctuation/spelling at/around national

PiRA: comprehension/language structure lowest – inference higher in both classes

PuMA: D3 – below national in all areas

L3: below national in most areas

Going forward:

Two week timetable

Whole class Catchup lessons:

- 1: sentence construction/ spelling and handwriting
- 2: reading comprehension
- 3: Maths

Individual reading support will be needed for poorer readers

Year 4

Overview:

GaPS: above national in all areas – J4 weaker in vocab area

PiRA: above national in all areas

PuMA: both classes above national for number; at/on national for operations and fractions – areas to focus on: geometry, measures, statistics and problem solving (likely that topics have not been covered yet)

Going forward:

Two week timetable

Whole class Catchup lessons:

1: Maths

2: sentence construction/writing

Any reading interventions should be individual – not whole class

Year 5

Overview:

GaPS: spelling strongest areas – at or near national for other areas

PiRA: at or near national – language structure and presentation weaker area

PuMA: strongest areas: number, operations and fractions – weakest area: geometry

Going forward:

Two week timetable

Whole class Catchup lessons:

1: Maths – geometry

2. Writing – sentence construction / writing

Any reading interventions should be individual – not whole class

Year 6:

Overview:

CGP Papers were used to assess and analyse the weaker areas and provide information for planning going forward in class and intervention groups.

Maths: Times tables up to 12x12 not fully secure

areas identified for re-visiting: rate; time; mean; median & mode; percentages; graphs and data handling

English: Writing areas identified for revisiting: basic sentence structure; spellings; basic punctuation; handwriting; editing

Other: organisation and social skills - teachers note a lack of independence, looking for and caring for resources; following multi-stepped instructions; need for reassurance with everyday situations and a deterioration or lack of self help skills in everyday situations

Going forward:

Whole class catchup sessions (revisiting identified weaknesses)

Individual and small group interventions identified

Further information (optional)

School and Curriculum Recovery Steps:

Autumn 2020	<ul style="list-style-type: none"> Initial focus on basic reading, writing and maths skills on return to school Review learning using Rira, Puma, Gaps Analysis of assessment (use previous Year group tests) to identify gaps and establish interventions Pira, Puma, Gaps at end of term – progress noted and interventions reviewed (Edukey)
Spring 2021	<ul style="list-style-type: none"> Lock down All PP, vulnerable children invited to come to school Home learning – videos to support learning Staff available throughout school day online Children's access/involvement monitored Calls home – especially vulnerable Weekly pastoral zoom for each year group Feedback given on all work Food vouchers set up <p>Note – 100+ children in school daily</p>
March return	<ul style="list-style-type: none"> 2 week timetable established 3 afternoons of catchup lessons – R, W, M for whole class – all classes Review learning and interventions Reassess catchup lessons <p>Note – following review of catchup lessons individual class actions were set</p>
Areas of concern	
Year 1	<ul style="list-style-type: none"> Loss of foundation time Loss of routine building Early reading skills <p>Actions: Extra pm staff in place EYFS approach to learning and teaching</p>
Whole school	<ul style="list-style-type: none"> Handwriting Stamina for writing Stamina for reading Sentence construction – beyond the basics <p>Actions: Catchup session Interventions</p>
Maths	<ul style="list-style-type: none"> Parents found maths more challenging to support at home due to different approaches Topics missed (geometry, time, fractions, stats) <p>Actions: Catch up sessions to focus on missed topics Maths(am) focus on number skills and calculations</p>
EYFS transition to Yr 1	<ul style="list-style-type: none"> Cohort lost nursery/EYFS time <p>Action: catchup on basic skills and routines of school</p>