



Pupil premium strategy statement

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 & Nursery VA
Number of pupils in school	Main School Only R-Yr 6= 202 (3.11.21)
Proportion (%) of pupil premium eligible pupils	23.78%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022 and annually there after
Statement authorised by	Tracy Lane
Pupil premium lead	Tracy Lane
Governor / Trustee lead	Therese Whitehall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180
Recovery premium funding allocation this academic year	£6,380
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	£65,560

Part A: Pupil premium strategy plan

Statement of intent

Targeted additional support strategies resulting in every pupil, however financially disadvantaged, being able to:

- Improve their levels of attainment, especially PP boys in maths, reading and writing in focus year groups to be at least in line with girls;
- Continue to diminish the differences between school and the national average attainment for PP pupils and non PP pupils;
- Access support to ensure regular attendance, welfare, personal development and emotional support.
 - Equal access for all pupils including PP pupils to a knowledge and vocabulary rich curriculum to include access to enrichment activities to increase their cultural capital.

The current pupil premium strategy plan works towards achieving those objectives by:

- Providing a teaching assistant for each year group to specifically target the needs of PP/disadvantaged pupils within class and through targeted maths surgeries, writing conferences and reading interventions.
- Providing access to a trained mental health first aider/emotional literacy support assistant to support pupils experiencing short and long term emotional and mental health difficulties, addressing their needs, supporting them to build resilience, providing them with strategies to manage their feelings.
- Providing support to families, parents and carers through proactive involvement of an education welfare officer to ensure continuing good attendance and punctuality.
- Providing staffing to facilitate access to additional welfare support through personal development opportunities- chaplaincy provision, Forest Schools, pupil voice, play leader training, ECO warriors etc
- £10 uniform vouchers for all children who are new to free school meals/pupil premium status.
- In individual emergency cases of families experiencing financial difficulties, providing short term assistance through free access to breakfast and after school provision and other enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Progress from KS 1- KS 2 in reading writing and maths has been low over the last 3 years. However this was slightly improved in 2017-18 and again in reading in 2018-19
2	New teachers in yrs 1,4 & 5, new teacher in year 2 from January 2022, two of these new teachers are ECTs. Potentially this could impact on pupils as teachers are new to school systems and new to knowing the pupils.
3	<ul style="list-style-type: none"> Parental engagement is not strong for pupils outside of school. As a result of previous PP actions an increasing number of parents (pre covid) were more willing to come into school for events with good support at parents' evening. During the covid pandemic, many parents had less contact with school and although most pupils engaged with remote learning many PP had limited support from home to access learning. Pre covid we saw an increasing number of parents engaging with reading challenges and planned reading activities at home which due to possible infection transmission we had to reduce some of these activities. As a result many parents of PP pupils are not consistently hearing their pupils read outside of school and this is hindering pupils' progress in reading comprehension and retention of skills learnt in school.
4	Impact of covid pandemic on all pupils including many eligible for PP on mental health, wellbeing and support from home to access remote learning consistently has impacted on learning widening gaps particularly in reading.

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	Review at end Lent Term 2
Improve higher rates of attainment in each year group; use internal data if national assessments do not resume in 2021-22	<ul style="list-style-type: none"> All pupils are challenged with 70% achieving expected standard in reading, writing and maths. Year 6 to be in line with 2019 end KS 2 national attainment at Reading 73% Writing 78% maths 79% and at least 20% achieving more than expected by the end of the year. 	Yr 6 data end Lent 2 <ul style="list-style-type: none"> Reading 75% Writing 78% Maths 72% RWM 72%
Higher % of pupils attaining the expected standard in reading, writing & maths.	More than 51% disadvantaged pupils attaining combined RWM (school were in line with national KS 2 outcomes 2019) (school end KS 2 teacher assessment 2021 67%)	Yr 6 disadvantaged data end Lent 2 <ul style="list-style-type: none"> Reading 60% Writing 80% Maths 60% RWM 60%
Higher % of boys attaining the expected standard in focus cohorts where boys attainment is significantly less than girls.	<ul style="list-style-type: none"> More than 69% of boys attaining the expected standard in reading, more than 72% of boys attaining the expected standard in writing (in line with national KS 2 outcomes 2019) More than 60% boys attaining combined RWM (school were in line with national KS 2 outcomes 2019) (school end KS 2 2021 71%) End KS 1 reading attainment to be at least in line with 2019 national outcomes 75% with boys attainment at least in line 71% End KS 1 writing attainment to be at least in line with 2019 national 	Yr 6 boys data end Lent 2 <ul style="list-style-type: none"> Reading 80% Writing 73% RWM 73% Yr 2 data end Lent 2 <ul style="list-style-type: none"> Reading 54% boys 56% Writing 50% boys 50% RWM 50% boys 50% There have been 4 boys join the class since October 21, 3 joined in Lent term. All

	outcomes 69% with boys attainment at least in line 63%	4 boys arrived below the expected standard. Together they form 14% of the class and 25% of boys. 1 pupil has an EHCP working on a personalised pre key stage curriculum another SEND pupil is working at the age of a 5 yr old as assessed by LS Team.
Increased support for pupils struggling with emotional needs which impacts on pupil attainment and progress. Pupils acquire a range of strategies to support them in coping in school and to build increased resilience.	Pupils with emotional needs are able to use the strategies given by the ELSA/Chaplaincy and learned during Forest Schools (cross over with sports premium spending plan).	Reduction in incidents of negative behaviours impacting on learning in target pupils in yr 5 and year 1.
Continue to maintain high attendance for PP pupils to be at least in line with non PP pupils to support equal access to learning.	Attendance of PP pupils to be at least in line end academic year 2021 PP pupils attendance (96.6%) and with other non PP pupils for end 2021 (97.3%).	Data at end Lent 2 indicates PP attendance is currently 95.4% in comparison to non PP pupils which is 96.7% for Lent 2. Data from 1 st Sept until end Lent 2 attendance is currently 94% in comparison to non PP pupils which is 94%. 28 pupils across school are persistent absentees. 12 out of 65 PP pupils are persistent absentees, 1 of these is not eligible for a penalty notice, 2 have ben referred to social care.
Develop new staff teaching teams to ensure equal access for all pupils including PP pupils to a knowledge and vocabulary rich curriculum to include enrichment activities to increase their cultural capital.	<ul style="list-style-type: none"> Monitoring evidences that all new teachers are confident in implementing the consistent approach for teaching subjects across school. New teachers are aware of which pupils are disadvantaged/PP pupils, their prior attainment and plan interventions accordingly to meet their needs. New subject leaders are able to articulate their intent and implementation of their subject. New deputy headteacher and SENDCo is confident in knowing and carrying out her leadership areas. New staff identify and target individual needs and track interventions including gap recovery & 1:1 support, to ensure that all pupils are challenged with 70% achieving expected (Year 6 to be in line with 2019 end KS 2 national attainment at Reading 73% Writing 78% maths 79%) and at least 20% achieving more than expected by the end of the year. 	<ul style="list-style-type: none"> Monitoring evidences that all new teachers are confident in implementing the consistent approach for teaching subjects across school in all subject areas. Pupil progress meetings evidence new teachers are aware of which pupils are disadvantaged/PP pupils, their prior attainment and plan interventions accordingly to meet their needs. Two of these teachers are ECTs and two joined school in January 22. New subject leaders in maths, PE, music, geography, are able to articulate their intent and implementation of their subject. Leaders of art/DT, science are yet to develop their subject knowledge. Attainment in yr 6 is in line or above 2019 data. Attainment in other year groups in lower.

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: £2045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal CPD with headteacher for each new subject coordinator to develop progression maps for their subject and upskill coordinators in being able to implement their subjects intent. Cost for release time for coordinators: £185 x 7=£1,295	Internal CPD ensures the training is personalised to the school, the school's individualised subject intents and pupil needs.	1, 2 & 4
Access to National College Subject Coordinator training for all subject coordinators. Cost £750	Although the cost is £750, National College provide high quality, current training on national expectations for subject coordinators based on the most current legislation and research.	1, 2 & 4

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

Budgeted cost: £ 39,305 (over spend of £462 from school main budget =£39767)

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA directed time in the morning and afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths following AFL during the morning sessions. Cost 4 x 2hours weekly (1 hour AM for AFL & 1 hour PM for interventions) by each of the six Tas = £28,473	Data from 2019 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others @ RWM particularly boys and disadvantaged.	1, 3 & 4
1:1 reading support for disadvantaged pupils in the pm sessions who aren't being supported at home with reading. Cost ½ hr 3x weekly by TAs across KS 1 & 2 = £4,452	Data from 2019 SATs results show that for KS1 & KS2 pupils there is a gap between those pupils achieving at the expected (and higher @ KS1) and others.	1, 3 & 4

Small group & 1:1 support from deputy head& yr 6 teacher 2x breakfast booster groups for year 6 with a focus on maths & reading (29 weeks) No cost	Data from 2019 SATs results show that for pupils at the end of KS2 there is a gap between those pupils achieving at the expected and higher and others @ reading, writing & maths.	1, 3 & 4
Recovery Funding will be used to offer buy additional reading materials from FS 1- Yr 6 and for the school library to motivate boys reading Cost= £6,380	Data from 2019 SATs results show that for pupils at the end of KS2 there is a gap between those pupils achieving at the expected and higher and others @ reading, writing & maths. 6 PP pupils from last year's cohort still in school are working below the expected standard. Reading is an area of priority for the school and in particular motivating boys to reading.	1, 3 & 4

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

Budgeted cost: £ 18,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare / Emotional Support & Social Skills Groups – provided by trained Mental Health First Aider ELSA. From Sept 2021 (currently 9 PP pupils accessing support) Cost 5 x mornings weekly= £11,309 (with opportunities to access Forest Schools in the afternoons through Sports premium)	The groups cover such aspects as sharing and dealing with emotions, manners, and designed specifically for those pupils who struggle with friendships or have issues at home which affect their progress in school. It also provides the children with strategies to cope socially and builds resilience.	4
<ul style="list-style-type: none"> EWO monitors attendance daily and makes home visits when a valid reason for absence hasn't been provided or if attendance is a concern for a pupil even with a valid reason. Half termly formal meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school EWO carries out late gates half termly with headteacher and communicates directly with parents of pupils with punctuality issues to ascertain reason for late arrivals and offer support where needed e.g. signposting to breakfast club, local childminder support etc. 	EWO to support those pupils whose attendance falls below 90% and this has helped to modify the lateness of some pupils leading to more regular attendance in school to support emotional wellbeing and access to learning. End academic year 2020/21 Attendance data evidences impact on closing gap between PP pupils and non PP pupils attendance: PP Pupils 96.6% vs Non PP Pupils 97.3%	1,2,3 & 4

EWO is shared between St Francis Hub (5 schools) to support shared families. Cost to school is 25% of her time = £3,942		
Chaplaincy Support weekly providing opportunities for PP pupils to have equal access to all pupils to plan, deliver and assess acts of worship. Cost £2,941	Liturgy planning is a core part of Catholic education and the school's ethos and is also an aspect of school life where children gain a sense of achievement and experience the opportunity to lead regardless of their academic ability or economic or social need.	4
ELSA accessing training to lead on and deliver Forest Schools programmes 5 x afternoons a week during the academic year 2021-22. Funded through Sports Premium Funding = £7,188	Forest Schools is a nationally recognised initiative that enables pupils to develop cooperative working, self-confidence, problem solve, risk take in a controlled and safe setting, increase physical activity which improves mental health and well being.	4
£10 uniform voucher provided to all pupils who are new to FSM from Sept 2021-22 Cost £100	Encourages parents who may be eligible for FSM/PP but don't apply particularly in FS 2 & KS 1 where pupils receive universal FSM.	4

Total budgeted cost: £ £59,642 (plus additional £462 from school budget)

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.

Quality of Teaching

1. TA directed time in the morning and afternoon in all year groups to support 1:1/small group interventions for reading, writing, maths following AFL during the morning sessions. 5 x 2hours weekly (1 hour AM & 1 hour PM)
2. 1:1 reading support for disadvantaged pupils in the pm sessions who aren't being supported at home with reading. 4 x 1.5hrs weekly by TA across KS 2 in Spring & Summer Term.
3. Small group support from HT for year 6 cohort in Autumn, Spring & Summer 1 Terms with reading, writing and maths.
4. Small group & 1:1 support from deputy head teacher 2x breakfast booster groups for year 6 with a focus on maths (29 weeks)
5. 1:1/small group support from qualified teacher 1/2 day a week to support writing, reading comprehension & maths in yr 5 & 6
6. 1:1 support for pupils and families from SENDCo 2 days a week for specific SEND and social emotional needs to seek and provide intervention & support from outside agencies to address

IMPACT

2020/21 Teacher assessment informed by STAR Assessment for reading and maths and SATS tasks and tests for End of KS 1 & 2 for PP Pupils:

Yr6 (9 pupils including 2 pupils with SEND) @ Ex+ Read: 67% Write: 67% Maths: 67% RWM Combined 67%, GD 22%

Yr 5 (9 pupils including 3 pupils with SEND) @ Ex+ Read: 78% Write: 78% Maths: 78% RWM Combined 78% GD 22%

Yr 4 (4 pupils including 3 pupils with SEND) @ Ex+ Read: 50% Write: 25% Maths: 50% RWM Combined 25% GD 0%

Yr 3 (1 pupil) @ Ex+ Read: 100% Write: 100% Maths: 100% RWM Combined 100% GD 0%

Yr 2 (3 pupils including 1 pupil with SEND) @ Ex+ Read: 33% Write: 33% Maths: 33% RWM Combined 33% GD 0%

Yr 1 (2 pupils including 1 pupil with SEMH needs) @ Ex+ Read: 100% Write: 100% Maths: 100% RWM Combined 100% Reading & maths GD 50%

Targeted Support: Welfare & Attendance

1. Welfare / Emotional Support & Social Skills Groups – provided by trained ELSA. From Sept 2020 (currently 10 PP pupils accessing support)
2. **EWO** Weekly Attendance checks and Late Gates
EWO Half termly meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school

IMPACT

1. By the end of the academic year 2020/21 50% of the PP pupils no longer required ELSA support and had developed strategies to manage their feelings and relationships and 50% attained at the expected standard for RWM
2. Summer Term Attendance in the academic year 2020/21 attendance data evidences impact on closing gap between PP pupils and non PP pupils' attendance. PP pupil attendance was in line with national other and higher than PP pupils nationally: **PP Pupils 96.6% vs Non PP Pupils 97.3%**

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (NELI) for Reception Class	Nuffield Foundation - DfE Funded