



Pupil Premium Strategy Statement

This statement details the school's use of **pupil premium funding** to help improve the attainment of our **disadvantaged pupils**.

It outlines our 3-year 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.

The pupil premium grant is additional funding given by the Government to publicly fund schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Those children in receipt of Pupil Premium will fall into one of these categories:

- The pupil is eligible for Free School Meals.
- The pupil has been eligible for Free School Meals at some point in the last 6 years.
- The pupil is a child of parent(s) in the Armed Forces.

This funding enables us to ensure that all disadvantaged pupils are provided with a wide range of opportunities and rich experiences to enable them to achieve, thrive and flourish.

School overview

Detail	Data
School name	St Patrick's Catholic Primary and Nursery VA
Number of pupils in school	Main School Only R-Year 6 = 2011 (03.06.24)
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	Nov 2025
Date on which it will be reviewed	July 2026 and annually there after
Statement authorised by	Luisa Ferrara
Pupil premium lead	Luisa Ferrara/Hannah Lane
Governor / Trustee lead	Therese Whitehall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025 26	£80,836.99
Recovery premium funding allocation this academic year	-
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	Delegated budget allocation £80,836.99

Part A: Pupil premium strategy plan

Statement of intent

It is every child's right to learn and thrive safely, happily and achieve their full potential. There are a range of common barriers to learning for disadvantaged children which include: poor speech, language and communication skills, lack of support at home, lack of confidence, more frequent behavioural difficulties and complex family situations that prevent children from flourishing. Some disadvantaged children may not have had the enriching learning opportunities experienced by their peers; some may have less motivation and drive to learn leading to poor attendance and performance. It is important to note that this is not true for all DA children.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the challenges faced, alongside research conducted by the **EEF**.

St Patrick's School's aims for disadvantaged pupils are:

- Ensuring disadvantaged children have access to high quality teaching and learning opportunities which meet their needs.
- Ensuring appropriate provision is made for all vulnerable pupils including those who are not eligible for PP funding to support their needs.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to reach or exceed Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

The DA funding at St Patrick's is spent in such a way that it allows the child to be provided with rich, inspirational learning experiences which build on existing knowledge and create a passion for life-long learning; that the home-school links are strengthened; that individual needs are met; that the whole child develops and thrives.

Funding allocation is based on a tiered approach which includes:

- High quality teaching
- Targeted academic support
- Wider strategies supporting readiness to learn

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
- Ensure 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 periods of time in year groups to specifically target the needs of PP/disadvantaged pupils within class and through targeted maths surgeries, writing and reading interventions.

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- 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 staffing to facilitate access to additional welfare support through personal development opportunities- chaplaincy provision, Forest Schools, pupil voice, play leader training, ECO warriors etc
- Fund resources to enable high quality teaching and learning in a range of subjects including maths, music, literacy, art, D&T
- Fund resources to enable home-school learning provision to enable learning to continue beyond school and strengthen home-school links
- Funding to facilitate access to extracurricular educational visits and events to develop cultural capital and enrichment experiences.
 - Fund staff training to enable effective, first quality teaching to strengthen quality of teaching, learning, attainment and improve outcomes for children
- 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

The key challenges to achievement that we have identified among our disadvantaged pupils are:

Challenge number	Detail of challenge
1	<p>Education and Well Being – Low Attainment</p> <ul style="list-style-type: none"> - Assessments and observations of pupils indicate that the education and wellbeing of many of our disadvantaged children was impacted by partial school closures in previous years due to the pandemic. - This resulted in gaps in learning for many of our disadvantaged children which is supported by national studies. - A large proportion of our disadvantaged children have retention difficulties. This is also attributed to children having SEND. 16% of the PP children are SEND support. - Progress from KS 1- KS 2 in reading writing and maths has been low over the last 4 years but is increasing as a result of the pupil premium spending strategy over the last 2 years. The 2022 and 2023/24 IDSR evidences that reading at greater depth has weakened slightly. - Financial difficulties of our families have meant that families have been unable to contribute to educational visits to support learning - St Patrick's is an inner-city school. Although the school is sited in Wilford Village, which is a predominantly private residential area, the majority of the pupils attending the school live in the Meadows which is in an area of high deprivation made up of mostly privately rented and council accommodation with some private housing. 75% of St Patrick's Primary pupils reside in LSOA which are ranked in the most deprived 30% of LSOA nationally, compared to 77% of Nottingham city pupils. Pupils attending St Patrick's Primary have an average IDACI deprivation score of 0.27 (based on residence). This means that 27% of pupils may be experiencing family income deprivation in comparison with 16% Nationally. The school location deprivation indicator was in quintile 1 (least deprived) of all schools (DAISI data). Currently 47.7% of the school population are in receipt of FSM, this is an increasing figure. 28.95% of the school are PP (55 pupils). This level of deprivation affects the opportunities that children are able to access if school does not provide funding for this.

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	<ul style="list-style-type: none"> - Currently, 33.02% of pupils have English as an additional language and there are 13 different languages spoken by pupils across the school. High quality resources and teaching and learning is essential for these children to attain effectively and access a high-quality curriculum. 9/55 PP children are on the SEND support register (16%) 4/55 PP children are EAL (8%) - Speech, language and phonics teaching and learning is essential in ensuring DA children attain effectively
2	<p>Emotional needs and lack of enrichment</p> <ul style="list-style-type: none"> - School observations, discussions and questionnaires with pupils and families have identified a high number of pupils with social and emotional issues - Internal assessment and observation indicates that some of our disadvantaged children have mental health and safeguarding concerns which impact on behaviours (data?) - Internal, qualitative data show that enrichment opportunities for the most disadvantaged have been restricted during the pandemic and overall due to financial difficulties of families - Internal data highlights that teacher referrals for support with emotional needs have increased over recent years ?? children (of whom ?? are DA) require 1:1 or small group intervention t support with social, emotional, mental health and behavioural needs - All of these challenges particularly affect disadvantaged pupils, including their attainment
3	<p>SEND Provision and Support</p> <ul style="list-style-type: none"> - The school has 24.8% children with SEND support – on the SEND support register. The children with significant SEND require specialist knowledge, specialist CPD for staff and a new Enhanced Resource Provision to cater for their needs. - New teachers in various year groups over the years including ECTs and Teaching Assistants. New teacher and teaching assistants in Years 3 and EYFS. Potentially this could impact on pupils as teachers/teaching assistants are new to school systems, new to knowing the pupils and in the early stages of their teaching career.
4	<p>Parental Engagement</p> <ul style="list-style-type: none"> - During the covid pandemic, many parents had less contact with school and although most pupils engaged with remote learning many PP children had limited support from home to access learning. - Pre-covid school observed an increasing number of parents engaging with reading challenges and planned reading activities at home which due to possible infection transmission, school had to reduce some of these activities. As a result many parents of PP pupils are not consistently hearing pupils read outside of school and this is hindering pupils' progress in reading comprehension and retention of skills learnt in school. - Children come to the school with low levels of communication, language and literacy; quality of literature available and exposed to the children at home and levels of oracy are low - Due to the current financial cost of living crisis and reduced school budgets, less parents are able to support with contributions to educational visits, events and enrichment opportunities planned for pupils.
5	<p>High Quality Reading Resources and English curriculum</p> <ul style="list-style-type: none"> - 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. - Reading books are readily available in school and school strives to provide rich, high quality texts. Class and school library texts require updating regularly.

Intended outcomes

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The following table outlines what we are aiming to achieve by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome							Success criteria (and previous data)																																																																																																																																										
Improve higher rates of attainment in each year group							Year 6 to be at least in line with 2026 end KS2 national attainment.																																																																																																																																										
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To address any cohort led differences in attainment between pupil premium and other children.

Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.

Higher % of disadvantaged pupils attaining the expected standard in reading, writing & maths.

Aims:

To address any cohort led differences in attainment between pupil premium and other children.

Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.

Data of RWM from 2024-2025 below:

Note small number of PP children in the 2024/25 cohort.

READING - EXS

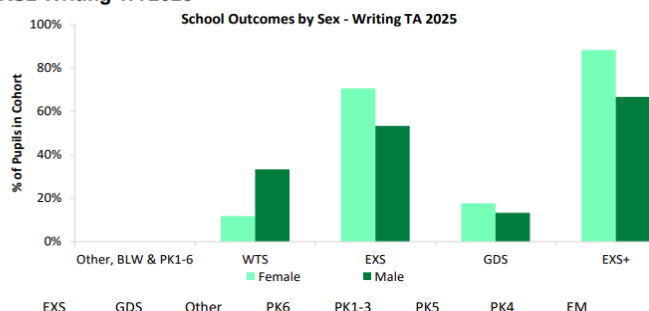
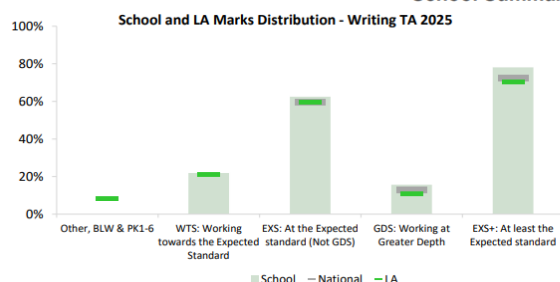
Category		Cohort size			School			School Change	LA		National		School-National Gap	
		2023	2024	2025	2023	2024	2025		2024	2025	2024	2025	Percentage	Pupils
Pupil Premium	Disadvantaged	10	6	11	80.0%	50.0%	63.6%	▲+13.6%	64.8%	62.9%	63%	63%	▲+1%	in line
	Other	21	25	21	76.2%	88.0%	85.7%	▼-2.3%	78.2%	77.7%	80%	80%	▲+6%	+1

MATHS - EXS

Category		Cohort size			School			School Change	LA		National		School-National Gap	
		2023	2024	2025	2023	2024	2025		2024	2025	2024	2025	Percentage	Pupils
Pupil Premium	Disadvantaged	10	6	11	90.0%	50.0%	90.9%	▲+40.9%	62.3%	61.0%	59%	60%	▲+31%	+3
	Other	21	25	21	90.5%	92.0%	81.0%	▼-11.0%	78.1%	78.8%	79%	80%	▲+1%	in line

WRITING

School Summary KS2 Writing TA 2025



		Cohort size	Expected or above	High	WTS	EXS	GDS
School - 2025		32	78% (25)	16% (5)	22% (7)	63% (20)	16% (5)
Sex	Male	15	67% (10)	13% (2)	33% (5)	53% (8)	13% (2)
	Female	17	88% (15)	18% (3)	12% (2)	71% (12)	18% (3)
SEN	No SEN	31	81% (25)	16% (5)	19% (6)	65% (20)	16% (5)
	SEN support EHCP	1			100% (1)		
Pupil Premium	Disadvantaged	11	64% (7)	9% (1)	36% (4)	55% (6)	9% (1)
	Other	21	86% (18)	19% (4)	14% (3)	67% (14)	19% (4)
EAL	EAL: Yes	9	78% (7)	22% (2)	22% (2)	56% (5)	22% (2)
	EAL: No	23	78% (18)	13% (3)	22% (5)	65% (15)	13% (3)
School - 2025		32	78% (25)	16% (5)	22% (7)	63% (20)	16% (5)

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To maintain higher % of boys attaining the expected standard in focus cohorts where boys attainment is significantly less than girls.

Assessment results from 2024/25 below:

READING - EXS

Category		Cohort size			School			School Change	LA		National		School-National Gap	
		2023	2024	2025	2023	2024	2025		2024	2025	2024	2025	Percentage	Pupils
Sex	Male	16	20	15	62.5%	80.0%	60.0%	▼ -20.0%	70.0%	67.6%	71%	72%	▼ -12%	-1
	Female	15	11	17	93.3%	81.8%	94.1%	▲ +12.3%	75.1%	74.9%	78%	78%	▲ +16%	+2

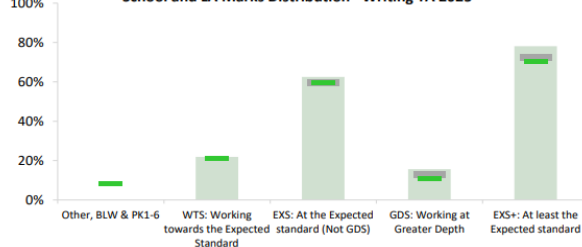
MATHS - EXS

Category		Cohort size			School			School Change	LA		National		School-National Gap	
		2023	2024	2025	2023	2024	2025		2024	2025	2024	2025	Percentage	Pupils
Sex	Male	16	20	15	62.5%	80.0%	60.0%	▼ -20.0%	70.0%	67.6%	71%	72%	▼ -12%	-1
	Female	15	11	17	93.3%	81.8%	94.1%	▲ +12.3%	75.1%	74.9%	78%	78%	▲ +16%	+2

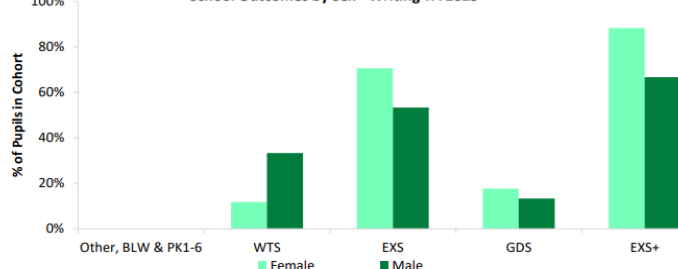
WRITING

School Summary KS2 Writing TA 2025

School and LA Marks Distribution - Writing TA 2025



School Outcomes by Sex - Writing TA 2025



		Cohort size	Expected or above	High	WTS	EXS	GDS
School - 2025		32	78% (25)	16% (5)	22% (7)	63% (20)	16% (5)
Sex	Male	15	67% (10)	13% (2)	33% (5)	53% (8)	13% (2)
	Female	17	88% (15)	18% (3)	12% (2)	71% (12)	18% (3)
SEN	No SEN	31	81% (25)	16% (5)	19% (6)	65% (20)	16% (5)
	SEN support EHCP	1			100% (1)		
Pupil Premium	Disadvantaged	11	64% (7)	9% (1)	36% (4)	55% (6)	9% (1)
	Other	21	86% (18)	19% (4)	14% (3)	67% (14)	19% (4)
EAL	EAL: Yes	9	78% (7)	22% (2)	22% (2)	56% (5)	22% (2)
	EAL: No	23	78% (18)	13% (3)	22% (5)	65% (15)	13% (3)
School - 2025		32	78% (25)	16% (5)	22% (7)	63% (20)	16% (5)

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 in- creased resilience.

To achieve and maintain improved wellbeing and positive behaviours for learning for all children in the school, particularly disadvantaged children.

Pupils receive the support within school and develop personal skills to overcome personal barriers.

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).

Pupil voice indicates disadvantaged children feel safe, well and happy in school and have positive and enhanced experiences in their learning.

Staff voice indicates that the mental health policy and support provided has enabled children to overcome their emotional barriers/difficulties.

Internal and external professionals indicate a positive impact of support provided through tiered approach.

Quality assurance indicates trauma informed practice is evident in daily practice to support children.

An increase in participation and engagement in enrichment activities, particularly among disadvantaged pupils.

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	<p>To provide enhanced curricular opportunities in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.</p> <p>To ensure all pupil premium children have a positive and proactive attitude towards their learning.</p> <p>Reduction in the number of referrals for emotional issues.</p> <p>Reduction in emotional challenges becoming a barrier to learning.</p>
<p>Continue to maintain high attendance for PP pupils to be at least in line with non PP pupils to support equal access to learning.</p> <p>Maintain good attendance and punctuality of disadvantaged pupils.</p>	<p>Attendance of PP pupils to be at least in line end academic year 2026 PP pupils' attendance and with other non PP pupils for end 2026</p> <p>End of year July 2025 PP: 94.1%. Non PP 95.7%</p>
<p>Develop new teaching teams to ensure equal access for all pupils including PP pupils to a knowledge and vocabulary rich curriculum with rich, high quality texts and to include enrichment activities to increase their cultural capital.</p>	<p>Monitoring evidences that all teachers and teams are confident in implementing the consistent approach for teaching subjects across school.</p> <p>Staff voice indicates effectiveness in CPD</p> <p>Pupil voice shows high levels of enjoyment and engagement in reading</p> <p>Teachers are aware of which pupils are disadvantaged/PP pupils, their prior attainment and plan interventions accordingly to meet children's needs.</p> <p>Subject leaders are able to articulate their intent and implementation of their subject and are effective in monitoring and having a positive impact in subject development.</p> <p>SENDCo is knowledgeable and confident in ensuring learning is inclusive and adapted for all children to ensure effective learning of all</p> <p>Children are identified and individual needs targeted where appropriate including gap recovery & 1:1 support, to ensure that all pupils are challenged to reach target attainment (Year 6 to be in line or above 2026 end KS2 national attainment)</p>
<p>Provide all pupils with rich, high quality learning experiences including high quality curriculum resources and educational visits</p>	<p>All children experience high quality educational visits to enrich learning.</p> <p>All children are taught by specialist teachers in MfL, music and PE.</p>

	<p>All children have access to high quality curriculum resources to maximised effectiveness of teaching and learning.</p> <p>An increase in participation and engagement in enrichment activities, particularly among disadvantaged pupils.</p> <p>To provide enhanced curricular opportunities in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.</p> <p>To ensure all pupil premium children have a positive and proactive attitude towards their learning.</p>
All children, including those DA children with SEND, have access to high quality provision and resources.	<p>All children, including those DA children with SEND, have access to high quality provision and resources.</p> <p>Children with SEND are supported in rich, effective and tailored provision.</p> <p>Children with SEND work towards in and in most cases, meet their personalised targets.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year 2025-26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62 075.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant teaching interventions for children to provide academic, social, mental health and emotional support</p> <p>£34 572</p>	<ul style="list-style-type: none"> High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research. Implementation of a CPD programme which focuses on the engagement of pupils and collaborative learning approaches as evidenced as having a positive impact on attainment as evidenced by EEF. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <ul style="list-style-type: none"> Research indicates that teacher led intervention has greatest impact on progress. 	1,2,3

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	<ul style="list-style-type: none"> Children who receive regular, small chunks of child focused interventions make more rapid progress. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Therefore, these pupils should receive just as much focus in the use of pupil premium as less academically able pupils. 	
<p>Specialist Music Teaching</p> <p>£2497</p> <p>Diocesan Music costs</p> <p>£2000 - pending</p>	<p>Teaching expertise and CPD ensures that teachers have secure subject knowledge to lead to effective, high quality teaching and learning.</p> <p>Singing and music also to support standards and exposure to high quality oracy.</p>	1,2,3,5
<p>Specialist MfL Teaching</p> <p>£2756</p>	<p>Teaching expertise and CPD ensures that teachers have secure subject knowledge to lead to effective, high quality teaching and learning.</p> <p>Children have high quality teaching and learning experiences by specialist teachers.</p> <p>Singing and music also to support standards and exposure to high quality oracy.</p>	1, 5
<p>Support packages for staff including: (also includes elements of CPD)</p> <p>Silver Ed Psych support package £3050</p> <p>Ed Psych Silver £250</p> <p>BST Bronze package 1665</p> <p>Special Educational Network £330</p> <p>Learning Support Silver £1125</p> <p>Silver autism Package £1125</p> <p>Total: £7545</p>	<p>High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research.</p> <ul style="list-style-type: none"> Implementation of a CPD programme which focuses on the engagement of pupils and collaborative learning approaches as evidenced as having a positive impact on attainment as evidenced by EEF. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <ul style="list-style-type: none"> Research indicates that teacher led intervention has greatest impact on progress. Children who receive regular, small chunks of child focused interventions make more rapid progress Research shows that the most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils require more specialist support to help manage their self-regulation or social and emotional skills. 	1, 2, 3, 4, 5

	<u>Behaviour interventions EEF</u>	
<p>CPD and Resources to support Teaching and Learning</p> <p>RWI Spelling programme £1400</p> <p>Phonics, reading and Talk4Writing CPD to deliver quality phonics teaching and learning using current scheme in place</p> <p>£6000 CPD</p> <p>Additional CPD and high quality resources to support high quality teaching and learning include:</p> <p>Kapow Art and D&T £897</p> <p>Test base £265</p> <p>Twinkl £215.76</p> <p>White Rose Maths and Science £280</p> <p>RWI Spelling subscriptions £143</p> <p>Resource budget for classroom and general teaching and learning supplies – Educational Resources: £3504.38</p>	<p>Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research.</p> <p>Implementation of a CPD programme which focuses on the engagement of pupils and collaborative learning approaches as evidenced as having a positive impact on attainment as evidenced by EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1,2,3,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff Support for additional interventions - £34 572 (as noted and accounted for in above section)</p> <p>Teacher and Teaching Assistant directed time for provision of Reading, Writing and Maths interventions to increase knowledge and skills and improve attainment of all disadvantaged children.</p> <p>TA directed time on the morning and afternoon in all year groups to support 1:1/small group intervention for reading, writing, maths following AFL during morning sessions.</p>	<p>Research indicates that teacher led intervention has greatest impact on progress.</p> <p>Children who receive regular, short child focused interventions make more rapid progress.</p> <p>Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Therefore, these pupils should receive just as much focus in the use of pupil premium as less academically able pupils.</p> <p>Data from SATs results show that for pupils at the end of KSI & KS2 there is a gap between those pupils achieving at the expected and higher and others @ RWM particularly boys and disadvantaged.</p>	1, 3, 4
<p>Maths resources £145</p> <p>TTRS and Numbots</p>	<p>High quality resources provided to support high quality teaching and learning</p> <p>Maths CPD accessed within to support teaching and learning re. manipulatives</p> <p>Support engagement of parents in enhancing children's learning</p> <p>Home-school links strengthened in maths</p>	1
<p>Wigit Software</p> <p>£117</p>	<p>High quality resources provided to support high quality teaching and learning for DA pupils requiring adaptative strategies and tailored support linked to communication</p>	3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing, parental engagement) £15 048

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>New books and Literacy Resources £500</p> <p>New books and literacy resources purchased for classrooms to enhance classroom libraries, English reading spine, promote positive reading behaviours and attitudes; support increase in reading attainment overall environments; provide rich, high quality texts and raise profile of reading in school</p>	<p>Data from 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.</p> <ul style="list-style-type: none"> • Reading is an area of priority for the school and in particular motivating boys to reading. 	<p>1,3,4,5</p>
<p>Ed Psych ELSA Support £250</p> <p>Provision of an Emotional Literacy Support Assistant (ELSA) as part of the school's wider tiered mental health system to ensure early support.</p> <p>Embedding of in class ELSA strategies so that staff can support children with emotional and behavioural issues..</p>	<ul style="list-style-type: none"> • Research shows that the most common reason for exclusion is persistent disruptive behaviour. • Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. • Some pupils require more specialist support to help manage their self-regulation or social and emotional skills. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2, 3</p>
<p>Enrichment – Education Visit Subsidy £8000</p> <p>Provision of educational visits and transport funded</p> <p>Swimming Access £1938</p> <p>Swimming transport £2200</p>	<p>The provision of educational visits funded at a in order for pupils access to benefits and opportunities that might not otherwise be available to them and enhance cultural capital for all children</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Off Site and residential visits are essential for children's wellbeing and experience and provide memorable and inspirational learning opportunities and enhance teaching and learning</p>	<p>1,2, 5</p>
<p>Student Rewards £250</p>	<p>Children thrive in leadership roles, rewarded with badges and leadership responsibilities</p> <p>Rewards are also purchased as motivators for achievement and reading (reading prizes; class diamonds, housepoints etc)</p>	<p>1, 2</p>
<p>Seesaw Online £1910</p> <p>Enhancement to technology resources to enable learning to be shared at home, homework set and to strengthen home-school links and parental engagement</p>	<p>Seesaw tool enables learning to be shared at home, homework set and to strengthen home-school links</p> <p>The review undertaken in 2012 (Higgins et al.) by the EEF concluded that positive benefits of technology use for supporting learning have been consistently identified. As well as supporting innovative pedagogies, technologies can make teaching and learning more efficient and/or offer supplementary practice</p>	<p>1,2,3,4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019	
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Total budgeted cost: £80 836.99

Part B: Review of outcomes in the previous academic year 2024/25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Quality of Teaching

Staff voice evidenced an increase in teacher confidence, knowledge and expertise in range of talk-less teaching strategies and TLAC pedagogical strategies.

Book Looks show good levels of age appropriate productivity, pride and well-matched content to curriculum intent documents.

Pupil voice shows that children are aware of the learning objective and how to achieve this lessons, enjoy lessons and know more and remember more, evidencing effective learning.

CSI RE Inspection June 2024: The school was judged to be Outstanding.

IMPACT

2023-2024 Assessments:

St Patrick's National Assessment Data 2023-2024

	School Results	Nottingham City Results	National Results
EYFS Good level of Development (GLD)	77.3% of the 22 pupils reached the Good Level of Development	64.2% of all pupils reached the Good Level of Development	67.7% of all pupils reached the GoodLevel of Development
EYFS 17 Early Learning Goals (ELG)	77.3% of all pupils achieved all the 17 Early Learning Goals	63% of all pupils achieved all the 17 Early Learning Goals	66.3% of all pupils achieved all the17 Early Learning Goals
A greater percentage of St Patrick's EYFS Pupils attained the expected outcome in all areas than those in Nottingham City Schools and are in line with Schools Nationally			
Year 1 Phonics Screening	77.8% of the 18pupils attained the expected standard	74.6% of pupils attained theexpected standard	80.2% of pupils attained the expected standard
A greater percentage of St Patrick's pupils in Year 1 passed their phonics screening than those in Nottingham City Schools			
Key Stage 2 Year 6 SATs Combined Reading, Writing & Maths	74% of the 31 pupils attained the Expected standard 6% of the 31 pupils	57.9% of all pupils attained the Expected standard 7% of all pupils	61% of all pupils attained the Expected standard 8% of all pupils attained the Greater Depth
Key Stage 2 Year 6 SATs Reading	81% of the 31 pupils attained the Expected standard 29% of all pupils attained the Greater Depth standard	70.9% of all pupils attained the Expected standard 24% of all pupils attained the Greater Depth standard	74% of all pupils attained the Expected standard 28% of all pupils attained the Greater Depth standard
Key Stage 2 Year 6 SATs Writing	77% of the 31 pupils attained the Expected standard 13% of all pupils attained the Greater Depth standard	69.5% of all pupils attained the Expected standard 12% of all pupils attained the Greater Depth standard	72% of all pupils attained the Expected standard 13% of all pupils attained the Greater Depth standard
Key Stage 2 Year 6 SATs Spelling, Punctuation & Grammar	74% of the 31 pupils attained the expected standard 48% of all pupils attained the Greater Depth standard	69.8% of all pupils attained the expected standard 31% of all pupils attained the Greater Depth standard	72% of all pupils attained the expected standard 32% of all pupils attained the Greater Depth standard
Key Stage 2 Year 6 SATs Maths	84% of the 31 pupils attained the Expected standard 26% of all pupils attained the Greater Depth standard	70.2% of all pupils attained the Expected standard 21% of all pupils attained the Greater Depth standard	73% of all pupils attained the Expected standard 24% of all pupils attained the Greater Depth standard
Key Stage 2 Year 6 SATs Science	84% of the 31 pupils attained the Expected standard	79.9% of all pupils attained the Expected standard	81% of all pupils attained the Expected standard
A greater percentage of St Patrick's KS 2 Pupils attained the expected outcome in all areas than those in Nottingham City Schools and Schools Nationally			

2024 – 2025 Assessments

	School Results	Nottingham City Results	National Results
EYFS Good level of Development (GLD)	86.4% of the 22 pupils reached the Good Level of Development	65.3% of all pupils reached the <u>Good Level of Development</u>	68.3% of all pupils reached the GoodLevel of Development
EYFS 17 Early Learning Goals (ELG)	86.4% of all pupils achieved all the 17 Early Learning Goals	64% of all pupils achieved all the 17 Early Learning Goals	66.9% of all pupils achieved all the17 Early Learning Goals
A greater percentage of St Patrick's EYFS Pupils attained the expected outcome in all areas than those in Nottingham City Schools and are in line with Schools Nationally			
Year 1 Phonics Screening	68.2% of the 22 pupils attained the expected standard	76.2% of pupils attained the <u>the expected</u> standard	81% of pupils attained the expected standard
Key Stage 2 Year 6 SATs Combined Reading, Writing & Maths	62.5% of the 32 pupils attained the Expected standard 9.4% of the 31 pupils of 32 pupil attained Greater Depth	59.7% of all pupils attained the Expected standard 6.3% of all pupils attained the Greater Depth standard	62% of all pupils attained the Expected standard 8% of all pupils attained the Greater Depth
Key Stage 2 Year 6 SATs Reading	78.1% of the 32 pupils attained the Expected standard 21.9% of all pupils attained the Greater Depth standard	71.2% of all pupils attained the Expected standard 26.9% of all pupils attained the Greater Depth standard	75% of all pupils attained the Expected standard 33% of all pupils attained the Greater Depth standard
Key Stage 2 Year 6 SATs Writing	78.1% of the 32 pupils attained the Expected standard 15.6% of all pupils attained the Greater Depth standard	70.3% of all pupils attained the Expected standard 10.7% of all pupils attained the Greater Depth standard	72% of all pupils attained the Expected standard 13% of all pupils attained the Greater Depth standard
Key Stage 2 Year 6 SATs Spelling, Punctuation & Grammar	81.3% of the 32 pupils attained the <u>Expected standard</u> 25% of all pupils attained the Greater Depth standard	71% of all pupils attained the expected standard 23.7% of all pupils attained the Greater Depth standard	73% of all pupils attained the expected standard 30% of all pupils attained the Greater Depth standard
Key Stage 2 Year 6 SATs Maths	84.4% of the 32 pupils attained the Expected standard 25% of all pupils attained the Greater Depth standard	69.2% of all pupils attained the Expected standard 28.2% of all pupils attained the Greater Depth standard	74% of all pupils attained the Expected standard 26% of all pupils attained the Greater Depth standard
Key Stage 2 Year 6 SATs Science	81.3% of the 3 pupils attained the Expected standard	80.6% of all pupils attained the Expected standard	82% of all pupils attained the Expected standard

IMPACT**Provision Teaching Assistant support for specific children**

- Provision of focused group interventions and teaching to support gaps in learning.

- Provision of 1:1 and small group targeted support within class to support DA children.
- Year 6 Revision sessions supported majority of pupils attaining EXS
- The school's internal assessments during 2024/25 suggested that the attainment of DA pupils is lower compared to non-DA pupils. Some classes have a small number of DA pupils (Year 1 – 6; Year 2 – 16; Year 3 – 6; Year 4 – 8; Year 5 – 10)
Of these pupils in Year 1, 0/6 DA pupils are SEND.
In Year 2, 3/16 pupils are SEND (current Year 3 2024/25)
In Year 3, 1/6 pupils are SEND (current Year 4 2024/25)
In Year 4, 0/8 are SEND (current Year 5 2024/25)
In Year 5, 1/10 are SEND (current Year 6 2024/25)

Of the majority of these pupils, attainment is measured in varying steps as outlined on provision maps. Some of these pupils access ELSA support and are on our Safeguarding register requiring support.

CPD for support staff to ensure high quality teaching and learning

- Teaching Assistant Lesson CPD and coaching has been provided in previous years and embedded (talk less teaching CPD).
- Intensive interaction training, colourful semantics and Alternative Provision training and early communication training was provided for staff to support with children who have SEND and communication difficulties.
- **Impact:**
 - Staff voice has indicated that practice and confidence has improved following CPD.
 - Learning walks indicate that teaching assistants are able to fully support and challenge the groups they work with and understand how to scaffold and adapt appropriately according to needs.
 - Evidence from learning walks and book looks indicates that colourful semantics and intensive interaction strategies are now part of policy, procedure and provision across the school where necessary.

Emotional Literacy Support Assistant

- Assessment and observations **indicate** that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19 and other related issues.
- As a result of funding spend, a tiered system is now in place to ensure consistency of support for children who have emotional or mental health needs.
- Observations **show** that support provided has reduced the number of behavioural incidents, reduced the risk of exclusion and improved the wellbeing of those children receiving support who are now equipped with strategies to support their health and well-being
- Provision has also included work with parents to provide strategies and solutions for supporting children at home which has **led to** improvement in self-regulation and emotional behaviour in school.

Enrichment - residential and visits.

- All children have accessed local and distanced educational visits to enhance and support learning in the classroom
- Pupil voice and Book looks show educational visits have enhanced the knowledge of various curriculum areas

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
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St Patrick's Catholic Voluntary Academy

Phonics	Read Write Inc
English	Talk4Writing