

This statement details St. Patrick's Catholic Primary 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.

Furthermore, this statement 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
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	17.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Pauline Burnside
Pupil premium lead	Pauline Burnside
Governor lead	Carol Bainbridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20, 775 (15 pupils)
Recovery premium funding allocation this academic year	£ 2, 175 (15 pupils)
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£22, 950

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non- disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2022-23 PPG funding is an additional **£1345** per eligible child with **£2300** awarded for children who are currently LAC. Further information can be obtained by following:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>

Schools are able to spend PPG to suit the needs of their pupils. DfE guidance for 2022-2023 states the grant should be spent:

- For the purposes of the school; that is, for the educational benefit of pupils registered at that school.
- For the benefit of pupils registered at other maintained schools or academies.
- on community facilities; for example, services whose provision furthers any charitable.
- purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.
- The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At St. Patrick’s we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and school context

- St. Patrick's is a smaller-than-average primary school. Pupils are taught in mixed age classes from Year R through to Year 6.
- The proportion of pupils receiving support for SEND is lower than the national average.
- The school is a faith school.
- The school extends its services by providing a breakfast club.

Ultimate objectives

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally; Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to support the development of our pupils' knowledge and understanding of the world.

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Providing small group work with an experienced teacher/ HLTA focussed on overcoming gaps in learning support.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for selected activities, educational visits and residentials thus ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St. Patrick's values and thus enhance learning.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional difficulties, including finding working and playing with others challenging. Struggle to make friends and display impulsive behaviours.
2	Poor reasoning skills in mathematics and insufficient grasp on multiplication tables.
3	Gaps in skills and knowledge (following the disruption to education – Covid-19).
4	Poor reasoning skills, difficulties in processing information and poor working memory.
5	Low attendance for a number of pupils in this group.

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
Pupils with social and emotions needs develop a range of strategies to support them at times when they struggle.	<ul style="list-style-type: none"> Pupils increasingly use the strategies they have been taught to better manage their emotions and relationships.
Improved rapid recall of multiplication facts and associated division facts. Using rapid recall of basic number facts and tables, develop reasoning skills, enabling pupils to deal with multi-step mathematical problems.	<ul style="list-style-type: none"> Improved scores in the MTC. Improved end of Key Stage 2 results in mathematics.
Gaps in skills and knowledge are quickly identified and addressed.	<ul style="list-style-type: none"> Pupils will access 1-1 and small group support in a timely manner. Pupils catch up quickly in relation to missing skills and knowledge. Improved results in MTC. Improved end of Key Stage 2 results in RWM.
Pupils are helped to develop strategies to support their learning and retain information.	<ul style="list-style-type: none"> Pupils are able to activate prior knowledge and skills to help them plan, monitor and assess their performance.
Improved attendance where there are concerns in this area.	<ul style="list-style-type: none"> Monitoring of attendance is effective, to allow for early intervention. Support for families where there are concerns. LA interventions are followed, as appropriate. There is an improving picture in relation to persistent absenteeism in this group.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training in Metacognition.	EEF states that the average impact of metacognition is an additional 7 months across a year. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2, 3, and 4
Continued curriculum development. We will fund the release of our subject leads to monitor their subject and attend CPD.	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	3
Purchase TTRS and bolt-on which allows for careful monitoring and the ability to direct pupils to particular tables. Use of White Rose to embed the Teaching of Mastery across all year groups.	Mastery learning EEF (educationendowmentfoundation.org.uk)	2 and 3

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

Budgeted cost: £19,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain additional TA to support 1-1 and small group interventions to address misconceptions and gaps in learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, and 4

<p>All pupils with SEND (SEM and C&L) will have the opportunity to work on activities recommended by specialists, with the support of a TA, where appropriate.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, and 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor attendance, and work with parents in order to support and challenge, as appropriate.</p>	<p>NFER briefing for school leaders identifies addressing persistent lateness as a key step in improving attendance and outcomes for pupils.</p>	<p>5</p>
<p>Provide free access to Breakfast Club for PP pupils and Service Children.</p>	<p>EEF suggest that attending a breakfast club may result in 2 months' progress in KS1 maths, reading and writing.</p> <p>EEF trialled – free and universal breakfast clubs, impacted positively on attainment and improved attendance and behaviour. EEF 2019</p>	<p>1 and 5</p>
<p>Work closely with parents and external agencies to provide bespoke support for pupils who struggle to manage their emotions.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 5</p>

Total budgeted cost: £22, 950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during 2021 - 2022, using key performance data and our own internal assessments.

Schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. This is because statutory assessments returned for the first time since 2019, without adaptations, after the disruption caused by the pandemic.

However, the results have been shared with schools, to help us better understand the effects of the pandemic on our pupils and on particular groups of pupils. Whilst the pandemic had a significant impact on the education system, the disruption affected schools and pupils differently, making the interpretation of results very difficult.

We have compared the performance of our disadvantaged pupils to local and national averages, with caution, because of the reasons described above, as well as the low numbers of pupils in this group.

Key Stage 2 attainment at the expected level was similar or better than that of disadvantaged and non-disadvantaged nationally. However, progress (from the end of Key Stage 1 to the end of Key Stage 2) in both writing and mathematics was negatively impacted on by the disruption to education.

We understand that we need to improve the progress measure for all pupils, including those who attract the premium.

The attendance of PP pupils varies considerably in this small group. For some it is very good, whilst others are persistent absentees. That is why addressing this area is included in this year's plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding

ST. PATRICK'S



LANGLEY MOOR