



# St.Patrick's Catholic Primary School

## Pupil Premium Strategy Statement

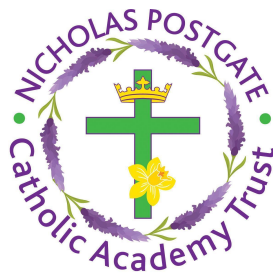
**2021-2022**

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
Number of pupils in school	401 (inc N)
Proportion (%) of pupil premium eligible pupils	23.19% (93)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	15/09/21
Dates on which it will be reviewed	05/01/22 and 25/04/22
Statement authorised by	Mark Ryan/James Conwell
Pupil premium lead	Martin Sherrington
Governor / Trustee lead	Mark Devine



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345 (per child) x 93 £125,085
Recovery premium funding allocation this academic year	£145 (per child) x93 £13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£138,570
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



## Part A: Pupil premium strategy plan

### Statement of intent

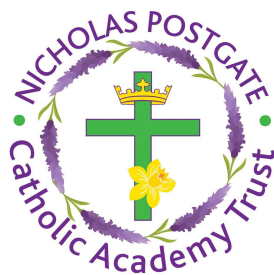
At St.Patrick's Catholic Primary, our most vulnerable pupils from disadvantaged backgrounds are precious to us. We acknowledge and share the mission of The Church to care for the poorest and most vulnerable children and young people in society.

It is clear that the pandemic crisis is disproportionately affecting disadvantaged families and so we believe it is critical that we enable pupils to to fulfill their potential regardless of social background.

Many of these pupils have additional barriers to learning, particularly lacking in experiences and language and communication. We intend for all of our pupils from a disadvantaged background to leave our school as confident individuals who are the best versions of themselves they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real life experiences. They will compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers.

The careful spending of pupil premium will be bespoke to their needs and to their success and to opening doors in the next stage of their education. We continually identify and monitor those children who require support (including those who become eligible mid-year, such as children who qualify for free school meals or join school as a looked after or services child).

The grant is an amount per child and although it is intended that schools use this money to close the gap in attainment between pupils and their peers, at St Patrick's we ensure that the Pupil Premium Grant children not only progress academically, but also become more confident, motivated individuals, by providing opportunities for cultural, personal and social development.



## Challenges

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

Challenge number	Detail of challenge
1	Low levels and parental expectation on entry into school of PP pupils particularly in communication, language and literacy. The school is situated in a socially deprived area and a high proportion of our disadvantaged pupils live within the immediate school community (46% of our pupils live in the top 20% deprived area).
2	We have a high % of disadvantaged children on SEND register
3	Many pupils do not have the broad experiences (access to clubs, visits to museums, residential visits) that they should have to enrich their language and vocabulary.
4	The majority of our PP children lack academic motivation and are surrounded by second and third generations of unemployment with low aspirations. These children need support to improve their attitudes towards being successful learners. Some families find it difficult to access support and need specific help both academically and pastorally.
5	Catch-up, Levels of engagement in remote/on school education varied during the pandemic. As a result there are pupils who need to catch-up so that they are working at age-related expectations.



## 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
<p>Develop and improve the teaching of phonics across the school so there is greater consistency in approach from teachers and teaching assistants across the school improving outcomes for all pupils. Quality first teaching is built upon through targeted, evidenced based interventions.</p>	<p><u>Phonics</u></p> <p>Ensure quality phonics sessions in EYFS and KS1 following Letters and Sounds, supplemented by newly purchased phonic teaching resources. Embed whole class reading sessions in English, providing quality first teaching of reading. Purchase of texts for English lessons, linked to the wider curriculum where possible.</p> <p>To support this, the school has invested in training and resources for Little Wandle phonics (DFE approved)) - EYFS, KS1 teachers and LKS2 teaching assistants.</p>
<p>Engage children greater with reading so they are more skilled and interested in reading - linking reading across the curriculum so the children have higher levels of independence and are more equipped as readers</p>	<p>Reading Plus Recovery- Students who require intervention beyond classroom instruction can use Reading Plus to improve reading fluency.</p> <p>Investment in additional phonically levelled reading books.</p>
<p>For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and meet the</p>	<p>100% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in R,W,M and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points.</p>



<p>expectations for Year 1 &amp; 2 phonics check and Y4 multiplication check.</p>	
<p>To remove all barriers for children from disadvantaged backgrounds to ensure they can access enrichment and after school activities ;</p>	<p>All Pupil Premium children are offered free enrichment sessions in after school clubs. Contributions towards residential visits (Carlton, Italy-skiing, Holland).</p> <ul style="list-style-type: none"> <li>● Financial assistance offered to pupils who attend residential visits, school trips, after school enrichment activities and provision of school uniform.</li> </ul> <p><b>Supporting rationale for chosen action:</b></p> <ul style="list-style-type: none"> <li>● Education Endowment Fund</li> <li>● Higher Achievement Research Transforming Tees</li> <li>● Effective Practice Case Study: Local Stockton school.</li> <li>● Research EEF - Big Picture</li> </ul>
<p>Increase the percentage of children achieving age-related expectations in all three core areas at key stage two.</p>	<ul style="list-style-type: none"> <li>● A range of CPD opportunities to ensure quality first-teaching in all subject areas.</li> <li>● A protocol for same day interventions which are integrated within the school day.</li> <li>● A range of targeted interventions for pupils with specific areas for development.</li> </ul>



## 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)

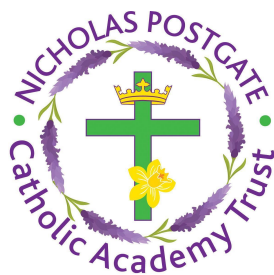
Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Phonics</u></p> <p>Investment in training and resources for Little Wandle phonics - EYFS, KS1 teachers and LKS2 teaching assistants</p> <p>£2,500</p>	<p>Little Wandle Letters and Sounds Revised has been developed by Little Sutton and Wandle English Hubs and taken forward by Little Sutton Primary School and Wandle Learning Trust in partnership with other phonics and early reading experts.</p>	5
	<p>Letters and Sounds approach over recent years, with Phonics Screening Check results consistently amongst the top five per cent in the country.</p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/">https://www.littlewandlelettersandsounds.org.uk/</a> phonics programme validated by the Department for Education</p>	
<p><u>Maths CPD</u></p> <p><i>Mastering Number Programme</i> - for EYFS and KS1 teachers</p> <p><i>Numicon</i> training for teaching assistants from EYFS, KS1 and LKS2</p>	<p>National Centre for Excellence in the Teaching of Mathematics (NCETM) Archimedes Maths Hub</p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a></p> <p>Led by Debbie Morgan OBE</p>	1, 5



<p><i>Primary Teaching for Mastering: Sustaining - Maths subject leads</i></p>	<p><a href="https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastering-sustaining/">https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastering-sustaining/</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/specialist-knowledge-for-teaching-mathematics-early-years-teachers/">https://www.ncetm.org.uk/maths-hubs-projects/specialist-knowledge-for-teaching-mathematics-early-years-teachers/</a></p>	
<p>Improved emotional well-being and support for personal challenges.</p> <p>Children to access mindset and Bungalow services.</p> <p>£1,416</p>	<p>PP who need additional support for mental health and well-being receive support through PSHE scheme.</p> <p>Pupils will be supported with strategies and have time to talk with a trusted adult regarding their difficulties.</p>	<p>1</p>
<p><i>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</i></p>	<p>The University of York</p>	<p>1</p>





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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that all children have access to high quality reading support to improve stamina and fluency.</p> <p>£10,500 (Recovery)</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework Teaching the foundations of literacy - July-2021.pdf</a></p> <p>Page 49</p>	<p>1 and 5</p>
<p>To ensure that quality first teaching exists during the increased absence rate of staff due to covid.</p> <p>£3,000 (Recovery)</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	
<p>In class support provided by teaching assistants directed through teacher targeting additional support in class.</p> <p>£52,937 (6 hrs support per class per week)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>2, 4 and 5</p>
<p>Additional teacher in Year 5 to close gaps and make accelerated</p>	<p>Education Endowment Fund</p>	<p>5</p>



<p>progress ready for Year 6.</p> <p>As a result of review of outcomes from last academic year.</p> <p>£40,026</p>		
<p>Targeted pupil premium children to receive one to one or small group tuition. All pupil premium children receive personalised interventions. Maths boosters and reading plus interventions.</p> <p>£9,291</p>	<p>Research</p> <p>EEF Guide – 5 key principles</p>	<p>5</p>
<p><u>Cognition and Learning</u></p> <p>CPD for all teachers</p> <p>Working with lead teacher for cognition and learning from CTK</p> <p>£2,000</p>	<p>Rosenshine’s Principles of Instruction Booklet:  <a href="http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21.pdf">http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21.pdf</a></p> <p>EEF report on Metacognition and Self-regulated learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>1,5</p>



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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Residential subsidy for Carlton/Italy/Holland</i></p> <p><i>Class visits to enable greater cultural capital</i></p> <p><i>£16,000</i></p>	<p>Research EEF – Big picture</p> <p>Enrichment offers a wider curriculum.</p>	<p>1, 3</p>
<p><i>Hold termly parents' forums to model expectations and good practice to parents, including reading with children, approaches to maths, early literacy and attendance.</i></p> <p><i>£900 (5 days Supply)</i></p>	<p>EEF Toolkit - 'Parental Engagement' - Moderate impact, for moderate cost</p>	<p>1</p>

**Total budgeted cost: £ 138,570**



## 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.

Last academic year, we developed and improved the teaching of phonics across the school so that there was greater consistency in approach from teachers and teaching assistants in improving outcomes for all pupils. Quality first teaching was built upon through targeted, evidenced based interventions.

Year 6 - 17 PP Pupils. A positive year in terms of progress compared to Non PP – in all core areas the gap has narrowed so that there is now no significant difference and children are on track to be at close to expected Reading and Writing and in Maths, PP out performed non PP. (RWM Combined: PP- 85% Non-PP- 84%)

Year 5- 10 PP pupils. Additional teaching support was targeted into this year group with positive outcomes. In all areas there are strengths with PP children making progress. The challenges of Covid and with bubbles having to break and the extra teacher then being deployed in other parts of the school has had an impact. (RWM Combined: PP- 59 Non-PP- 89%)

Year 4-14 PP pupils. Insufficient progress with PP in this year group, sadly the lack of progress was mainly in the Spring Term when pupils were in lockdown. A key focus of PP planning will need to be for these pupils for next academic year. (RWM Combined: PP- 48% Non-PP-84 %)

Year 3-14 PP pupils. Despite the many challenges the PP children are making progress, sadly the spring term has been the challenge term in terms of lockdown and remote learning. As there is also significant severe SEND in this year group this will remain a strong focus for school improvement. (RWM Combined: PP- 56% Non-PP-78% %)

Year 2- 14 PP pupils. This year group has narrowed the gap to expected and have made excellent progress. (RWM Combined: PP- 66% Non-PP- 88%)



## 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*

<b>Programme</b>	<b>Provider</b>
Improved emotional well-being and support for personal challenges.	Bungalow Project Mindset Project
All children in Years 5 and 6 will learn how to play a musical instrument. (£2,400)	<i>Tees Valley Music Services</i>



## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was 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.*

