



St Patrick's Primary

Pupil Premium Strategy Statement 2025 - 2026

This statement details our school's use of pupil premium 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 Primary
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	2024-25: 96 out of 400 (24%) 2025-26: 91 Out of 403 (23%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	13/11/25
Dates on which it will be reviewed	13/01/26 and 14/04/26
Statement authorised by	Mark Ryan / Mr Conwell
Pupil premium lead	Mr O'Donnell
Governor / Trustee lead	Julie Breckon / Nicky Jamalizadeh



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515 per pupil x 95 plus funding for 5 LAC pupils @ £2630 per pupil. Plus 1 @ £1865 £158,940
Recovery premium funding allocation this academic year	£0
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	£158,940



Part A: Pupil premium strategy plan

Statement of intent

At St Patrick's we intend for all of our pupils from a disadvantaged background to leave our school as confident individuals who are the best young person they can possibly be. 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 of 2020/21 disproportionately affected disadvantaged families and so we believe it is critical that we enable pupils to fulfil their potential regardless of social background. Although the pandemic is over the impact on younger pupils is still very apparent and for the youngest pupils it seems to have had the greater detrimental impact.

Many of these pupils have additional barriers to learning, particularly lacking in social experiences and language and communication.

They will leave St Patrick's being able to 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 have the opportunities to experience the wider world around them through a range of residential visits. They will have aspirations similar to or above those of their peers. They will have opportunities to experience being a leader and feel successful.

The careful spending of pupil premium funding will cater to their individual needs, contribute to their success and open 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	<p>Many of our disadvantaged pupils begin school with low levels in communication, language and literacy on entry into school, as identified by school baseline data on entry to EYFS. The school is situated in a socially deprived area - a high proportion of our disadvantaged pupils live within the immediate school community (46% of our pupils live in a 20% deprived area). A lower exposure to 'wide' vocabulary at home for many of our disadvantaged children means that they find reading comprehension and writing composition challenging and they perform less well than their non-disadvantaged peers.</p>
2	<p>Many of our disadvantaged pupils begin school with a limited exposure to fully developed (fluent) English, with some having limited opportunities at home during their formative years to develop their speech and language. Therefore, oracy skills are typically lower on entry to EYFS.</p>
3	<p>Levels of engagement with remote/in school education vary and this is of particular concern for our disadvantaged children. As a result, there are pupils who need to catch-up so that they are working at age-related expectations in maths in EYFS and KS1.</p>
4	<p>We know attending school is the first step for all children in order to make academic progress. Analysis of attendance figures shows that children of compulsory school age receiving pupil premium had a lower average attendance than non-disadvantaged children. This gap was closed during 2024-25 but attendance is still an area of improvement particularly for our disadvantaged families.</p> <p>2024-25 Disadvantaged: 95.27% Non-disadvantaged: 96.11% Gap: 0.84%</p>



	<p>2023-24 Disadvantaged: 94.4% Non-disadvantaged: 95.51% Gap: 1.11%</p> <p>2022-23 Disadvantaged: 93.6% Non-disadvantaged: 96.5% Gap: 2.9%</p>
5	<p>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.</p> <p>Some of our disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.</p> <p>49% of PP children accessed at least one extracurricular activity in 24/25. Our aim is to further increase enrichment opportunities, so that this number is a much higher proportion in 2025-26 (at least 80%).</p>
6	<p>Some 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.</p>



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>1.Target early children’s reading so disadvantaged children do not fall behind non-disadvantaged pupils. Ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, times table check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and GSP.</p> <p>Ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.</p> <p>Our approach shows that Pupil Premium children make good progress in reading, writing and phonics and show improved outcomes year on year.</p>	<p>Ensure quality phonics sessions in EYFS and KS1 follow Little Wandle programme and that interventions exist for disadvantaged pupils who risk falling behind.</p> <p>Embed whole class reading sessions in English, providing quality first teaching of reading.</p> <p>Echo reading to be a prominent feature of all curriculum lessons in year 1 and Year 2.</p> <p>Texts for English lessons purchased which are linked to the wider curriculum where possible.</p> <p>Improve the % of pupils reaching expected standard in comparison to other pupils nationally in Reception and Year 6,</p> <p>Achievement of disadvantaged pupils across school to become closer in comparison to non-disadvantaged pupils.</p> <p>Ensure any targeted disadvantaged pupils (identified in termly pupil progress meetings) attain the higher standard because of intervention.</p> <p>Phonics Check data for disadvantaged pupils improves so that it is inline (or the gap is at</p>



	<p>least closed significantly) to that of all pupils nationally.</p>
<p>2.Targeted oracy work to improve pupils' opportunities and experiences to speak and explain so they develop greater communication skills. Oracy CPD for all staff.</p> <p>Oracy opportunities planned for in extended provision with focused adults encouraging engagement Oracy to be a focus in the Maths action plan - maths vocab, stem openers, reasoning about Maths.</p> <p>Increase oracy opportunities across the curriculum</p> <p>Improve outcomes for oracy for targeted KS2 pupils.</p>	<p>EYFS and KS1 PP children make accelerated progress to close the gap with non-disadvantaged children in school in oracy and maths</p> <p>Implementation of Talk Boost as an oracy intervention in Nursery. Embed Talk for Writing in EYFS.</p> <p>Embed the Nursery resource 'Master the Curriculum' as a prequel to Mastering Number in Reception. Further develop the use of Numicon. Plan and lead an early maths workshop in Nursery & Reception.</p> <p>Ensure oracy opportunities are sequentially planned into all areas of the curriculum so children are given every opportunity to develop their skills and ability.</p> <p>EYFS & KS1 will have an oracy station in each classroom.</p> <p>Give release time so staff can create Big Questions for each topic across some foundation subjects, which will then be used as discussion points in lessons.</p> <p>Evidence of improved understanding of number: children moving from Nursery to Reception have a solid grounding in the principles of Mastering Number.</p> <p>Identified children in Year 4 with good reading skills but low vocabulary knowledge will be targeted for intervention strategies as part of our research work.</p>



<p>3. The attendance of PP children improves from the previous academic year – 2024/25. All staff are aware of key families and strategies to improve attendance.</p>	<p>The attendance of PP children at least matches that of non-PP children, with an aspirational target of 97%. There will be a significant reduction in persistent absence rates for PP children.</p>
<p>4.To remove all barriers for children from disadvantaged backgrounds to ensure they can access enrichment and after school activities and have the same aspirations as non-disadvantaged children. Address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p>	<p>All Pupil Premium children are offered enrichment sessions in after school clubs. School contributions/subsidies towards residential visits to allow for lower costs (Carlton, Italy-skiing, Belgium). Working closely with NPCAT Sports and in partnership with Teesside University to widen participation and develop and/or strengthen links. Experiences and visitors planned for all pupils across the year. Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost where needed to allow children to participate in experiences that are not usually provided by home (e.g., Royal Opera House trip).</p>
<p>5.To support the most vulnerable pupils in receipt of the Pupil Premium Funding to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional wellbeing.</p>	<p>Bespoke support offered for pupils to access therapeutic services and interventions. To work with parents so that they recognise the difference between need and development so we have higher long-term aspirations and we don't reduce them due to low aspirations</p>



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.External and internal CPD to support high quality teaching across the school to support all groups of children but particularly those disadvantaged. CPD to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points. Extensive work into latest research and applying proven methods to adapt teaching practice.</p>	<p>High Quality Teaching where metacognition and self regulation are at the heart is highly successful -The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. EEF 2022 – 2023. “Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” Sutton Trust Report.</p>	<p>1,2,3</p>
<p>2.Bespoke training for Teaching Assistants to enable targeted interventions within the classroom to ensure effective challenge from low starting points and help the lowest 20% catch up quickly.</p>	<p>Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickl</p>	<p>1,2,,3</p>



<p>3.Developing oracy consistently across the school curriculum.</p>	<p>Evidence indicates that developing oracy improves academic performance. The Speak for Change report supports this research. Evidence from the inquiry heard compelling evidence of the educational benefits of effective and purposeful talk at every stage of schooling and how a greater focus on oral language improves outcomes for the most disadvantaged students.</p>	<p>1,2,3</p>
<p><u>4.Phonics</u></p> <p>Investment in refresher training and CPD for new staff and support staff. Replenishment of resources for Little Wandle phonics. Restocking of quality reading materials for EYFS, KS1 teachers and LKS2. All staff to continue receiving full and comprehensive training.</p> <p>Ensuring our planned curriculum also provides opportunities for pupils to have access to whole texts so they learn to read through phonics and reading books.</p>	<p>The school has already invested heavily in CPD and resources for Little Wandle and we need this investment to continue as children are making significant improvements which is reflected in EEF research.</p> <p>In 2024, 80% of all Disadvantaged children passed the Phonic Screening (National comparison – disadvantaged was 67%)</p> <p>Purchasing of high quality texts to provide quality opportunities for children to complement phonics work with the provision of quality texts,</p>	<p>1,2,3</p>
<p>5.Senior Mental Health Leader in school will undertake professional development in their role and develop a whole school Wellbeing Action Plan.</p>	<p>Evidence clearly states that the impact of Covid is still impacting pupils. Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater</p>	<p>5</p>



	<p>readiness to learn. There is evidence that 20% of 8-16 year olds have a mental health disorder.</p> <p>Our approach is to support these children and have an inclusive approach to pupil and staff well being.</p>	
<p><u>6.CPD</u></p> <p>Staff will be provided high quality professional development (CPD) to enhance, improve and promote High Quality Teaching across the curriculum.</p> <p>Our SENDCO is undertaking training to become a 'Level 5 specialist teacher of dyslexia and specific learning differences and barriers to literacy' to work with groups of children and class staff, who can then work on interventions with the children</p>	<p>As referenced in EEF publication 'Moving forwards, making a difference: A planning guide for schools 2022-23'. There is clear evidence that the attainment gap between socially disadvantaged pupils has grown.</p> <p>Research tells us that A programme of CPD based on the needs of the school is in place as this will improve outcomes for pupils with greater impact than other methods. Our half termly 'monitoring' into each curriculum area, will identify training needs and Subject Leaders will be responsible for planning and delivering follow up CPD for staff.</p>	1,2,3
<p><u>7.Maths CPD</u></p> <p>Further embed a secure understanding of how to build firm mathematical foundations.</p> <p>Continuing with the commitment to the embedding of the Mastering Number Programme - for EYFS, KS1 and KS2 teachers.</p>	<p>Embed the Nursery resource 'Master the Curriculum' as a prequel to Mastering Number in Reception.</p> <p>Further develop the use of Numicon.</p> <p>Plan and lead an early maths workshop in Nursery & Reception.</p> <p>National Centre for Excellence in the Teaching of Mathematics (NCETM) programmes led by the Archimedes Maths Hub:</p> <p>★ Mastering Number at Reception and KS1:</p>	2,3



<p>Primary Teaching for Mastering: Sustaining - Maths subject lead and teachers.</p> <p>Implement Mastery of Number in Year 5 – providing training as required.</p>	<p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/ Led by Debbie Morgan OBE</p> <p>★ Teaching for Mastery: https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-sustaining/</p> <p>Improving Mathematics in the Early Years and KS:1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	
<p><u>8.CPD for curriculum leaders</u></p> <p>Release time for curriculum leaders: to implement any required changes to their curriculum; to deliver CPD for staff and to undertake their own CPD that will lead to improved outcomes for all children.</p>	<p>National College, 2010, identified that teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes</p> <p>Support has benefitted curriculum leaders in the last two academic years. Evidence seen in the medium-term plans for each subject and the quality of education.</p>	1,2,3

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

Budgeted cost: £95,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>1. In class support provided by teaching assistants directed by the teacher targeting additional support in class.</p>	<p>Teacher Feedback to Improve Pupil Learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Project X CODE Intervention: https://global.oup.com/education/content/primary/case-studies/pages/projectx-code?region=uk</p> <p>EEF: Making best of teaching assistants https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/teaching-assistants/TA_Guidance_Report_Making_BestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1635870019</p> <p>EEF: Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3</p>
<p>2. Booster support classes and Easter School (identified Year 6 pupils)</p>	<p>Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p>	<p>3,6</p>



3.Homework club for identified pupils in receipt of PPG	Homework clubs are identified as having impact for pupils when linked to core learning, (EEF 2021).	3,6
4.Online mathematics programmes including: Sumdog, Spag.com and TT Rockstars for pupils (intervention) in receipt of PPG	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	3,6
Ensuring our planned curriculum also provides opportunities for pupils to have access to whole texts so they learn to read through phonics and by reading books	Purchasing of high quality texts to provide quality opportunities for children to complement phonics work with the provision of quality texts. Evidence states that this has greater impact on outcomes	1,2,3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>1.Aspirations</u></p> <ul style="list-style-type: none"> ● Residentials ● After school clubs ● NPCAT Sports Activator <p>Enrichment opportunities including: wide range of after-</p>	<p>The EEF, consider evidence based research unpicking the ‘enriching’ of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. 80% of PP children access an extracurricular activity, up from 61% in the 2022-23.</p>	5,6



<p>school clubs; curriculum-based school trip for each class; educational visits for Year 6 pupils; and subsidised residential visit for Y4, Y5 and 6 for children in receipt of the pupil premium grant.</p>		
<p><u>2.Attendance</u> SLT member to lead on attendance and work with key families, e.g. mentoring meetings, parent meetings, workshops.</p> <p>Additional time from School Attendance Officer to track and monitor pupil lateness, (including home visits) and identified external support for vulnerable children.</p>	<p>Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 with attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, NFER, 2015.</p> <p>DFE: Supporting the attainment of disadvantaged pupils: articulating success and good practice</p>	4
<p>3.Ensuring children have access to quality texts.</p> <p>Home reading books and topic book resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth and challenge of reading opportunity.</p>	<p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socio-economic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).</p>	1,2,3

Total budgeted cost: £160,555



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 2022-2023 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

We will continue to build on these outcomes during 2025-26.

Below is an analysis of the impact so far.

Intended Outcome 1

Target early children's reading so disadvantaged children do not fall behind non-disadvantaged pupils.

Ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, times table check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and GSP.

Ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.

Our approach shows that Pupil Premium children make good progress in reading, writing and phonics and show improved outcomes year on year.

Y1 Phonics screening – Last year 24/25, 88.7% of pupils passed the phonics screening. 81.8% of disadvantaged pupils passed and this compares to 80.0% in 24/24 (an increase of 1.8%) We hope that this gap will narrow further this academic year.

Multiplication Tables Test – In the government Multiplication Times Table Test in this year (out of 25) the mean score for all pupils was 24.04. Non disadvantaged was 24.3 and disadvantaged was 23.55, a deficit of 0.75 in comparison. In 23/24 the average score was 23.5% for disadvantaged pupils, so there is a slight increase of 0.05% in 23/24.



Early Years

Children achieving a Good Level of Development		
Year	23/24	24/25
All Pupils		67.4%
Disadvantaged	61.9%	41.1%
Non-Disadvantaged	79.3%	76.5%
Gap	17.4	35.5

The data from Early Years shows that considerable progress is being made in relation to the children's starting points. There has been a marked increase in the number of children entering nursery with poor social, maths and English skills – particularly relating to vocabulary and speech.

KS2 Data – Reading, Writing and Maths

Combined, Children reaching EXS in Reading, Writing and Maths		
Year	23/24	24/25
All Pupils		72.2%
Disadvantaged	43.5%	59.1%
Non-Disadvantaged	67.6%	81.3%
Gap	24.1%	22.2

Children reaching the EXS in Maths		
Year	23/24	24/25
All Pupils		85.2%
Disadvantaged	56.5%	72.7%
Non-Disadvantaged	83.8%	93.8%
Gap	27.3	21.1

Children reaching the EXS in Reading		
Year	23/24	24/25
All Pupils		88.9%
Disadvantaged	56.5%	86.4%
Non-Disadvantaged	73.0%	90.6%
Gap	16.5	4.2

Children reaching the EXS in Writing		
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Year	23/24	24/25
All Pupils		77.8%
Disadvantaged	60.9%	72.7%
Non-Disadvantaged	83.8%	81.3%
Gap	22.9	8.6

Children reaching the EXS in Grammar, Punctuation and Spelling		
Year	23/24	24/25
All Pupils		87.6%
Disadvantaged	65.2%	86.4%
Non-Disadvantaged	89.2%	87.5%
Gap	24	1.1

Key stage 2 data is excellent and shows that the gap between disadvantaged and non-disadvantaged has closed considerably. This is true for combined (expected standard) in reading, writing and maths. It is also true for the expected standard in maths, reading and writing. There is still a gap that needs to be narrowed further in 25/26 in reading, writing and maths and it is envisaged that this will be the case.

Intended Outcome 2

Targeted oracy work to improve pupils opportunities and experiences to speak and explain so they develop greater communication skills. Oracy CPD for all staff.

Oracy opportunities planned for in extended provision with focused adults encouraging engagement Oracy to be a focus in the Maths action plan - maths vocab, stem openers, reasoning about Maths.

Increase oracy opportunities across the curriculum

Improve outcomes for oracy for targeted KS2 pupils.

Oracy was a SDP focus for 24/25 and much was done across the curriculum to improve speaking (and listening) outcomes for all pupils, but particularly for those disadvantaged children within each class.

Professional development days focussed on the development and implementation of oracy and oracy strategies in our established curriculum. A number of staff meetings were also dedicated to the further development of oracy.



The use of oracy slides is now embedded in most curriculum subjects – slide foci have been added to the medium-term plans for English, History and Geography and Science. This meant that there are a number of lessons each half term that will incorporate and dedicate a period of time to oracy and the development of oracy skills. These slides include, 'Would you rather?', 'Odd one Out' and 'Talk for a minute'.

In addition, subject leaders have added oracy lessons to their medium-term plans, with many opening research lessons or final review lessons being replaced by an oracy lesson. This will be further developed in 25/26.

Class teachers know their children well and they target disadvantaged children in their lessons for oracy – through questioning and during oracy sessions.

The 4 strands of oracy; physical, linguistic, cognitive and social and emotional strands are taught explicitly and pupils are assessed and tracked in relation to these strands. This enables careful planning to ensure that each child is able to progress with regard to speaking (and listening).

Not just in KS2, but in each class, 3 or 4 children were identified as a focus group to track the development and progress of individuals with regard to their oracy skills. Disadvantaged children made up a significant amount of each focus group. This approach is to continue in 25/26.

Intended Outcome 3

The attendance of PP children improves from the previous academic year – 2023/24. All staff are aware of key families and strategies to improve attendance.

Staff are informed of pupils for whom attendance is an issue every 4 weeks in staff meetings. They are made aware of the children that have received an attendance letter or a punctuality letter (AL1, AL2, AL6 or AL5). The school office are provided with updates every 4 weeks for the children requiring a parent to show medical evidence for an absence – these are children for whom an AL2 letter has been issued.

Prior to attendance letters being issued staff are asked to speak to a parent if a child is showing signs of poor attendance and is likely to receive a letter if their attendance does not improve. This pre-emptive meeting is informal and seeks to offer support if it is required to improve a child's attendance. Teachers are notified of these children every 4 weeks.

Attendance 2022 – 2025

Whole school compulsory attendance (Statutory school age i.e.>5)
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Year	22/23	23/24	24/25
All pupils	95.6%	95.3% ↓	96.06% ↑
Disadvantaged pupils	93.6%	94.4% ↑	94.7% ↑
Non-disadvantaged pupils	96.5%	95.51% ↓	96.7% ↑
Gap	2.9	1.11 ↓	2 ↑

The attendance of disadvantaged pupils has increased by 1.1% in 2022/23 from 93.6% to 94.7% in 2024/25. Whilst this is a welcome improvement, a gap does exist with the attendance of non-disadvantaged, which was 96.7% in 24/25. This gap is now 2.0%.

Attendance at St Patrick's was above national average for the academic year 2024/25 at 94.84%. The school continues to work closely with the NPCAT Attendance Team and our families; working particularly with those children that were either persistent absentees or at risk of becoming a persistently absent. This inevitably resulted in a proportion of which were disadvantaged children.

The table below shows the number of attendance letters that were issued during the academic year 2024/25.

Intervention Stage	Instance	Average
Attendance Letter 1	74	83.44%
Attendance Letter 2	30	85.79%
Improving Attendance Plan	10	83.81%

Strategies were implemented across all Key Stages and inclusive of EYFS to ensure that good attendance was rewarded and poor attendance tackled strategically.

Intended Outcome 4

To remove all barriers for children from disadvantaged backgrounds to ensure they can access enrichment and after school activities and have the same aspirations as non-disadvantaged children.

Address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.



Vulnerable children have subsidised places on residential, school trips and after school clubs, so that affordability is not a reason for them not to attend. Residential trips this year that were open to ALL pupils were Holland (Year 6), skiing in Italy (Year 5) and Carlton (Year 4).

Residential	Holland	Carlton
Total number of children attending	46	47
Number and % of pupil premium children attending	17/20 (85%)	14/18 (78%)

The school took a group of year 5 and 6 children on a visit to parliament and met our local M.P Andy Macdonald. When considering the children for the trip – children in receipt of pupil premium were identified and invited. A group of year 5 and 6 children also went to London to visit the Royal Opera House to experience live ballet in a world-renowned venue. Again, pupil premium children were represented proportionally.

Each Class in the school participated in at least one curriculum-based trip e.g Class 4 and 5 - Whitby, Class 6 and 7 – Hopetown railway museum, Darlington, Class 8 – Saltholme and Class 10 – The Life Centre, Newcastle. These trips were subsidised for pupil premium children.

The percentage of pupil premium children accessing an afterschool club rose from 20% (Autumn Term) to 49% (Summer Term). These clubs included; Art, Lego, sports and Maths Magicians. 3 disadvantaged children access Rock Steady and are learning to play guitar and drums. Funding for all these activities is offered to all Pupil Premium children. It is envisaged that the uptake of pp children in 2025/26 will be 80% or greater.

Disadvantaged children continue to be a high priority for Pupil Voice group membership (Eco-Warriors, Community Ambassadors, Mental Health and Wellbeing Ambassadors etc).

Intended Outcome 5

To support the most vulnerable pupils in receipt of the Pupil Premium Funding to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional wellbeing.

Of the 14 children to be offered support through Alliance – 8 of them (57%) were in receipt of pupil premium funding. School has 23% pupil premium.

When appropriate all children, including our disadvantaged children have access to Teddy our therapy dog, This is usually as a reward or to help build self-esteem and confidence.





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
Improved emotional well-being and support for personal challenges.	Bungalow Project Alliance
All children in Year 5 and 6 taught how to play a musical instrument (£2,400)	Tees Valley Music Service



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?	NA
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.