

Pupil Premium Strategy Statement

This statement details our 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.

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	Information
School name	St Patrick's
Number of pupils in school	236 including Nursery
Proportion (%) of pupil premium eligible pupils	25% (58 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – July 2025
Date this statement was published	06.12.2022
Date on which it will be reviewed	April 2023
Statement authorised by	Mark McLoughlin
Pupil Premium lead	Mark McLoughlin
Governor / Trustee lead	Dr Margaret Worsley

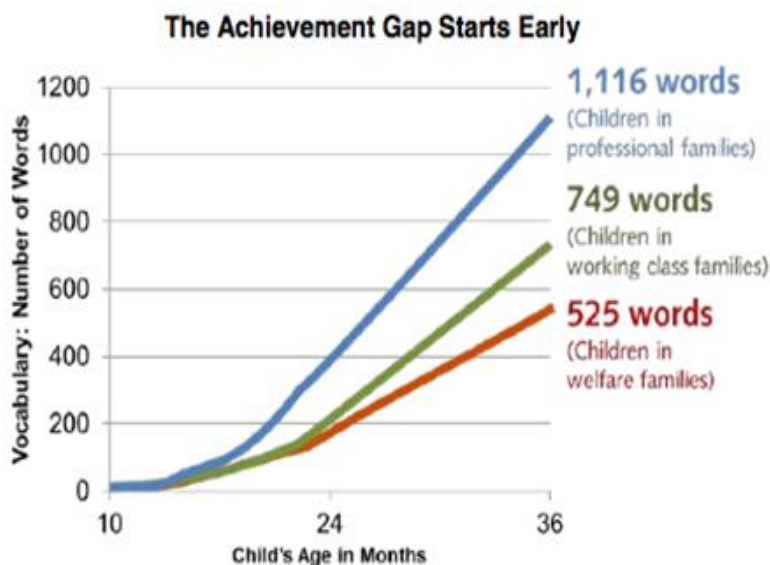
Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£56093
Recovery Premium funding allocation this academic year	£5800
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	£61983

Part A: Pupil Premium Strategy Plan

Statement of Intent

The aim of the Romero MAC and ours as St Patrick's, is to provide an innovative yet academically rigorous curriculum that inspires, empowers and enables all our students to recognise their full potential and respond to what God calls them to be. We partner and support parents in their role as primary educators and aim to create a welcoming, compassionate, diverse and vibrant community that develops within our students a greater global awareness and encourages both their academic and spiritual growth.



Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Through effective use of the additional funding, sharing of best practice (internally and externally), careful consideration of research and application of our wider

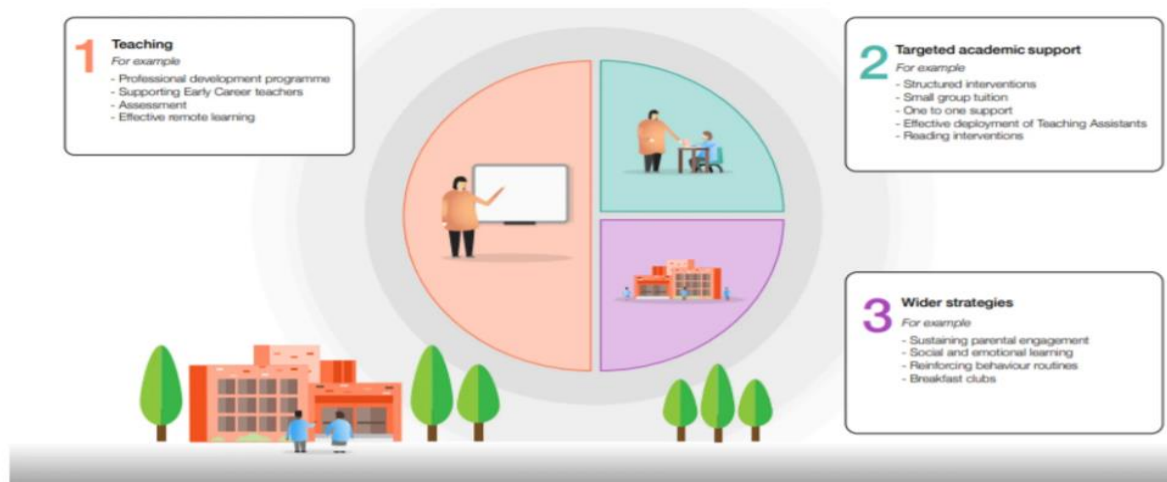
calling, our aim is:

For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Implementation Statement

The structure for aligning out action to achieve our intent is drawn principally from the combination of the Department for Education's 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment Fund's Guide to Pupil Premium. We have considered how the layers of priorities fit within the structure of implementing the best practice three tiered approach. This naturally aligns with our ongoing strategic thinking which has been underpinned by Daniel Sobel's 'Narrowing the Attainment Gap', where there is a greater consideration for the whole child and the numerous barriers (social, emotional and family as well as educational) that can impact a child's learning.



([Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Pupil-Premium-Guidance))

We have analysed existing practices and other potential strategies and initiatives in line with these three considerations: Teaching, Targeted support and Wider Strategies/Enrichment. During this academic year, we are aware of the lasting impact of COVID on all three areas and research shows that PP children have been disproportionately negatively impacted by disruption to learning. As such, our PP work has been very closely aligned with our Catch-Up provision and will continue to be so.

High-quality teaching is at the heart of our approach, with ensuring that our disadvantaged children receive the very best input as often as possible. This is a core belief of our school and is proven to have the greatest impact on closing attainment gaps. Additional targeted support can take the form of in class targeting through quality first teaching, additional intervention and therapy groups and additional targeted booster sessions and homework. Our wider strategies centre around the Romero Charter (Catholic Character Education) and ensuring that the most disadvantaged children have the greatest access and opportunity to fulfil all the experience and elements of this.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past four years, we have completed our 'Barriers to Learning' assessments for individual classes and have identified these areas as a current priority challenge areas. These work alongside daily classroom practice following the EEF's diagnostic model. These areas will have been influenced by the impact COVID has had on school and families over the last number of years.

Challenge number	Detail of Challenges	
	Focus Area	How Need was identified
1	Limited language and/or restricted vocabulary	Baseline on entry
2	Lack of family engagement and/or issues within family	Excel of pupil engagement
3	Attendance and associated lost learning	Attendance report
4	Lack of enrichment and narrow opportunities externally	Pupil Voice
5	Catching up on lost learning	Data booklets
6	Lack of self-confidence and/or self esteem	Pupil progress meetings

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2022- 2023	
Intended outcome	Success criteria
Ensure children understand, retain and use a wider range of vocabulary, therefore improving ability to access a broad curriculum.	Improved reading attainment across year groups with attainment gap closed between PP and non-PP children. Romero Theme Knowledge Checker results/monitoring demonstrate children's secure understanding of vocabulary taught.

	PP pupil voice demonstrates high levels of confidence in use of taught vocabulary.
Work with parents to increase engagement in learning.	PP parent voice demonstrates matched score to whole school survey on areas around engagement PP parent attendance at workshop/parents evening matches levels of non-PP parent attendance.
Challenge the engrained perception that PP children miss more school than Non-PP children	Narrowing the gap between PP and Non-PP absences
Provide a broad, balanced and enriching curriculum for all children.	PP children completing as much of the Romero charter as non-PP children. High levels of PP children's attendance at enrichment opportunities/extra-curricular activities.
Raise self-confidence and self-esteem of children to enable them to engage fully with learning and succeed.	PP pupil voice demonstrates high levels of self-confidence and self-esteem. Decrease in behaviour incidents involving PP children.
Ensure all children recover any lost learning. *Ensure PP children recover any lost learning at the same rate as non-PP children.	Data will show that disadvantaged children are individually meeting their progress measure of 0. Attainment differences will begin to narrow in all year groups. Higher quality interventions and support give to children by all staff will impact on attainment and progress.

Strategic Period (Sep 2022 – Jul 2025)	
Intended outcome	Success criteria
Ensure children understand, retain and use a wider range of vocabulary, therefore improving ability to access a broad curriculum.	100% of Yr1 children to pass national phonic screening test. Reading attainment across year groups at least in line with national/Romero average, with attainment gap closed between PP and non-PP children. Romero Theme Knowledge Checker results/monitoring demonstrate children's consistent secure understanding of vocabulary taught.

	Writing moderation shows an increase in higher level vocabulary.
Work with parents to increase engagement in learning.	PP parent voice and attendance at workshop/parent evenings demonstrates high levels of engagement and satisfaction. Involvement of PP on Volunteering and Consultation groups
Attendance	Attendance of PP children is at least in line with non PP attendance and national average.
Provide a broad, balanced and enriching curriculum for all children.	PP children completing all elements of the Romero charter. High levels of PP children's attendance at enrichment opportunities/extra-curricular activities. PP pupil and parent voice demonstrates high levels of engagement and enjoyment of enrichment opportunities/extra-curricular activities.
Ensure all children recover any lost learning. *Ensure PP children recover any lost learning at the same rate as non-PP children.	Return to positive progress scores for Reading, Writing and Maths and every data point. Return to at least national percentages at Phonics Screening Check, End of Key Stage 1 and End of Key Stage 2 assessments
Raise self-confidence and self-esteem of children to enable them to engage fully with learning and succeed.	PP pupil voice demonstrates high levels of self-confidence and self-esteem. Decrease in behaviour incidents involving PP children.

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

Budgeted cost: £ 3220

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Training on teaching vocabulary	Research shows that children’s vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3. Alex Quigley’s Closing the Vocabulary Gap.	1, 2, 5
Maths Training	Evidence shows the importance of developing practitioners’ understanding of how children learn mathematics Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1, 5
Reading Training	Evidence continues to show that reading is central to all learning. Specific strategies have been selected using EEF framework. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 5
Reading resources	Research from the National Literacy Trust shows that 1 in 8 disadvantage children do not have access to books at home. Further evidence shows this is a barrier to reading and vocabulary acquisition. Book Ownership in 2021 National Literacy Trust	1, 2, 5

Targeted academic support

Budgeted cost: £ 34330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention therapy support	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: Small group tuition Toolkit Strand Education Endowment Foundation EEF Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2

Specific diagnostic assessments and support work	Specific diagnostic online work is proven to close attainment gaps and raise engagement and confidence. IXL Design Principles	1, 2
PiXL	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2

Wider strategies

Budgeted cost: £ 25300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Library resources	The links between reading for pleasure and academic attainment are well evidenced, suggesting a positive relationship between reading frequency, reading enjoyment and attainment (Clark, 2019). Future of Primary School Libraries report.pdf (literacytrust.org.uk)	1, 2, 5
Thrive training, approach and interventions	Social, emotional support is proven impact wellbeing. Behaviour interventions EEF (educationendowmentfoundation.org.uk) As a specific programme Thrive is underpinned by leading research and successfully case studied. Impact of Thrive - The Thrive Approach	3, 4
Enrichment project and opportunities	Daniel Sobel and accompanying barriers to learning.	3, 4
Breakfast Club offer	As we are ineligible for specific offer, evidence base is underpinning our move to introduce a subsidised breakfast club for PP. Magic Breakfast EEF (educationendowmentfoundation.org.uk)	6
Parental workshops & support	Working with parents is proven to be high impact lost cost strategy for closing the gap. Parental engagement EEF (educationendowmentfoundation.org.uk)	5, 6

<p>Extra-Curricular club funding</p>	<p>As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
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Total budgeted cost: £ 62850

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 2021 to 2022 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Ensure all children recover any lost learning. *Ensure PP children recover any lost learning at the same rate as non-PP children	Interventions delivered focusing on PP and their assessment returns. TA support focused on PP. PP focused learning walks	Attendance reports analysed and PP children identified for extra tuition and booster groups. End of term data booklets still show some PP children below ARE	To remain a priority moving forward and allow PP children to be a focus in all booster/ tuition groups.
Consistent exposure to quality first teaching and a continued drive to good to outstanding teaching across the school	SLT delivery of in-house specific support and CPD. Support of 1 x SDS teacher. ECT teacher also had support from with academy.	In Summer Term 85% teaching was judged to be good. Data from learning walks and observations P/VP	New to school staff and existing staff to continue to be supported through CPD to ensure quality first teaching is consistently embedded across school
To improve progress and narrow attainment gaps between attainment of Pupil premium and non-Pupil Premium children	Data analysis used to analyse gaps in learning and these gaps were filled through therapies, interventions and support. Specialised teaching and training used to support staff in enabling children to succeed. RWI training used to ensure that staff teaching early reading had been professionally trained in the RWI programme to enhance early reading opportunities. Pixl used for high quality therapies, delivered by TA/HLTA.	Summer Term data showed progress for some PP children in R/W/M. Differences in attainment are beginning to narrow for many PP children.	GD for PP children will be an area of focus for the strategic period
To improve attendance and punctuality of PP to stop negative effect on learning and lost learning time.	Romero Attendance Officer monitored and actioned lates/absences and supported families to ensure that the children attended school. Pastoral lead worked with families to overcome barriers that deter this.	PP attendance generally in line with school average/non PP children	Next year targeted support in place for those persistent absentees.
Providing increased and enhanced opportunities for children to experience the full Romero Charter.	Enrichment groups and extra curriculum opportunities continued. Whole school lockdown drive for opportunities (Go Parks).	Pupil voice and feedback from staff show enrichment has been positive.	Audit of Romero Charter for PP.

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

Service Pupil Premium funding (if applicable)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

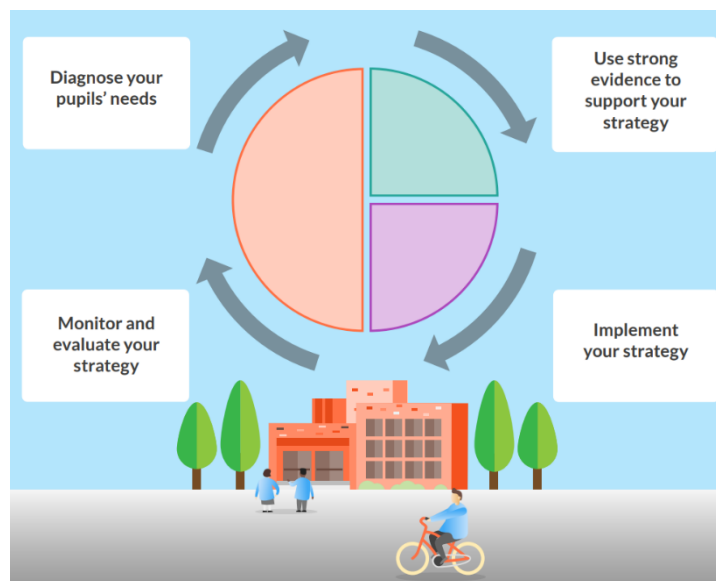
Further information

We, as a group of schools, are committed to offering the very best for all of the children under our care—particularly those disadvantaged or impacted by the recent lockdowns. As part of this, there is a range of additional provisions which are not funded by either grant that have a clear and distinct benefit to our pupils. There is leadership support for both Pupil Premium Leads and Catch-Up Champions, cross MAC support sessions, validations of judgements and sharing of ideas and best practice, Network Leads and Strategic Leads to drive subject specific and wider pedagogical developments and a catalogue of events and experiences aimed at improving the experiences and cultural capital of all of our Romero children.

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by the Pupil Premium or Recovery Premium. This will include:

- A movement towards self-reflective practitioners embracing a continuous improvement model towards their practice
- Teachers receiving coaching, setting a personal target and using research to improve their practice in line with *'Putting Staff First'* (Tomsett and Uttley 2020)
- Extensive work around a recovery Maths curriculum in line with the DFE 'Ready to Progress' documents.

Monitoring, Evaluating and Making Better



([Pupil Premium Guidance iPDF.pdf \(educationendowmentfoundation.org.uk\)](#))

With a new framework for recording and the movement towards a more stable period of education in relation to COVID, we have taken this as the first year of our three year strategic cycle. The yearly and three year strategic aims have been set as outlined above. Individual actions will have built in review points and mechanism but at the end of this academic year we will review our current PP offer. This will allow comparisons across schools (within the MAC and externally) to ensure the most efficient use of money and the greatest impact for children. This will be supplemented by MAC level reviews of PP within the 3 year cycle.