

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2023 to 2024 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	238
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year the current pupil premium strategy plan covers (strategic plan coverage)	September 23 – July 25 (September 22- July 25)
Date this statement was published	November 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Lorraine Stanton
Pupil Premium lead	Danielle Kingham
Governor / Trustee lead	Pete James

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£81,692
Recovery Premium funding allocation this academic year	£7,975
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	£89,667

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 face additional challenges in reaching their potential and that this starts from a very early age (see Word exposure graph). Even more worrying, is the sustained impact that COVID has had on making disadvantaged children even more disadvantaged. The national KS2 SATS Disadvantaged Gap Index was 3.2 in 2023. This represents only a 0.03 improvement from the previous year and remains 0.28 points greater than pre-pandemic levels. 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:

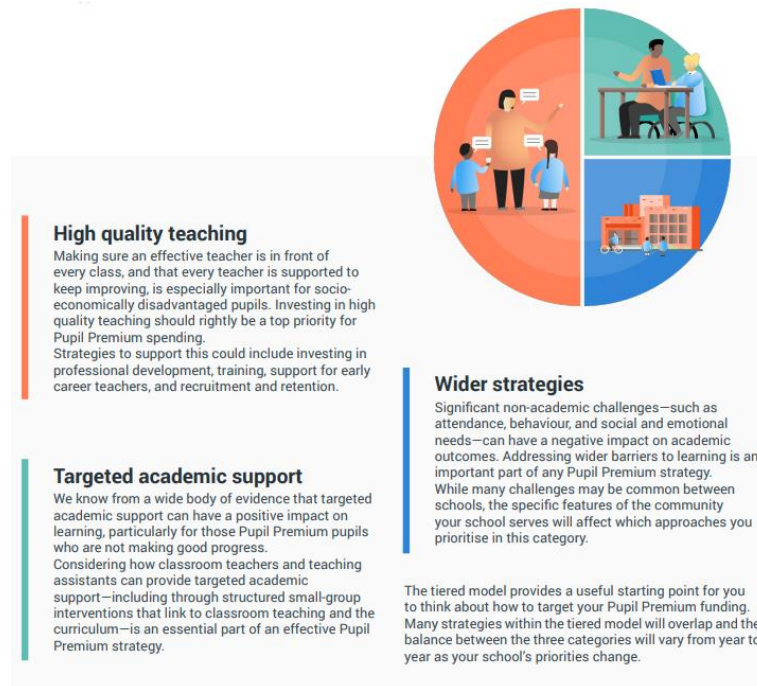


For all of our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.



Implementation Statement

The structure for aligning our 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. High-quality teaching continues to be at the heart of our approach, with ensuring that our disadvantage 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. We are finding a growing number of children with multiple barriers to their progress with SEN, behaviour and parental engagement being the most common. We are mindful of the overlap between these and place increased emphasis on supporting this in teaching and learning. 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 follow a two-pronged approach. The first element centres around the Romero Charter and ensuring that the most disadvantage children have the most access and opportunity to fulfil and experience the elements of this; the second element is about the mental health and social, emotional development of our children through our school culture, pastoral work and Thrive programme.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Over the past five 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 wider improvement and priorities of the school, most significantly the Academy Improvement Plan

Challenge number	Detail of Challenges	
	Focus Area	How Need Was Identified
1	Limited language and/or restricted vocabulary	NELI Early Years assessment, EYFS data measures, observations throughout the curriculum
2	Lack of enrichment and narrow opportunities externally	Romero Child Charter tracking, pupil voice, understanding of contexts in the curriculum
3	Reducing identified PP gaps in RE, Reading, Writing and Maths.	On-going termly assessments and pupil progress meetings
4	Lack of self-confidence and/or self esteem	Barriers to learning assessments, Learning Mentor discussion, staff discussion
5	Attendance and associated lost learning	Attendance report, feedback from Romero Attendance officer, pupil progress meetings
6	Lack of family engagement and/or issues within family	Barriers to learning assessment, Learning mentor discussion, SENDCO feedback

Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add 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 2023- 2024	
Intended outcome	Success criteria
Improved oracy and articulation of thoughts and learning.	No 'Red' PP children by the end of the year on NELI assessment NELI disadvantaged gap reduced post-intervention period. Improved phonics percentage for PP and reduced PP gap Positive 'Voice 21' engagement for identified PP children.
Increased enrichment and access to opportunities externally	All PP children attend residential trips. All PP children attend at least one school club All PP children attend at least one external trip. Improved coverage of the Romero Child Charter for PP children.
Reducing identified PP gaps following summer term pupil progress	Evidence of effective teacher focus groups Evidence of effective interventions Improved end of year data outcomes
Improved self-confidence and/or self esteem for identified children	The team around identified children to note increased confidence and participation in the classroom and school life. Pupil voice to show children reflecting on this OPAL survey feedback and tracking to be positive for PP.
Improved Attendance	Improved attendance percentage Improved punctuality Removal from persistent absence list
Improved family engagement with learning	Increased attendance for PP parents at Parents evenings and curriculum and learning events Parents survey to show positive trend measure.

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.	<p>100% of Yr1 children to pass national phonic screening test.</p> <p>Disadvantaged gap to average 0 for Reading across school.</p> <p>Romero Theme Knowledge Checker results/monitoring demonstrate PP children's consistent secure understanding of vocabulary taught.</p> <p>Writing moderation shows an increase in higher level vocabulary by PP children.</p>
Fully established, positive relationships with families leading to engagement in learning.	<p>End of Year survey measures to show positive trend for the period</p> <p>PP attendance at workshops/parents evening to match non-PP.</p> <p>PP Parent voice to show a large majority are engaged in their child's learning.</p>
Improved attendance for all PP children.	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.	<p>PP children completing all elements of the Romero charter.</p> <p>All PP children to access a club each year and high levels of ongoing attendance at enrichment opportunities/extra-curricular activities.</p> <p>PP pupil and parent voice demonstrates high levels of engagement and enjoyment of enrichment opportunities/extra-curricular activities.</p>
Ensure the disadvantaged gap is reduced throughout school	Disadvantaged gap at 0 for Phonics, end of NELI assessments, in-year and end of KS2.
Raise self-confidence and self-esteem of children to enable them to engage fully with learning and succeed.	<p>PP pupil voice demonstrates high levels of self-confidence and self-esteem.</p> <p>Decrease in behaviour incidents involving PP children.</p>

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 (e.g. CPD)

Budgeted cost: £6628.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf (ruthmiskin.com)</p>	1, 3
Maths CPD	<p>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 (Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk))</p> <p>Worked examples, research groups, ongoing support and direct CPD from the Origin Maths Hub add a further research basis to this. ncetm_primary_teachingformastery_report_july2019.pdf</p>	3, 1
Writing CPD	<p>Evidence shows importance of the link between reading and writing, the key foundations for milestones, the importance of modelling, meta-cognition and planning at all levels. Guidance reports EEF (educationendowmentfoundation.org.uk)</p> <p>With focus on 'Preparing for Literacy', 'Improving Literacy at KS1' and 'Improving Literacy at KS2'</p>	1, 3, 4

Targeted academic support

Budgeted cost: £47738.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics groups	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3
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	1, 3, 4,
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	3, 4
Voice 21	Specific speaking and listening programme with case study and trial evidence to show impact on PP cohorts. Voice21-Impact-Report-2023-v21-web-1.pdf	1, 4

Wider strategies

Budgeted cost: £35300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training, approach and interventions	<p>Social, emotional support is proven impact wellbeing.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>As a specific programme Thrive is underpinned by leading research and successfully case studied.</p> <p>Impact of Thrive - The Thrive Approach</p>	4, 2,
Breakfast Club offer	<p>As we are ineligible for specific offer, evidence base is underpinning our move to introduce a subsidised breakfast club for PP.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	4, 5
Parental workshops	<p>Working with parents is proven to be high impact lost cost strategy for closing the gap.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	6
Extra-Curricular club funding	<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>	2, 4
Residential trip funding	<p>Research and case study shows residential trips have a positive impact on Primary age children.</p> <p>Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)</p>	2, 4
Introduction of OPAL	<p>Sport England research corroborates many other findings that OPAL is beneficial in making children more active, increasing their problem-solving skills, self-confidence and social emotional regulation.</p> <p>Research and Evidence - Outdoor Play And Learning play - a report by the all-party parliamentary group on fit and healthy childhood corrected 1.pdf (outdoorplayandlearning.org.uk)</p>	2, 4

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
Vocabulary development	Specific CPD on CPD Wider CPD work for Reading and Writing Targeted groups and tracking	KS2 Reading PP percentage increased by 14% with the gap narrowing by 24.8% Phonics percentage remained at 66.7% with slight growth in gap.	Pleasing progress through KS2 with further evidence in books, quizzes and work in lessons. Targeting EYFS and transition into KS1 the key target moving forwards.
Parental engagement	Parental workshops IQ questions with this as a focus Learning mentor time working with families Resources sent home to support learning across the curriculum	Romero survey points 11 and 19 both show positive weighted average and improved sample PP scores.	Links with parents have been improved and engagement continuous to rise. Aim is for parents to view engagement as the norm.
Self-confidence and self-esteem	Thrive screening and interventions Growth mindset work in identified classes	Pupil voice metrics and qualitative data shows variable results.	With the inconsistency of results the key is to use this as a base for what works and what does not to see if general patterns and next steps can be created.
Lost learning recovery	Pupil progress meetings Planning support Test analysis to identify gaps and corrective steps Additional interventions and boosters.	KS2 PP data (22 to 23) Reading 46.2% to 60% Writing 61.5% to 60% Maths 46.2% to 70% Disadvantaged gap grew in writing, reduced by 15% in Reading and PP now outperform in Maths	Huge progress in terms of percentages and the gap. Greater focus on writing moving forwards.
Provide a broad, balanced and enriching curriculum for all children	Whole curriculum development as part of Romero work Subject leader training in every subject to ensure best practice in school. Careful timetable and intervention mapping to ensure breadth.	Internal monitoring of books, subject coverage and enrichment shows PP development.	RE inspection spoke to the RE curriculum and the continued wider enrichment and Catholic Life and Mission of the school.

Further Reflections

The Year 6 data for Pupil Premium children is particularly pleasing this year and shows the academic rigour and progress. It is really pleasing with this cohort that the work towards them articulating their ideas, believing in themselves and seeing themselves as learners has had a huge impact. This PP cohort are prepared for their transition to KS3.

Throughout school, we have a strong system for curriculum for all and academic rigour. We are seeing greater overlaps with SEN, behaviour challenges and parental support which will be reflected in next year's actions and aims.

With the change in school leadership this academic year and subsequent staffing, leadership and governance changes it is important that the culture of the three-tiered approach is maintained.

Externally Provided Programmes

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 (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.

Monitoring, Evaluating and Continuous Improvement

We place the EEF guidance on Pupil Premium at the forefront of our work, thinking and approaches. The guide signposts the need for correct identification of needs, using evidence and research to support our actions and then developing a strategy. The implementation element of our strategy draw on the wider EEF implementation model that we use in our wider school improvement practice. Step 5 has become a key step this year as we enter the second year of our strategic period. Here we have carefully and forensically monitored and evaluated the previous year and the path ahead. This has highlighted many successes, key learning points and where adjustments have been required. A significant action this year has been sharing this with the other schools within the Romero MAC and other schools in and around Coventry and North Warwickshire.

Our five point plan can help you plan, implement, monitor, and sustain an effective Pupil Premium strategy.

Step 1	Diagnose your pupils' needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Implement your strategy
Step 5	Monitor and evaluate your strategy

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