

# Pupil premium strategy statement: St Patricks' Primary School

## 1. Summary information

|                               |                             |   |                    |   |              |
|-------------------------------|-----------------------------|---|--------------------|---|--------------|
| <b>School</b>                 | St Patrick's Primary School |   |                    |   |              |
| <b>Academic Year</b>          | 20/21                       | <b>Total PP budget</b>                  | £132,034           | <b>Date of most recent PP Review</b>                  | Oct 2020     |
| <b>Total number of pupils</b> | 239                         | <b>Number of pupils eligible for PP</b> | EYFS-6 = 104 (44%) | <b>Date for next internal review of this strategy</b> | January 2021 |

## 2. Current attainment KS2

| NO COVID  | <i>Pupils eligible for PP<br/>(school)</i> | <i>Pupils not eligible for PP<br/>(school)</i> | <i>Progress score for PP<br/>(school)</i> | <i>Pupils not eligible for PP<br/>(national average)</i> |
|---|--|--|---|--|
| <b>% Achieving EXS or above in reading, writing &amp; maths (or equivalent)</b> |  |  |   |  |
| <b>% Achieving the EXS in reading and progress score</b>                        |  |  |   |  |
| <b>% Achieving the EXS in writing and progress score</b>                        |  |  |   |  |
| <b>% Achieving the EXS in maths and progress score</b>                          |  |  |   |  |
| <b>% Achieving EXS in GPS (or equivalent)</b>                                   |  |  |   |  |

## Current attainment KS1

|                                       | <i>Pupils eligible for PP<br/>(school)</i> | <i>Pupils not eligible for PP<br/>(school)</i> | <i>Pupils not eligible for PP<br/>(national average)</i> |
|---------------------------------------|--|--|--|
| <b>% Achieving the EXS in reading</b> |  |  |  |
| <b>% Achieving the EXS in writing</b> |  |  |  |
| <b>% Achieving the EXS in maths</b>   |  |  |  |
| <b>Year 1 Phonics</b>                 |  |  |  |

| 3. Barriers to future attainment (for pupils eligible for PP)  |                    |  |
|--|--------------------|--|
| <b>In-school barriers</b>  |                    |  |
| Attendance and punctuality   |                    | Parents own barriers (personal school experiences, unemployment)   |
| Concentration  |                    | Lack of self esteem/confidence   |
| Poor language/communication skills   |                    | Emotional needs  |
| Uniform/PE kits  |                    | Poor social skills   |
| Poverty  |                    | Cultural differences   |
| Specific medical needs   |                    | Health   |
| Paucity of home resources  |                    | SEND   |
| Language acquisition   |                    | Low entry levels   |
| Lack of aspiration/ limited life experiences   |                    | Disengagement  |
| <b>External barriers (issues which also require action outside school, such as low attendance rates)</b> |                    |  |
| Parents own barriers (personal school experiences, unemployment)   |                    | Crime/Drugs  |
| Paucity of home resources  |                    | Poverty  |
| Attendance/ punctuality  |                    | Gang related incidents   |
| Low aspirations  |                    | Mental health issues   |
| Limited life experiences   |                    | Speech and language issues   |
| Community pressures  |                    | Parental understanding of how to support their child's educational needs.  |
| <b>4. Desired outcomes</b>   |                    | <b>Success criteria and how they will be measured</b>  |
| <b>A.</b>  | Narrowing the gap  | Results, books, and pupil voices will accurately measure the progress and see the gap narrowing. More disadvantaged pupils are attaining age related expectations.   |
| <b>B.</b>  | Raised aspirations | Pupils will aspire to pursue a variety of different opportunities, through focused pupil questionnaires, visitors and a focus on career choices. Engagement & participation in lessons will improve. This will be observed during learning walks, through the books and pupil voice. |

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| <b>C.</b> | Plethora of opportunities and experiences available to all pupils.       | Each year group will plan and deliver trips to a variety of places/experiences, ensuring that they are exposed to rich, diverse and cultural experiences ensuring opportunities for success across the curriculum. Activities will be mapped and linked to the curriculum.                 |
| <b>D.</b> | Positive attitudes to learning and behaviours for learning.              | AFL techniques are embedded into each classroom. Some teachers are trained in 'Learning to learn' techniques, thus promoting a classroom of resilient and independent learners. We intend to roll this out to all teachers. Outstanding behaviour can be seen around the school.           |
| <b>E.</b> | Parental confidence increased  | Parent/carers workshops run across the year to support learning. Questionnaires completed to analyse effectiveness of these. Parents/carers are confident in supporting their children and have an understanding of the education system and ways in which they can assist their children. |
| <b>F.</b> | Attendance and punctuality improved                                      | Attendance figures are above 97%. Pupils and Parents are given clear guidelines on our attendance and punctuality procedures. Mr Potato head and attendance prizes continue, to ensure pupils are rewarded for their good attendance and punctuality.                                      |
| <b>G.</b> | PAAs decreases   | PA figures will drop. Targeted interventions for those pupils who are identified as PAs (mentor support, EWO, Head teacher meetings, Minibus)  |
| <b>H.</b> | Progress of our pupils is more than expected                             | Assessment data will identify the progress that pupils are making. Intervention sheets will target and support pupils in making more than expected progress.   |
| <b>I.</b> | Quality first teaching is no less than good with a majority outstanding. | Team teaching will ensure that pupils are exposed to high quality first teaching. A rigorous monitoring schedule will ensure that the quality of teaching and learning is no less than good with a majority outstanding.   |
| <b>J.</b> | Increased engagement   | An exciting and enriching curriculum, which provides opportunity to explore and challenge. Heavily subsidised school trips and experiences ensuring that all subjects are given priority. Pupil voice, results and diminishing difference.   |

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| K. | Preparation to be a good global citizen | Through questionnaires, class responses and observations of behaviours around the school we will be able to identify an increased understanding, about what it means to be a global citizen. Through a wide curriculum, pupils will access opportunities to demonstrate and identify what it means to be a global citizen. .Pupil voice, fund-raising, school council and our school ethos support our pupils becoming global citizens |
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**5. Planned expenditure**

|               |           |
|---------------|-----------|
| Academic year | 2020 2021 |
|---------------|-----------|

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?                      | Staff lead | When will you review implementation?  |
|---|--|--|--|------------|---|
| Focused and targeted learning for those pupils who are identified as below their peers. | Deployment of 4 teachers to support learning and interventions in each phase (EYFS, KS1, LKS2 & UKS2). | Evidence of impact from previous years progress and the affect this strategy had on our previous pupils. EEF research shows that small group work can add up to 4 months impact. | Monitoring schedule<br>Results<br>Observations<br>Questionnaires | JL         | July 2021<br><b>EYFS - 8,607</b><br><b>KS1 - 10,400</b><br><b>LKS2 - 21,143</b><br><b>UKS2 - 21,495</b> |

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| Music for all, to raise aspirations and target talent.               | Wider ops, Music teacher<br>Investment in high quality music teacher to support curriculum delivery and opportunities for pupils to learn a musical instrument, with a view for this to be continued | Evidence of impact from previous years progress and affect this strategy had on our pupils. The EEF states that overall; the impact of arts participation on academic learning appears to be positive. | Monitoring of lessons<br>Pupil questionnaires<br>Analysis of pupils who are continuing a musical instrument outside of school. | PL                    | July 2021<br><b>£792</b>                    |
| Targeted intervention work, for those pupils with the greatest need. | Deployment of LSAs to support progress   | Evidence of impact from previous years progress and the affect this strategy had on our pupils. EEF research shows that one to one intervention can add up to 4 months impact                          | Assessment<br>Observations<br>Pupil outcomes   | Class teachers<br>SLT | July 2021<br><b>£85,000</b>                 |
| Enriched curriculum opportunities                                    | To invest heavily in curriculum areas to provide a curriculum which inspires and engages, e.g. Science. artists, musicians   | Historically we have seen where lessons are engaging and exciting pupils perform to the best of their ability.   | Monitoring of lessons<br>Pupil questionnaires<br>Analysis of pupils progress.  | Class teacher<br>SLT  | January 2021<br>July 2021<br><b>£2000</b>   |
| <b>Total budgeted cost</b>   |  |  |  |                       | <b>£147,637</b>                             |
| <b>ii. Targeted support</b>  |  |  |  |                       |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>     | <b>When will you review implementation?</b> |

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| Reduced Persistent Absenteeism across the school. To push attendance rate over 95% and nearer school target of 97%. | Attendance initiatives to improve attendance of all pupils; daily phone calls EWO visits (when COVID able, we will offer pick-ups etc)   | Our dedicated mentors spend mornings completing our 'First day response' procedures. EEF research shows that one to one intervention can add up to 5 months impact. Mentors will work with individual families to support them getting their children into school. Our work with children to address barriers to learning such as anxiety. | Attendance reports<br>Reports to Governors<br>Register analysis<br>A decrease in our absentees will be seen by the end of the year.<br>Reports regarding PAs and how they are performing will be given to the class teachers termly. | PP<br>JL       | End of year report to HT and Governors.<br><b>£1098</b>         |
| To break down barriers for our most vulnerable pupils, ensuring that they can access education.                     | Mentor support for our most vulnerable of pupils, helping to break down barriers so they can access learning. Thrive approach throughout the school, access to specialist services                     | EEF research shows that social and emotional support can add up to 4 months impact onto a child's learning.  | Mentor reports.<br>Attainment and progress improve for these groups.<br>Reduction in behaviour incidents which can be seen on CPOMS  | PP<br>AF<br>JL | October 2020<br>February 2021<br>July 2021<br><b>£18,392</b>    |
| Targeted pupils to meet Age Related Expectations at the end of Year 6.  | In class intervention sessions to raise attainment of vulnerable and under-performing pupils. Plugging gaps across the school so that when children leave they are at or above their peers nationally. | EEF research shows that one to one tuition can add up to 5 months progress.  | Pupil progress sheets.<br>OTrack<br>Pupil progress meetings<br>Intervention tracker sheets   | HJ<br>JL       | December 2020<br>February 2021<br>July 2021<br><b>See above</b> |

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| Speech and language improve for those children who have been identified as having the greatest need | Deployment of LSA trained in ELCLAN and Lego therapy support for pupils. | EEF research shows that communication and language approaches can add 6 months progress.   | Pupil progress meetings<br>Otrack                  | HJ<br>JL          | July 2020<br><b>See above</b>                               |
| EAL Families to be supported and children to be supported during lessons                            | Employ a language assistant to support children and families.            | Through previous years with working with our language assistant we have seen the direct positive impact this has on our pupils and families. | Pupil progress meetings<br>Otrack                  | HJ<br>JL          | December 2020<br>February 2021<br>July 2021<br><b>£1909</b> |
| <b>Total budgeted cost</b>  |  |  |  |                   | <b>£21,399</b>  |
| <b>iii. Other approaches</b>  |  |  |  |                   |   |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b>                 |

|   |   |   |   |                  |   |
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| <p>SMSC opportunities are available throughout the curriculum. Pupils to work with external organisations</p> | <p>Gang Man to run life skills and mental well being sessions for Y6. Dimensions resources bought to support</p>  | <p>The skills that the pupils develop assist with meta cognition and self-regulation which can add a further 8 months progress.</p> | <p>Feedback from children &amp; staff<br/>Monitoring and observing how skills are transferred back into the class.<br/>Input and output questionnaires</p>  | <p>JL<br/>HJ</p> | <p>Termly meetings<br/><b>£1000</b></p>         |
| <p>To provide a plethora of opportunities and experiences available to all pupils.</p>                        | <p>Continue to subsidise residential visits: Barcelona, Crosby Hall Educational Trust and Colomendy as well as educational school day trips and extra curricular activities. Employment of a gardener to support curriculum subjects and a wide variety of extra-curricular clubs (COVID)</p> | <p>EEF believes outdoor adventure learning can add up to 3 months to a child's learning journey.</p>                                | <p>Ensure trips are planned throughout the year to support curriculum.<br/>Complete SEF grid to ensure that there is a wide coverage of events.<br/>Parent/pupil questionnaires<br/>Monitoring of lessons</p> | <p>All staff</p> | <p>July 2021<br/><b>UNSURE DUE TO COVID</b></p> |



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| To increase PE participation and build confidence/self esteem  | To purchase PE kits and tracksuits for those pupils who consistently struggle to produce them.   | Past experiences within the school have shown that by engaging in PE and sporting events it encourages, team-work, pride, achievement and self worth - thus raising self esteem.         | Collect registers.<br>Purchase and disperse kits to appropriate families.<br>Discussions with relevant staff. | All staff       | July 2020<br><b>PAID THROUGH PE GRANT</b> |
| Parental confidence to support pupils and equip them with skills to continue to support learning at home | To provide parents with workshops, which directly link to curriculum areas that their children will be studying. It's your life course | Past experiences within the school have shown that by engaging parents and equipping them with the skills to support their child has an impact on their learning and attitude to school. | SEF grid to keep a track of courses.<br>Parent questionnaires.  | All staff<br>HJ | July 2020<br><b>£528</b>                  |
| <b>Total cost</b>  |  |  |   |                 | <b>£1528</b>                              |
| <b>Total budgeted cost</b>   |  |  |   |                 | <b>£170,564</b>                           |

## 6. Review of expenditure

Previous Academic Year

2019 - 2020

i. Quality of teaching for all

| <b>Desired outcome</b>               | <b>Chosen action / approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.                   | <b>Lessons learned</b><br>(and whether you will continue with this approach)   |
|--------------------------------------|---------------------------------|---|--|
| Quality first teaching               | Team teaching                   | As we had no data due to COVID  | Continue as we know that having an extra teacher in front of the children not only supports the pupils but supports teacher  |
| Music for all to widen opportunities | Music tuition                   | Music -all children years 1-6 receive specialist music teaching. All children years 3-6 have the opportunity to learn a musical instrument. | Music has an amazing impact on all pupils ensuring that all our pupils have a well-rounded curriculum.   |
| MFL for all to widen opportunities   | Specialist language teacher     | Modern foreign languages - children across all year groups learn Spanish.   | Spanish will continue to run from reception to year 6. If we spot pupils with a talent for languages we will look at ways to support this.   |
| To narrow gaps                       | LSA in every class              | LSAs supported the teacher in delivering interventions and supported academic and social development.                                       | Our use of LSAs in the school is proven to have an impact on the outcomes of our pupils. Under the guidance of the teacher they are given specific targets to look at with pupils. |

**ii. Targeted support**

| <b>Desired outcome</b> | <b>Chosen action / approach</b> | <b>Estimated impact for PP and Non PP.</b> | <b>Lessons learned</b><br>(and whether you will continue with this approach) |
|------------------------|---------------------------------|--|--|
|                        |                                 |  |  |

|  |   |  |   |
|--|---|--|---|
| <p>Increased self esteem and decreased incidents poor of behaviour</p> | <p>Use of positive interventions</p>  | <p>Small group work on issues such as behaviour, self-esteem etc. reducing incidents of poor behaviour across the school, and ensuring children are working through issues that could hinder their learning. 'Think Yourself Great' Intervention to promote positive behaviour, self-confidence and self-esteem. Self esteem working with small groups of children. Shyloven Stables - opportunities to work alongside animals Management of attendance and punctuality issues and attendance awards have enabled us to maintain our attendance levels. Persistent Absentees continued to be a focus group alongside SEN. 'Thumbs up' have been involved with years 5 &amp; 6 to support mental wellbeing. Thrive approaches to be used for specific children.</p> | <p>The use of mentors has a high impact on those pupils and families who are most in need.</p> <p>Pupils refer to strategies they learnt with 'Thrive' to assist with their mental wellbeing.</p> <p>We will continue to use Thrive to support our children.</p>  |
| <p>Targeted family support.</p>  | <p>Purchasing of resources to support learning: kits, uniforms, food parcels, etc</p> <p>Individual therapy</p> | <p>The impact was great and greatly received. We were able to 'drill' down to those families who were most in need, and ensure that they we could remove any barriers they had to learning or attending school. 'Thumbs Up' led sessions to support parents with their own mental wellbeing.</p> <p>Identified pupils are in receipt of specialist therapies such as play and life story. These are managed in house and a great impact has been observed.</p>   | <p>We will continue to look at our most vulnerable families and ensure that they are being adequately catered for ensuring that we remove any barriers to their learning. As a result they have asked for theses sessions to support them in the future.</p> <p>Therapy will continue to be offered to those children who are most in need.</p> |

|  |  |  |  |
|--|--|--|--|
| Improved social skills                     | Subsidising extra-curricular and breakfast club. | This impacted on children's social skills, their perception on school life and helped them develop confidence in friendship groups and new social situations. This also ensured that children accessed a full school curriculum, including extra-curricular activities and allowed parents to seek full-time employment or access to training. | We will continue to subsidise the extra-curricular clubs and breakfast clubs as we have observed an improvement in the social skills of our pupils and have had positive feedback from parents. Children are |
| Improved attendance and a reduction in PAs | Dedicated mentor time to support these families  | Mentors have dedicated their time to work with families to support getting them in, this has included attending meetings, providing transport, contacting housing departments and investing in first day response and attendance prizes.   | COVID difficult to calculate %   |

**iii. Other approaches**

| <b>Desired outcome</b>  | <b>Chosen action / approach</b>                         | <b>Estimated impact for PP and Non PP:</b>  | <b>Lessons learned</b><br>(and whether you will continue with this approach)  |
|-------------------------|---|---|---|
| Widen life experiences. | Residentials<br>Trips<br>Liverpool Compact<br>Barnardos | School residentials give our children a chance to experience and to see the relevance of the curriculum in the real world, enabling them to gain access to a wide, varied curriculum; new learning opportunities, build self-confidence & self-esteem and develop positive relationships with peers. They can use their experiences within class and to promote literacy & maths links. | We will continue with providing our pupils with as many opportunities to visit and experience different places. Ensuring that their horizons are widened and ambitions increased. |

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| <p>SMSC opportunities are available throughout the curriculum. Pupils to work with positive role models and prepare to be global citizens.</p> | <p>Debate Club<br/>Artists<br/>Barnardos<br/>Theatre companies</p>     | <p>Debate club was running for year 2-6, providing pupils with opportunities to explore debate and attend competitions. All children in the school have worked with 2 renowned artists on lengthy projects. Things we had planned have been moved to this academic year due to COVID</p>                     | <p>Due to COVID things will take place this year</p>  |                 |
| <p>To develop our views and become a global citizen.</p>   | <p>Employ part time gardener<br/>Merseyside dogs home<br/>Shylowen</p> | <p>Children worked in small groups, learning about the environment, and have hands on experiences of growing plants and habitats, for children and parents to come into school and experience gardening together. Using Shylowen Stables makes pupils aware of the wider issues that affect our society.</p> | <p>We will continue to employ our gardener but have a larger focus on community events and bring the community/parents into our school to assist with gardening. We will also take part in campaigns and charitable organisations to ensure that pupils are aware of wider global issues.</p> <p>Forest School is something that we will introduce next year to further support them as global citizens.</p> <p>We will continue with these initiatives when COVID secure</p> |                 |
|  |  |  | <p>Total Spend</p>  | <p>£176,235</p> |