



St Patrick's Catholic Primary School  
Pupil Premium Strategy

School Context:

St Patrick's Catholic Primary School is a diverse, oversubscribed one form entry catholic primary school, in the heart of inner-city Liverpool. The school provides a secure, stimulating and enriched environment where pupils develop positive personal qualities, social awareness and understanding.

The school promotes faith, family, respect, resilience, resourcefulness, responsibility and reflectiveness. It is a place where children of all races and religions find safety and respect for themselves, their families and their traditions. The school is inclusive providing for the needs of all pupils regardless of ability, gender or background.

In line with the EEF Guide, St Patrick's will adopt a tiered approach to Pupil Premium spending. They are as follows:

1. **Quality First Teaching** - 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 the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development and training.
2. **Targeted academic support** - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.
3. **Wider strategies** - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

School overview

Metric	Data
School name	St Patrick's Catholic Primary School
Pupils in school	251
Proportion of disadvantaged pupils	40%
Pupil premium allocation this academic year	£127,085
Academic year or years covered by statement	2019-2022
Publish date	September 2021
Review date	March 2022
Statement authorised by	Mrs D Fox
Pupil premium lead	Hannah Jones
Governor lead	Mr P Devaney

## Entitlement by year

Year Group	Number/%	Boys	Girls	EAL	SEND
Nursery 2	4/13%	2/50%	2/50%	2/50%	0
Reception	9/30%	6/67%	3/37%	6/75%	5/56%
Y1	12/39%	5/45%	6/55%	7/58%	4/36%
Y2	14/47%	12/86%	2/15%	2/14%	6/43%
Y3	14/47%	7/50%	7/50%	7/50%	5/36%
Y4	14/45%	4/29%	10/71%	9/64%	7/50%
Y5	17/57%	7/41%	10/59%	10/59%	6/35%
Y6	14/47%	9/64%	5/36%	4/29%	5/36%

## Disadvantaged pupil progress scores using 2019 as last national recorded data

Measure	Score
Reading	+1.8.
Writing	+0.2
Maths	+0.5

## **Disadvantaged pupil performance overview using 2019 as last national recorded data**

Measure	Score
Meeting expected standard at KS2	Reading - 91% Writing - 68% Maths - 87%
Achieving high standard at KS2	Reading – 30% Writing – 20% Maths – 40%

## **Barriers to learning**

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

Area of focus?	Target – What we want to achieve?
Early Reading and phonics	At end of year 1, maintain and continue to reduce the gap between disadvantaged and others nationally in phonics. At end of KS1, continue to reduce the gap between disadvantaged pupils and others in reading
Overall attainment and progress in writing	At KS1, gap between disadvantaged and others in school at EXS and GDS narrows
Emotional well-being and behaviour support of pupils' post Covid-19	To ensure that outcomes for pupils in receipt of pupil premium is at least inline with those peers in school across the curriculum
Improved communication across school	Communication and language opportunities are increased across the school leading to children who are able to articulate their thoughts and feelings.
Attendance and absence, including those deemed to be persistent absentees	To ensure that attendance for pupils in receipt of pupil premium is at least in line with those peers in school across the curriculum
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.
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
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 understand the education system and ways in which they can assist their children.
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.

Covid-19 It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that most pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Where available, effective strategies evaluated by the EEF have been identified within this plan

## 1. Planned expenditure

Academic year

2021-2022

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	Deployment of 2 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 Results Observations Questionnaires	JL	December 21 July 2022
Music for all, to raise aspirations and target talent.	Wider ops, Music teacher 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 Pupil questionnaires Analysis of pupils who are continuing a musical instrument outside of school.	PL	December 21 July 2022
Targeted intervention work, for those pupils with the greatest need.	Deployment of LSAs to support progress. Support in Wellcom, Lego Therapy, Number Stacks and Phonics.	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 Observations Pupil outcomes	Class teachers SLT	July 2022

Enriched curriculum opportunities	To invest heavily in curriculum areas to provide a curriculum which inspires and engages, e.g. Science. artists, musicians	Lessons are engaging and exciting pupils perform to the best of their ability.	Monitoring of lessons Pupil questionnaires Analysis of pupils progress.	Class teacher SLT	July 2022
<b>Total budgeted cost</b>					£107,051
<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>
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; including home / school pick up. Short term rewards / links.	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 Reports to Governors Register analysis A decrease in our absentees will be seen by the end of the year. Reports regarding PAs and how they are performing will be given to the class teachers termly.	PP JL	End of year report to HT and Governors. December 21 July 2022
Improved inhouse family support	Employment of a new pastoral support worker	Our dedicated pastoral support worker spend mornings completing our 'First day response' procedures. EEF research shows that one to one intervention can add up to 5 months impact. Pastoral support worker and school therapist 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 Reports to Governors Register analysis A decrease in our absentees will be seen by the end of the year. Reports regarding PAs and how they are performing will be given to the class teachers termly.	JL HJ	End of year report to HT and Governors. July 22

To increase the number of pupils attending breakfast club. Children starting the day with a healthy breakfast. Improved attendance and punctuality. Social interaction	Continue to subsidise breakfast club to further improve attendance and punctuality, ensuring that the pupils are having the best possible start to their day.	Providing pupils with a breakfast club has historically helped some of our families who have struggled with attendance. We have found, those pupils who have a breakfast are more engaged and ready to learn. The EEF have found that it can add 2 months impact.	Breakfast club numbers increase Targeted families are invited to join breakfast club. Staff sees increased engagement from children in the morning, through discussions with SLT.	HJ CMc JL	Termly figures.
To break down barriers for our most vulnerable pupils, ensuring that they can access education.	Employ Pastoral support for our most vulnerable of pupils, helping to break down barriers so they can access learning.	EEF research shows that social and emotional support can add up to 4 months impact onto a child's learning.	Pastoral reports. Attainment and progress improves for these groups.	PP CMc JL	December 21 July 2022
Targeted pupils to meet Age Related Expectations at the end of Year 6.	Booster sessions to raise attainment of vulnerable and under-performing pupils.	EEF research shows that one to one tuition can add up to 5 months progress.	O Track Pupil progress meetings	HJ JL	December 2021 February 2022 July 2022
<b>Total budgeted cost</b>					£30,616

**iii. Other approaches**

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?

<p>SMSC opportunities are available throughout the curriculum. Pupils to work with external organisations</p>	<p>MHST to run well being sessions for Y4 - Y6. Work with Dave fitness coach, team building, Dimensions resources.</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 Monitoring and observing how skills are transferred back into the class. Input and output questionnaires</p>	<p>JL HJ</p>	<p>Termly meetings</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 forest school leader to support curriculum subjects and a wide variety of extra curricular clubs Support from Debate academy, Melody Makers, Resonate, MFL from nursery.</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. Complete SEF grid to ensure that there is a wide coverage of events. Parent/pupil questionnaires Monitoring of lessons</p>	<p>All staff</p>	<p>July 2021</p>

To increase PE participation and build confidence/self esteem	To purchase PE kits 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. Purchase and disperse kits to appropriate families. Discussions with relevant staff.	All staff	July 2021
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. To employ 'It's your child's life' to work with families in reception and Y1 looking at how families can support learning at home.	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. Parent questionnaires.	All staff HJ	July 2021
<b>Total cost</b>					<b>£36,500</b>
<b>Total budgeted cost</b>					<b>£186,235</b>

Useful links:

- DfE Pupil Premium Policy
- Guidance on writing Pupil Premium Strategy Statements <https://www.gov.uk/guidance/pupil-premium-strategy-statements> DfE Pupil Premium Strategy Statement Templates – blank and example <https://www.gov.uk/guidance/pupil-premium-strategy-statements>



- DfE Pupil Premium Effective use and accountability [www.gov.uk/guidance/pupil-premium-effective-use-and-accountability](http://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability)
- EEF Pupil Premium Guide [www.educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide](http://www.educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide)
- EEF Teaching and Learning Toolkit <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>
- EEF Early Years Toolkit <https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit>
- DfE Pupil Premium Conditions of Grant <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to2020/pupil-premium-conditions-of-grant-2019-to-2020>
- Service Premium [www.gov.uk/government/publications/the-service-pupil-premium](http://www.gov.uk/government/publications/the-service-pupil-premium)