



St Patrick's Catholic Primary School - Pupil Premium Strategy 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Data |
|---|--------------------------------------|
| School name | St Patrick's Catholic Primary School |
| Pupils in school | 251 |
| Proportion of disadvantaged pupils | 40% |
| Academic year or years covered by statement | 2019-2022 |
| Publish date | September 2021 |
| Review date | December 2021, March 2022, July 2022 |
| Statement authorised by | Mrs D Fox |
| Pupil premium lead | Hannah Jones |
| Governor lead | Mr P Devaney |

Funding Overview

| Detail | Amount |
|--|-------------------------------|
| Pupil premium funding allocation this academic year | £127,085 |
| Recovery premium funding allocation this academic year | £16,182 (£145 per PP inc LAC) |
| 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 | £143,267 |

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% |

Part A – Pupil Premium Strategy Plan

Statement of Intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- To implement a curriculum which provides teaching and learning opportunities which meet the needs of all of our pupils.
- To support any pupils who are categorised as ‘disadvantaged’ or at risk of being unable to access learning effectively.
- To provide an effective provision for all pupils who belong to vulnerable groups, including ensuring that the needs of children who are in receipt of pupil premium funding are effectively identified and supported.
- To ensure all pupils are able to access the full range of school extra-curricular activities and events.
- In making provision for pupils, we recognise that not all pupils eligible for PPG will be disadvantaged.
- We also understand that not all pupils who are disadvantaged are registered or qualify for PPG

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.

Challenges to Pupils in St Patrick’s

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Lower Communication and Language skills - Assessments, observations, and discussions with pupils suggest disadvantaged pupils come to school with lower communication and language and generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |

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|---|---|------|------|------|
| 2 | Attendance and punctuality | | | |
| | Overall attendance | 2019 | 2020 | 2021 |
| | DIS | | | |
| | NON DIS | | | |
| | PA % | 2019 | 2020 | 2021 |
| | DIS | | | |
| | NON DIS | | | |
| 3 | <p>SEMH needs – leading to lack of self-esteem/confidence Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. School Thrive assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Children with neurodiversity have also been impacted by the lack of opportunity to develop social and communication skills with peers. School referrals for SEMH support have increased during the pandemic. 57 pupils during autumn and spring have received additional support with social and emotional needs and are receiving small group interventions and support or external referrals. Some classes are also receiving whole group support. (See Wellbeing Tracker)</p> | | | |
| 2 | <p>Under development of oral language skills and vocabulary - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more apparent among our most disadvantaged pupils than their peers</p> | | | |
| 3 | <p>Knowledge gaps - Internal and external assessments indicate that attainment among all pupils including disadvantaged pupils has been impacted by partial school closures. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, reading and writing.</p> | | | |
| 4 | <p>Limited life experiences - Research on children from disadvantaged backgrounds also shows they have less access to wider experiences including reading for pleasure materials, access to wider trips and learning. Pupils have limited life experiences beyond their home life and immediate communities.</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 |
|--|---|
| At the end of KS1 to continue to reduce the gap between disadvantaged and others nationally. | KS1 the gap continues to narrow between disadvantaged and others nationally. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |

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| Improved reading attainment among disadvantaged pupils KS2. | KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers. |
| Raise 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. |
| To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils. | Sustain high levels of wellbeing in 2021/22. This will be observed through qualitative data from student and parent wellbeing surveys. Low levels of bullying (CPOMS) and increased participation in enrichment activities among disadvantaged pupils. |

Activity in this academic year 2021-2022

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £107,051

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Assessment and Tracking Purchase of nationally benchmarked standardised diagnostic assessments (NFER) Subscription to Insight for robust tracking of all quantitative data | NFER tests enable clear tracking of all pupils across the curriculum. This enables us to diagnose and address pupils who are falling behind on a summative basis. This information is then used within Pupil Progress meetings with teachers to investigate performance and set targets. | 1,2, |

| | | |
|--|--|-------------------|
| <p>Small group interventions</p> <p>Deployment of 2 teachers to support learning and interventions in each phase (EYFS, KS1, LKS2 & UKS2).</p> <p>Teaching assistants available in each class.</p> | <p>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</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, we deploy to target the areas of need for disadvantaged pupils:</p> <ul style="list-style-type: none"> ● Daily readers to improve phonic and comprehension skills ● Same day intervention in Maths to improve ● Support for 1:1 pupils ● Small Group Intervention Work <p>Any catch up needed if pupils are absent. 39% of our disadvantaged pupils have SEN/learning difficulties in our school.</p> | <p>1,2,3</p> |
| <p>Early reading and phonics</p> <p>Purchase of READ WRITE INC a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics is led by a member of SLT and is given time out of class to organise and coach the delivery of the programme.</p> <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</p> | <p>1, 2, 3</p> |
| <p>Whole school approach to communication and language and oracy. Train key staff in Elklan. Use of Wellcomm across EYFS and Primary.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>We have an dedicated ELKLAN teaching assistant who is placed in EYFS every morning to deliver interventions and in the afternoon is in KS1.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2, 3, 4</p> |
| <p>Embedding dialogic activities using DEBATE ACADEMY LESSONS across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will fund external support to deliver debate lessons.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,2,3,4</p> |
| <p>Music for all, to raise aspirations and target talent</p> | <p>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.</p> | <p>1,3,4</p> |
| <p>Improve the quality of social and emotional (SEL) learning. Purchasing of Thrive online</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g.,</p> | <p>4</p> |

| | | |
|--|--|--|
| SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | |
|--|--|--|

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

Budgeted cost: £30,616

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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 | 2 |
| Tracking of disadvantaged pupils' attainment Pupil progress meetings | OTrack system gives us a robust system to monitor and track our pupils and groupings Targeted pupils to be discussed in depth in Termly Pupil Progress Meetings. This will be in relation to their targets, with a keen focus on 'red' and amber' pupils, those who are behind age-related expectations in 2020/21. | 1,2,3,4 |

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

Budgeted cost: £36,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pastoral Support Worker Employment of Learning Mentor to ensure a consistent support member of staff can monitor wellbeing and improve behaviour outcomes for pupils | Nurture and Support Behaviour Team Pastoral and Restorative work with pupils in response to Behaviour and Attitude Report Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 3,4 |

| | | |
|---|--|---------|
| Attendance Officer to raise standards in attendance and PA attendance for disadvantaged pupils Development of the Attendance Team and employment of a full time Attendance Officer to improve both attendance and attainment outcomes. | A team approach, led by the HT to embed outstanding attendance and punctuality strategies to raise the attendance profile of the school, both in terms of overall, Disadvantaged and PA percentages. Daily meetings with HT, PP lead, Attendance Officer and Welfare Officer to ensure challenge and support for pupils with attendance issues to raise standards. 2021/22 | 2,3,4 |
| Behaviour Monitoring Data Analysis Interventions CPD | Continue to subscribe to CPOMS. Enables qualitative data to be collated for safeguarding and behavioural incidents, helping track patterns for disadvantaged pupils and implement interventions early on. Attitudes and Behaviour Reports to be compiled by Deputy Head. | 2,3,4 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
| To provide a plethora of opportunities and experiences available to all pupils | 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 | 2,3,4 |
| 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. | 1,2,3,4 |

Total budgeted cost: £186,235