



St Patrick's Catholic Primary School - Pupil Premium Strategy 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	229 (inc nursery)
Proportion of disadvantaged pupils	48% (December 2024)
Academic year or years covered by statement	2023-2024 2024-2025
Publish date	December 2024
Review date	April 2025
Statement authorised by	Mr D Blowes
Pupil premium lead	Hannah Jones
Governor lead	Mr P Devaney

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,506
Recovery premium funding allocation this academic year	£7068
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	£166,574

Entitlement by year

Year Group	Number/%
Nursery 1	0
Nursery 2	0
Reception	10/38%
Y1	13/43%
Y2	13/47%
Y3	16/53%
Y4	20/67%
Y5	18/58%
Y6	18/60%

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. We are also very mindful of those families and pupils who are not in receipt of FSM are also functioning in challenging situations, therefore this funding will also be used to support these families.

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.

Barriers to learning

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development.

We have categorised this into 5 key areas which remain a focus of a 3- year plan:

- Low baselines of attainment on entry to school (children typically enter our reception below or significantly below ARE)
- Limited experiences of life outside immediate environment
- Attendance and Punctuality
- Language Acquisition
- Self-belief and Confidence

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	Low baselines of attainment on entry to school: On entry to the Early Years Foundation Stage, children enter at much lower-than-expected rates within the Prime areas of learning (Development Matters, 2021).
2	Limited experiences of life outside immediate environment.
3	Attendance and Punctuality. Holidays seem to be our greatest cause of prolonged absence.
4	Language Acquisition: Children enter the Early Years Foundation Stage with language skills that are delayed and not at the expected point for their age and stage.
5	Self-belief and Confidence: Delayed language skills on entry, make it difficult for children to express and articulate their views and opinions compared to those children with a more extensive vocabulary.
6	Mental health and wellbeing concerns – an increased number of referrals made to internal and external agencies to support pupils' mental health and wellbeing.
7.	The SEN register and robust assessments indicate that a large proportion of pupils with SEND are disadvantaged (60%). These pupils require a multi-agency approach and comprehensive support plans.

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.
An increased number of children achieving GLD at the end of EYFS	The gap between our children and national will significantly narrow.
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.
Early identification process ensures cumulative closing of academic gaps across the school.	Early Identification of specific academic needs. Timed and progressive interventions in place to ensure accurate measurement of progress. Gaps identified in Reception Baseline Assessment closed as children progress through school.
Enthusiastic learners with a broad knowledge and skill-base to apply in the environment.	Educational visits that enhance the curriculum. First-hand experiences for pupils that enthuse and motivate. Practical skills developed alongside pupils enhanced theoretical understanding.
Language Acquisition Early Identification of communication and language needs. interventions embedded across the school.	Targeted researched, language interventions to support pupils' social and academic progress.
Confident and resilient pupils who can share views and feelings in an articulate way	Attachment and trauma informed practices embedded across the school. Empathetic children able to manage emotions effectively. Reduced level of behaviour concerns based on school analysis.

Activity in this academic year 2023-2024

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

Quality First Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £105,258

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,
Small group interventions	Evidence of impact from previous years progress and the affect this strategy had on our previous pupils. EEF	1,2,3

<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>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. 34% of our disadvantaged pupils have SEN/learning difficulties in our school.</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>	1, 2, 3
<p>Whole school approach to communication and language and oracy. Train key staff in use of Wellcomm across the whole school from nursery to Year 6</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>	1, 2, 3, 4
<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>	1,2,3,4
<p>Music for all, to raise aspirations and target talent such as clarinet lessons, recorder lessons and after school violin lessons.</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>	1,3,4
<p>Improve the quality of social and emotional (SEL) learning. Purchasing of DESTY, Equine therapy, Relax Kids, Drawing and Talking</p> <p>SEL approaches will be embedded into routine educational practices and</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

supported by professional development and training for staff.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6000 (some funds are included above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Team teacher support to boost	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
Purchase of reading plus programs for those readers struggling in KS2	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4
Tracking of disadvantaged pupils' attainment Pupil progress meetings	Sonar 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.	1,2,3,4

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

Budgeted cost: £55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker Employment of pastoral support worker 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: Isle of Man, Barstondale and Colomendy as well as educational school day trips and extra-curricular activities. All extra curricular lessons are free	2,3,4
Forest school leader employed 2.5 days a week	Provide pupils with enrichment activities that support pupil mental health and wellbeing.	2,3,5
Parental confidence to support pupils and equip them with skills to continue to support learning at home Strengthening Families	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
IPADS purchased for all Tapestry purchased for all pupils	To provide all children with access to an IPAD ensure that they have full access to the curriculum. Tapestry purchased to increase engagement with parents .	1,2,3,4

Total budgeted cost: £166,258 (Please note that any additional spending will be taken from other budget lines)

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 2023-2024 academic year.

KS2 Outcomes for disadvantaged pupils 2023-2024

Subjects	Disadvantaged pupils achieving expected standard	
	School	National
Reading	76%	74%
Writing	82%	72%
Maths	82%	73%
Combined	60%	61%

St Patrick's Catholic Primary, disadvantaged children performed better than similar children nationally by the end of KS2. This shows that the previous pp strategy was successful in ensuring that our children kept up with similar children to them. However, the gap between our disadvantaged children and non-disadvantaged children is still evident and needs to be closed further

KS1 Outcomes for disadvantaged pupils 2023-2024

Subjects	Disadvantaged pupils achieving expected standard	
	School	
Reading	62.6%	
Writing	37.5%	
Maths	31.3%	

Attainment for our disadvantaged children in KS1 in Maths is below that of disadvantaged children nationally. This shows the impact of this cohort missing large chunks of their early years education and the impact of delayed communication and language because of this. These children are now being targeted in KS2 for swift progress in maths.

Phonics Outcomes for disadvantaged pupils 2023-2024

Subject	Disadvantaged pupils achieving expected standard	
	School	National
Phonics	90%	68%

The phonics screening check shows that our disadvantaged children performed better than similar children nationally.

Teaching – a focus on professional development ensuring the opportunity for highly skilled teachers to support.

A range of researched interventions related to communication and language have been incorporated into the school, with staff trained in Wellcom and Elklan. This will hopefully be disseminated across the school as skills continue to grow.

Regular CPD facilitated in relation to RWI. Accelerated progress for targeted pupils in phonics and reading. Targeted pupils able to access learning with increased confidence and knowledge of key vocabulary and meanings.

Ambition for all in an inclusive curriculum, with support allowing all pupils to achieve at their optimum.

Residential trips supplemented by curriculum visits that have enriched our curriculum. 'Hands-on' experience for our pupils to apply the learning that has taken place in the classroom in the wider context of the environment.

Targeted academic support – close links between intervention support and classroom teaching. Early identification of needs has ensured accelerated progress for targeted pupils. Interventions reviewed, with CPD and 'best practice' used to enhance practice.

Targeted booster sessions took place over 12-week periods in Reading and Mathematics. Wider strategies – using social and emotional support to target non-academic barriers to success in and out of school. 'Team around the Family' approach in place within school. Practical support and effective signposting provided for families. Family group meetings led by school staff and external providers. Early Identification of needs in place. Effective triage to ensure the right support is provided at the right time. Data analysis shows positive effect on individual and whole school behaviour.

Attachment and Trauma informed completed by relevant staff and cascaded to whole school. Analysis shows positive effect on individual and whole school relationships and behaviour.

Breakfast Club available to all families free of charge. Academic and fitness activities in place before the start of the school day. Children starting curriculum time happy and alert, ready to start learning.

Externally provided programmes

Shy Lowen – Horse Sanctuary visits for pupils in KS1/2	Shy Lowen
It's Your Child's Life – parenting programme to help parents support their children's health, wellbeing and educational achievements.	It's Your Child's Life reaching parents from Y1 – Y3
Debate Academby – Debate lessons KS2	Debate Academy
Relax Kids – targeted groups	Relax Kids
Desty – targeted pupils	Desty
TT Rockstars Maths	Maths Circle LTD
Seedlings	Seedlings
Read Write Inc	Ruth Miskin Training
Steps to Read	Literacy Counts
Spelling Shed	EdShed
3D Dimensions - PSHE	3D Dimensions
Reading Plus	Reading Plus