



## St Patrick's Catholic Primary School - Pupil Premium Strategy 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 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	235 (inc nursery)
Proportion of disadvantaged pupils	50% 118 pupils (December 2025)
Academic year or years covered by statement	2024-2025 2025-2026
Publish date	December 2025
Review date	April 2026
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	£133,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£133,605
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

### Entitlement by year

Year Group	Number/%
Nursery 1	0
Nursery 2	4/16%
Reception	8/30%
Y1	14/47%
Y2	14/47%
Y3	17/57%
Y4	18/60%
Y5	24/77%
Y6	19/61%

## 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 situated in the heart of inner-city Liverpool. We provide a safe, stimulating and enriched learning environment in which pupils are encouraged to develop positive personal qualities, social awareness and understanding. Our school community is underpinned by the values of **LOVE, OPENNESS, VALUES** and **EMPATHY**. St Patrick's is a welcoming and inclusive school where children of all races and religions are valued and where respect for pupils, their families and their traditions is central to school life. We are committed to meeting the needs of all learners, regardless of ability, gender or background. The focus of our Pupil Premium Strategy is to ensure that disadvantaged pupils are supported effectively to achieve well, including enabling those who are high attainers to make strong progress. We are also mindful that some pupils and families who are not eligible for free school meals may nonetheless experience significant challenges. Where appropriate, Pupil Premium funding will therefore also be used to support pupils who are vulnerable or at risk. Our approach is responsive to both common barriers and individual needs and is informed by robust diagnostic assessment rather than assumptions about the impact of disadvantage. The strategies we adopt are complementary and designed to work together to enable pupils to thrive. To ensure effectiveness, we will:

- Implement a high-quality curriculum that provides teaching and learning opportunities which meet the needs of all pupils.
- Identify and support pupils who are categorised as disadvantaged, or who may be at risk of not accessing learning effectively.
- Provide effective provision for all pupils belonging to vulnerable groups, ensuring that the needs of those in receipt of Pupil Premium funding are clearly identified and addressed.
- Ensure that all pupils are able to access the full range of school enrichment opportunities, including extra-curricular activities and events.
- In making provision for pupils, we recognise that not all pupils eligible for Pupil Premium funding are disadvantaged. Equally, we acknowledge that not all disadvantaged pupils are registered for, or qualify for, Pupil Premium funding.

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

- **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.
- **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.
- **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 has identified key barriers that may limit the attainment and progress of disadvantaged pupils. These barriers have been informed by evidence from pupil assessments, observations, discussions with families, and

research from the Education Endowment Foundation (EEF). Our three-year strategy is designed to address these barriers through targeted support and evidence-based approaches.

- **Low Starting Points on Entry**

Many pupils enter Reception with skills below age-related expectations, particularly in communication, literacy, and numeracy. Research shows that early gaps in these foundational skills can have a long-term impact on academic outcomes. Our strategy focuses on high-quality early intervention, structured phonics, and targeted support to accelerate progress and reduce the attainment gap.

- **Limited Access to Cultural Capital and Wider Experiences**

Disadvantaged pupils often have fewer opportunities to access experiences beyond their immediate environment. This can result in gaps in background knowledge, cultural awareness, and vocabulary, which are closely linked to curriculum access and comprehension. Our approach includes carefully planned enrichment, trips, and opportunities to broaden experiences, supporting both engagement and the development of language and communication skills.

- **Attendance and Punctuality**

Persistent absence and late arrival can disrupt learning, reduce instructional time, and impact outcomes. EEF research highlights the link between attendance and academic progress. We monitor attendance rigorously and provide targeted interventions, including family engagement and pastoral support, to remove barriers and encourage consistent attendance.

- **Language Acquisition and Communication**

Many disadvantaged pupils enter school with delayed language and communication skills, which can limit access to the curriculum and affect literacy development. Evidence from the EEF indicates that early language interventions, targeted vocabulary teaching, and structured oral language activities significantly improve outcomes. Our strategy includes specific language support, small-group interventions, and embedding language development across all areas of learning.

- **Social, Emotional and Mental Health (SEMH)**

Some pupils and their families experience social, emotional, or mental health challenges, including medical and mental health needs. EEF evidence highlights that strong social and emotional skills underpin learning, resilience, and long-term attainment. The school provides pastoral support, access to external services, and structured SEMH interventions to help pupils manage barriers to learning effectively.

- **Self-Belief, Confidence and Resilience**

Disadvantaged pupils may have lower self-efficacy and confidence, which can affect engagement and aspiration. Research shows that targeted approaches to building self-regulation, growth mindset, and confidence support academic and personal development. The school fosters resilience and self-belief through structured mentoring, reflective learning, and positive behaviour strategies.

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### 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
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1	<p><b>Speech &amp; Language</b></p> <p>Pupils with poor oral language skills often experience lower attainment, particularly in reading comprehension. Observations and assessments (EYFS baseline and WellComm) indicate a low starting point in oral communication, language, and literacy. Many children enter EYFS with listening and language skills significantly below age-related expectations. Limited early language development impacts phonological awareness, making blending and segmenting difficult and affecting early reading fluency. The continued impact of COVID-19 has compounded these challenges: therapy appointments were cancelled, therapists redeployed to acute health services, and school closures disrupted intervention. In KS2, what may appear as slow progress in English or low overall achievement can often signal difficulties in understanding the language of the curriculum.</p>
2	<p><b>SEND</b></p> <p>Range of SEND needs including Communication and Interaction and Cognition and Learning. In our school 28% of the pupils are on the SEN register and 7% of pupils have an EHCP (this number continues to rise)</p>
3	<p><b>Social, Emotional and Mental Health</b></p> <p>Some pupils and their families experience a range of social, emotional and mental health needs, including ongoing medical and mental health challenges. Over the past year, there has been a notable increase in referrals to the school's pastoral support team and to external agencies, initiated by both parents and staff. In addition, there has been a significant rise in school referrals and parental requests for assessment through the ADHD/ASD pathway and EHCP process.</p>
4	<p><b>Attendance:</b></p> <p>Attendance and Punctuality issues. Attendance figures are mainly good for Pupil Premium pupils 94.2% (academic year 24-25) the difference between PP and non- PP was 2.4%, and we would like to improve this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.</p>
5	<p><b>Access to Wider Opportunities (Entitlement and Enrichment)</b></p> <p>Evidence from pupil discussions and observations indicates that many disadvantaged pupils have limited experiences beyond their immediate environment, resulting in reduced exposure to cultural capital compared with non-disadvantaged peers. This can create gaps in background knowledge, which are essential for accessing the curriculum effectively. Limited experiences also impact the development of vocabulary, language comprehension, and communication skills—key factors linked to attainment and long-term learning outcomes.</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
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<p><b>Attainment and Progress Across the Curriculum</b></p> <p>All pupils, including disadvantaged learners, make at least expected progress, with many achieving accelerated progress, across all curriculum subjects. Reading is prioritised across the school through a consistent approach, and a mastery approach to mathematics is embedded to foster positive attitudes and ensure rapid progress. positive attitude toward the subject and ensuring accelerated progress</p>	<p>The percentage of disadvantaged pupils achieving <b>Age-Related Expectations (ARE)</b> at the end of Reception, KS1, and combined KS2 is at least in line with national averages.</p> <p>The percentage of disadvantaged pupils achieving <b>Greater Depth</b> in reading, writing, and mathematics at KS1 and KS2 is at least in line with national averages.</p>
<p><b>Language Acquisition and Communication</b></p> <p>Disadvantaged pupils develop strong oral language, communication, and vocabulary skills through targeted, evidence-based interventions, supporting both their social development and academic progress.</p>	<p>Assessments and observations show significant improvement in oral language and vocabulary among disadvantaged pupils.</p> <p>Improvement is evident in classroom engagement, book scrutiny, and ongoing formative assessment</p> <p>Language interventions are embedded and monitored for impact.</p> <p>Pupils show measurable improvement in social communication and academic language.</p>
<p><b>Early Years Foundation Stage – GLD</b></p> <p>An increased proportion of pupils achieve a <b>Good Level of Development (GLD)</b> by the end of EYFS.</p>	<p>The gap between disadvantaged pupils and national averages is significantly reduced.</p>
<p><b>Social, Emotional and Mental Health (SEMH)</b></p> <p>Pupils and families with identified SEMH needs receive effective support so that barriers to learning are removed or mitigated.</p>	<p>Pupils feel safe, happy, and able to access strategies to support mental well-being.</p> <p>Pupils can regulate emotions effectively, positively impacting behaviour and engagement with learning.</p>
<p><b>Attendance</b></p> <p>Attendance is improved and sustained for all pupils, particularly disadvantaged pupils.</p>	<p>Overall absence for all pupils does not exceed 3%, and the attendance gap between disadvantaged and non-disadvantaged pupils is reduced by at least 1%.</p> <p>Persistent absence is below 6% for all pupils and no more than 2% lower for disadvantaged pupils.</p> <p>Disadvantaged pupils maintain attendance above 95%</p>
<p><b>Aspirations and Engagement</b></p> <p>Pupils develop high aspirations and engage fully with learning opportunities.</p>	<p>Pupils participate enthusiastically in lessons and extracurricular activities.</p> <p>Engagement and motivation are demonstrated through learning walks, pupil voice, and work scrutiny.</p> <p>Pupils understand a range of future opportunities, supported by career-focused activities and visits.</p> <p>Educational visits and hands-on experiences enhance understanding of the curriculum</p>
<p><b>Phonics and Reading</b></p> <p>Disadvantaged pupils achieve national expected standards in the Phonics Screening Check (PSC)</p>	<p>Pupil Premium children attain PSC standards in line with their non-PPG peers.</p>

through a consistent approach to phonics teaching.	Whole-school consistency in phonics teaching is maintained, supporting ongoing attainment improvement.
<b>Early Identification and Closing Gaps</b>  Academic gaps are identified early and addressed effectively to ensure cumulative progress	Specific academic needs are identified promptly.  Targeted interventions are timely and progressive.  Gaps identified at Reception Baseline Assessment are closed as pupils progress through school
<b>Confident, Resilient Pupils</b>  Pupils develop confidence, resilience, and the ability to articulate their views.	Attachment- and trauma-informed approaches are embedded school-wide.  Pupils demonstrate empathy, emotional regulation, and reduced behavioural concerns.

## Activity in this academic year 2024-2025

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
<b>Assessment and Tracking</b> – Purchase of NFER standardised assessments and subscription to Insight for quantitative tracking	Standardised assessments provide reliable, benchmarked data to identify pupils falling behind and monitor progress. Data informs Pupil Progress meetings, supporting targeted interventions and closing gaps.  <a href="#"><u>EEF reference: Using Assessment to Identify Gaps – EEF Guidance</u></a>	1,2,
<b>Small Group Interventions</b> – Deployment of 2 teachers per phase (EYFS, KS1, LKS2, UKS2) plus teaching assistants	Small group interventions accelerate learning by up to <b>4 months</b> . Targeted support addresses literacy, maths, and other curriculum gaps. TA support ensures personalised interventions for disadvantaged pupils, including daily reading, same-day maths intervention, and 1:1 support.	1,2,3
<b>Early reading and phonics</b>  Continue to embed READ WRITE INC a <a href="#"><u>DfE validated Systematic Synthetic Phonics programme</u></a> to secure stronger phonics teaching for all pupils.	Systematic synthetic phonics approaches have a strong evidence base, improving word reading accuracy, particularly for disadvantaged pupils. Supported by DfE guidance.  <a href="#"><u>EEF reference: [Phonics Toolkit Strand   Education Endowment Foundation   EEF]</u></a>	1, 2, 3

<p><b>Whole-School Communication &amp; Language / Oracy –</b>  Staff training and implementation of WellComm from Nursery to Year 6; ELKLAN teaching assistant support</p>	<p>Oral language interventions, including targeted small-group work and high-quality classroom discussion, improve communication, vocabulary, and reading outcomes</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p><b>Dialogic / Debate Activities –</b> Funding Debate Academy lessons across the curriculum</p>	<p>Structured dialogic activities enable pupils to articulate ideas, consolidate understanding, and extend vocabulary. Evidence shows these approaches improve communication and reading outcomes.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></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>Arts participation supports engagement, motivation, and academic learning. Evidence indicates a positive overall impact on pupil outcomes.</p> <p><b>EEF reference:</b> <a href="#">[Arts Participation]</a></p>	1,3,4
<p><b>Social, Emotional &amp; Mental Health (SEL) –</b> Programs including DESTY, Equine Therapy, Relax Kids, Drawing and Talking.</p>	<p>SEL approaches embedded into daily practice improve academic performance, behaviour, and social relationships. Professional development ensures sustainability and high impact.</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p><b>Attendance and Punctuality Initiatives –</b> Monitoring, family engagement, targeted support for late pupils</p>	<p>EEF evidence shows that consistent attendance is strongly linked to attainment. Targeted support for disadvantaged pupils reduces barriers to learning and ensures equity of access.</p>	4
<p><b>Access to Wider Opportunities / Enrichment –</b> Trips, cultural experiences, educational visits</p>	<p>Enrichment and access to cultural capital broaden experiences, support curriculum understanding, and improve language and communication skills, positively impacting attainment.</p> <p><b>EEF reference:</b> <a href="#">[Arts Participation]</a></p>	4

#### 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
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Team teacher support to boost</p>	<p>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:</p>	2

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Renewal of reading plus programs for those readers struggling in KS2	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	4
Tracking of disadvantaged pupils' attainment  Pupil progress meetings	<p>Sonar system gives us a robust system to monitor and track our pupils and groupings</p> <p>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.</p>	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	<p>Nurture and Support Behaviour Team Pastoral and Restorative work with pupils in response to Behaviour and Attitude Report</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/behaviour-interventions-eef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	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 subscriber 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, as well as educational school day trips and extra-	2,3,4

	curricular activities. All extra-curricular lessons are free	
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 and support behaviours for learning. To run SHINE course to support parents with emotional regulation.	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 2024-2025 academic year.

### **KS2 Outcomes for disadvantaged pupils 2024-2025**

Subjects	Disadvantaged pupils achieving expected standard	
	School	National
Reading	89%	63%
Writing	74%	59%
Maths	84%	61%
Combined	74%	47%

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

### **Phonics Outcomes for disadvantaged pupils 2024-2025**

Subject	Disadvantaged pupils achieving expected standard	
	School	National
Phonics	71%	67%

### **GLD Outcomes for disadvantaged pupils 2024-2025**

Subject	Disadvantaged pupils achieving GLD	
	School	Information taken from DFE Compare your GLD
GLD	67%	Children eligible for free school meals: 17.6ppt difference when compared to regional averages. -

### **Impact of Pupil Premium Funding**

Phonics screening outcomes demonstrate that disadvantaged pupils achieved above the national average when compared with pupils of a similar background.

### **Teaching and Professional Development**

A strong focus on high-quality teaching has been maintained through targeted professional development, ensuring disadvantaged pupils benefit from highly skilled staff. This has enabled consistent, effective classroom practice and enhanced support for learners.

A range of evidence-based interventions targeting communication and language have been embedded across the school. Staff have received training in WellComm and Elklan, with expertise continuing to develop and be shared more widely to strengthen whole-school provision.

Regular CPD linked to Read Write Inc. (RWI) has supported accelerated progress for targeted pupils in phonics and early reading. As a result, pupils demonstrate increased confidence, improved decoding skills, and a secure understanding of key vocabulary.

### **Curriculum and Enrichment**

An inclusive curriculum underpinned by high expectations ensures that all pupils are supported to achieve their full potential. Disadvantaged pupils are enabled to access learning through carefully planned support and adaptations.

Residential experiences, alongside a range of curriculum-linked visits, have enriched learning opportunities. These first-hand experiences allow pupils to apply classroom learning in real-world contexts, broadening their knowledge and cultural capital.

### **Targeted Academic Support**

Intervention support is closely aligned with classroom teaching to ensure continuity and impact. Early identification of need has enabled timely support, resulting in accelerated progress for targeted pupils. Interventions are regularly reviewed, with ongoing CPD and best practice informing refinements to provision.

Targeted booster programmes in Reading and Mathematics were delivered over 12-week cycles, supporting pupils to close gaps and build confidence in key skills.

### **Wider Strategies and Pastoral Support**

A range of social and emotional interventions address non-academic barriers to learning both in and beyond school. A 'Team Around the Family' approach ensures coordinated support, with practical guidance and effective signposting provided for families. Family group meetings, led by school staff and external agencies, support early identification of need and effective triage, ensuring the right support is in place at the right time. Behaviour data indicates a positive impact at both individual and whole-school level.

Training in attachment and trauma-informed practice has been completed by key staff and cascaded across the school. This has contributed to improved relationships, emotional regulation, and positive behaviour outcomes.

**Wellbeing and Readiness to Learn** A free Breakfast Club is available to all families, offering both academic and physical activities before the start of the school day. This ensures pupils begin learning feeling settled, alert, and ready to engage fully with the curriculum.

## Externally provided programmes

Shy Lowen – Horse Sanctuary visits for pupils in KS1/2

Get Away and Stay Safe – lessons to support the understanding of Gangs

Debate Academy – Debate lessons KS2

Relax Kids – targeted groups

Desty – targeted pupils

TT Rockstars Maths

Seedlings

Read Write Inc

Steps to Read

Spelling Shed

3D Dimensions - PSHE

Reading Plus

Reasoning Club

Violin Club