

Pupil premium strategy statement

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 Voluntary Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	15.3% (33)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	30.12.2021
Date on which it will be reviewed	September 2022
Statement authorised by	Charlotte Lynch
Pupil premium lead	Charlotte Lynch
Governor / Trustee lead	Dirk George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45049
Recovery premium funding allocation this academic year	£3848
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	£48897

Part A: Pupil premium strategy plan

Statement of intent

At St. Patrick's Catholic Voluntary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. By using this funding, our aim is to:

- Remove barriers to learning created by poverty or family circumstance
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world and increase their cultural literacy

Achieving our objectives:

In order to achieve our objectives and overcome the identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted personalised intervention and support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify need and plan specific interventions and support for individual pupils which will be reviewed in termly Pupil Progress meetings. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p>Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>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.</p> <p>School referrals for SEMH support have markedly increased since the pandemic.</p>
2	<p>Gaps in reading, writing, maths and phonics</p> <p>Internal and external assessments indicate that attainment among all pupils including disadvantaged pupils has been impacted by partial school closures.</p>
3	<p>Speech, language and communication</p> <p>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.</p>
4	<p>Attendance and punctuality</p> <p>Attendance data over the last year indicates that a disproportionate number of disadvantaged pupils have been 'persistently absent'. Punctuality is also an issue for some.</p>
5	<p>Access to wider opportunities</p> <p>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</p> <p>https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</p>
6	<p>Parental engagement</p> <p>We are cognisant of the barriers to engagement faced by some of our parents. They include costs, time and transportation, language (for some parents for whom English is not a first language), low levels of literacy and numeracy and a lack of confidence in supporting children's learning or engaging with a school.</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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in availability and participation in enrichment activities, particularly among disadvantaged pupils
Disadvantaged pupils to be targeted to meet at least the expected standard at the end of KS2 and make good progress from their relative starting points, including higher ability.	Disadvantaged pupils make good progress through QFT and swift intervention to ensure all reach their full potential from their relative starting points.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when looked at with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils	Analysis of Attendance Data will demonstrate improved punctuality and a reduction in the number of persistently absent disadvantaged pupils.
Reduce the impact of deprivation by covering the costs of enrichment opportunities to ensure that they are accessible for all disadvantaged pupils.	Disadvantaged pupils have access to the same opportunities as their peers.
Identify interventions that are effective in supporting Parental Engagement.	Parental engagement with children's learning is effectively supported as parents receive clear, specific and targeted information from school.

Activity in this academic year

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: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implementation of ALS Phonics: Letters and Sounds to provide a solid and continuous approach to the teaching of a systematic synthetic phonics (SSP) programme.</p> <p>Ensure all relevant staff (including new staff) receive regular training to deliver the phonics scheme effectively.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

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

Budgeted cost: £35000

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>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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Recruitment of Randstad Academic Mentor</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
A high quality programme of targeted interventions such as BRP, Dyslexia Gold and Shine interventions provided by trained TAs.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2
Target poor language skills and vocabulary acquisition in EYFS/KS1 using the Wellcomm speech and language assessment toolkit and NELI intervention (NELI – Nuffield Early Language Intervention)	Oral language interventions EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £13147

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Pastoral Lead to provide targeted support	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	1
Regular monitoring of Attendance/liaison with EWO	<p>Children who do not attend school regularly can fall behind their peers as they miss learning and find gaps in their knowledge and skills. We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step</p>	4

Funded Wider Curriculum Opportunities and enrichment activities	<p><i>“Cultural capital is the essential knowledge that children need to prepare them for their future success.”</i></p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	5
Breakfast Club	<p><i>‘Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year.’</i></p> <p>EEF – November 2016</p>	2, 4 and 5
Parental Engagement	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £ 48897

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Please refer to our previous [Pupil Premium Strategy](#)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	