

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	216 (inc. 17 F1 pupils)
Proportion (%) of pupil premium eligible pupils	15 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1
Date this statement was published	28.12.2022
Date on which it will be reviewed	September 2023
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	£43071
Recovery premium funding allocation this academic year	£3624
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46695

# 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><b>Social, emotional and mental health</b></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><b>Gaps in reading, writing, maths and phonics</b></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><b>Speech, language and communication</b></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><b>Attendance and punctuality</b></p> <p>Attendance data indicates that a disproportionate number of disadvantaged pupils have been 'persistently absent'. For instance, as of 3.11.22, 26.9 % of our PA pupils were disadvantaged whereas our non-disadvantaged pupils accounted for 18.9% of our PA pupils.</p> <p>Punctuality is also an issue for some.</p>
5	<p><b>Access to wider opportunities</b></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><a href="https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf">https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</a></p>
6	<p><b>Parental engagement</b></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</p>

	literacy and numeracy and a lack of confidence in supporting children's learning or engaging with a school.
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## 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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in availability and participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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: £3655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to ALS Phonics: Letters and Sounds to provide a solid and continuous approach to the teaching of a systematic synthetic phonics (SSP) programme. £850</p> <p>Purchase of ALS recommended Pearson 'Bug Club' phonics books. £2305</p> <p>Ensure all relevant staff (including new staff) receive regular training to deliver the phonics scheme effectively. £500</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

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

Budgeted cost: £30000

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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

Retention of Teach First Academic Mentor	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2
A high quality programme of targeted interventions such as BRP, Dyslexia Gold and Shine interventions provided by trained TAs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	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)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Subscription to Verbo – an online speech and language therapy toolkit for education staff £323	<a href="https://verboapp.co.uk/#about">https://verboapp.co.uk/#about</a>	3
Reading Unlocked Subscription £120	<a href="#">Reading Unlocked</a>	

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

Budgeted cost: £13040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Pastoral Lead to provide targeted support £TBC	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.  Social and emotional learning approaches have a positive impact, on average, of 4 months'	1

	additional progress in academic outcomes over the course of an academic year.	
£1395 – training for Theraplay and £100 for associated resources	<p>Theraplay is a dyadic child and family therapy that has been recognized by the Association of Play Therapy as one of seven <b>seminal psychotherapies for children</b>. Developed over 50 years ago, and practiced around the world, Theraplay was developed for any professional working to support healthy child/caregiver attachment.</p> <p>“Strong attachment between the child and the important adults in their life has long been believed to be the basis of lifelong good mental health as well as the mainstay of resilience in the face of adversity. Modern brain research and the field of neuroscience have shown that attachment is the way in which children come to understand, trust and thrive in their world.”</p>	1
Membership of Healthy Schools Network £295	<p>Through achievement of the Healthy Schools Status award, the school will demonstrate best practice and a commitment to improving health and wellbeing of the school community across the following themes:</p> <p>Drug, Alcohol &amp; Tobacco Education Emotional Health &amp; Wellbeing Food in Schools Physical Activity PSHE &amp; RSHE School Staff Wellbeing &amp; CPD</p>	1
Nurturing Practices £150		1
Regular monitoring of Attendance/liaison with EWO	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.	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><u><a href="https://www.educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></u></p>	5
Wake & Shake before-school Club £600 per term = £1800		2, 4 and 5
Parental Engagement	<u><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></u>	6

**Total budgeted cost: £ 46695**

## 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 2021 to 2022 academic year.

Our identified challenges last year were:	
Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement
<p>1) School referrals for SEMH support had markedly increased since the pandemic and the provision of a Dedicated Pastoral Lead enabled us to offer a range of Social and Emotional Learning (SEL) interventions. Quantitative data such as SDQs and qualitative data from student voice, student and parent surveys and teacher observations indicates that, although there have been improvements in our disadvantaged pupils' decision-making skills, interactions with others and their self-management of emotions, this remains a challenge for some.</p> <p>The Catholic Life of St. Patrick's was graded as outstanding in the Diocesan Canonical Inspection of May 22 with the report stating that, '<i>The school's systems and policies for pastoral care are fully evident <b>with an outstanding commitment to the most needy and vulnerable</b></i>'.</p> <p>2) Internal and external assessments indicated that attainment among all pupils including disadvantaged pupils had been impacted by partial school closures. Through QFT and targeted academic support the attainment and progress of our disadvantaged pupils was, with the exception of KS2 Writing, in line with or, in some areas, exceeding that of their non-disadvantaged peers.</p>	
<p><i>Headline outcomes published data</i></p> <p><b>ALL</b></p>	<p><b>GLD – 67%</b>  <b>Year 1 Phonics Screening – 73%</b>  <b>KS2 SATs – Reading EXP 70% GD 33.3%, Writing EXP 77% GD 13.3%, Maths EXP 83% GD 20%, RWM Combined 57%</b></p>

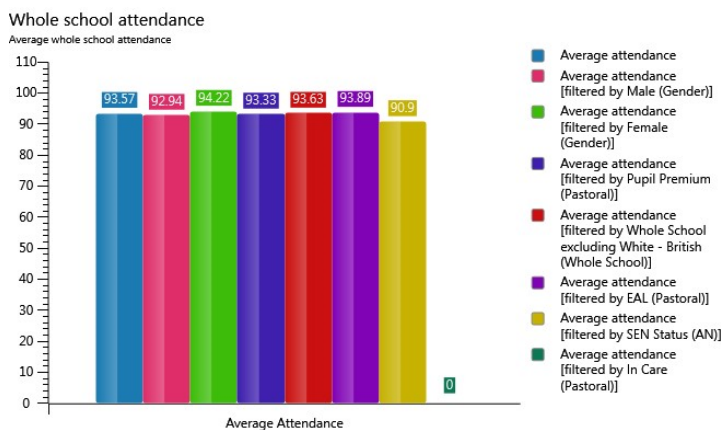


*Headline outcomes published data*

**Pupil Premium**

**GLD – 100%**  
**Year 1 Phonics Screening – 100%**  
**KS2 SATs – Reading EXP 77.8% GD 33.3%, Writing EXP 66.7% GD 0%, Maths EXP 66.7% GD 22.2%, RWM Combined 56%**

- 3) Assessments, observations, and discussions with pupils indicated underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. They were evident from Nursery through to KS2. Targeted interventions are addressing these gaps but this area will remain a focus for the next academic year.
- 4) Attendance and punctuality had been an issue for a proportion of our disadvantaged pupils but data (Pentecost Term 2022) demonstrates that the attendance of disadvantaged pupils at 93.33% was only marginally lower than average whole school attendance at 93.57%. *Please note that these figures include pupils of non-compulsory school age.*



- 5) Pupil voice, attendance registers, consent forms for trips etc. are evidence that disadvantaged pupils have access to the same opportunities as their peers. Disadvantaged pupils, regardless of their academic ability, receive access to termly enhanced opportunities such as free extra-curricular clubs like multi-sports as well as free trips and enrichment activities.
- 6) We remain 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 school. Parental engagement with children’s learning is effectively supported as parents receive clear, specific and targeted information from school. Our DCI report stated that, *‘Parents appreciate the support which the school provided during the pandemic and are unanimous in their support for the school’.*

## 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*

<b>Programme</b>	<b>Provider</b>
ALS Phonics: Letters and Sounds	
Dyslexia Gold	
Shine	Rising Stars
Wellcomm	
NELI	

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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?	