

Pupil premium strategy statement – St. Patrick’s Catholic Voluntary Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (as of November 4 th 2024)	212 (inc. 16 F1 pupils)
Proportion (%) of pupil premium eligible pupils	15.8% 31/196
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	November 11 th 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Charlotte Lynch
Pupil premium lead	Charlotte Lynch
Governor / Trustee lead	Dirk George

Funding overview

Detail		Amount			
PS Financials Pre-fix		PAT			
School:		St Patrick's			
LA Reference:		8563423			
Forecast 2024/25 Academic Year Allocation:		£51,707			
Detailed Calculation:		Funding rates:			
		Deprivation*	Service Children	Post Looked After	Total
		£1,480	£340	£2,570	
Oct. 2023 Census Data (pupils)		30	0	3	
Sept '24 - Mar '25 (7 months) Funding		£25,900	£0	£4,498	£30,398
Funding rates:		Deprivation*	Service Children	Post Looked After	
		£1,495	£343	£2,596	
Oct. 2024 est. Census Data (pupils)		29	0	3	
Apr '25 - Aug '25 (5 months) Funding		£18,065	£0	£3,245	£21,310
Total Estimated Funding		£43,965	£0	£7,743	£51,707
*ever 6 (pupils who have had entitlement to free school meals in the past 6 years).					
Pupil premium funding allocation this academic year				£ 51707	
Recovery premium funding allocation this academic year				£0	

Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 51707

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>School referrals for SEMH support are increasing and our assessments, observations and discussions with pupils and families indicate that the wellbeing of our disadvantaged pupils has been negatively impacted to a greater extent than for other pupils. 11 pupils are now recorded as having SEMH as their primary Special Educational Need. Of these 11 pupils, 73% are disadvantaged.</p>
2	<p>Gaps in reading, writing, maths and phonics</p> <p>Internal and external assessments indicate that, in some subjects and year groups, there is an attainment gap between our disadvantaged and non-disadvantaged pupils.</p> <p>(Please see Part B: Review of the previous academic year, Outcomes for disadvantaged pupils, page 10)</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 indicates that, as of November 2024, of our 'persistently absent pupils' 20.7% were disadvantaged whereas our non-disadvantaged pupils accounted for 16% of our PA pupils.</p> <p>Punctuality is also an issue for some with 2.1% of disadvantaged pupils recorded as late compared to 0.93% of non-disadvantaged pupils. (Nov 24)</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: £850

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. £650</p> <p>Ensure all relevant staff (including new staff) receive regular training to deliver the phonics scheme effectively. £200</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: £38558

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of Teach First Academic Mentor £36809</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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2

	And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. £500	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
A high-quality programme of targeted interventions such as BRP and Dyslexia Gold interventions provided by trained TAs. £500	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) £500	Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
Subscription to Verbo – an online speech and language therapy toolkit for education staff £TBC	https://verboapp.co.uk/#about	3
Reading Unlocked Subscription £249	Reading Unlocked	

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

Budgeted cost: £9650

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' additional progress in academic outcomes over the course of an academic year.	1
£600 ELSA training £50 associated resources	'The ELSA project is based on the principle that emotional difficulties can create a barrier to learning. Increasing the capacity of school staff to identify pupil needs and provide appropriate interventions, within the context of a safe and supportive relationship, will help to improve pupils' mental health and wellbeing and enhance their ability to access learning in school.' www.elsanetwork.org	1
Membership of Healthy Schools Network £350	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: Drug, Alcohol & Tobacco Education Emotional Health & Wellbeing Food in Schools Physical Activity PSHE & RSHE School Staff Wellbeing & CPD	1
Cool Milk – subsidised milk for 5 to 11-year-olds £350	Schools – Cool Milk	1 (4)
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	4

	for school leaders identifies addressing attendance as a key step.	
<p>Funded Wider Curriculum Opportunities and enrichment activities: pantomimes (£700), trips (£1000), dance workshops (£450), swimming (£2000) ‘Wake & Shake’ before-school Club (£1000) after-school Multi-Sports (£2000) Misc (£1000)</p> <p>£8150</p>	<p><i>“Cultural capital is the essential knowledge that children need to prepare them for their future success.”</i></p> <p><u>Life skills and enrichment EEF</u> (educationendowmentfoundation.org.uk)</p>	4 and 5
<p>Family Learning resources/refreshments £150</p>	<p><u>Parental engagement EEF</u> (educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £49058

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GLD

38.5% of non-disadvantaged pupils achieved a Good Level of Development in the 2023-24 academic year compared with 0% of disadvantaged pupils.

Year 1 Phonics Screening Check

66.7% of our disadvantaged pupils met the expected standard compared with 47.6% of our non-disadvantaged pupils.

Key Stage 2

Disadvantaged pupils performed better than non-disadvantaged pupils in Reading. The disadvantage gap index is down from 3.21 in 2023 to 3.12 in 2024.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider