

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 12 th 2025)	221 (inc. 21 F1 pupils)
Proportion (%) of pupil premium eligible pupils	18% 36/200 (not including F1)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	November 12 th 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Charlotte Lynch
Pupil premium lead	Charlotte Lynch
Governor / Trustee lead	Dirk George

Funding overview

Detail		Amount		
St Thomas Aquinas Catholic Multi Academy Trust		01/09/2025		
Pupil Premium Forecast Sept 25 - Aug 26 (ESTIMATE APRIL 2025)				
PS Financials Pre-fix	PAT			
School:	St Patrick's			
LA Reference:	8563423			
Forecast 2025/26 Academic Year Allocation:		£40,283		
Detailed Calculation:	Deprivation*	Service Children	Post Looked After	Total
Funding rates:	£1,515	£350	£2,630	
Oct. 2024 Census Data (pupils)	26.00	0	1.00	
Sept '25 - Mar '26 (7 months) Funding	£22,978	£0	£1,534	£24,512
	Deprivation*	Service Children	Post Looked After	
Funding rates:	£1,530.15	£353.50	£2,656.30	
Oct. 2025 est. Census Data (pupils)	23.00	0	1.00	
Apr '26 - Aug '26 (5 months) Funding	£14,664	£0	£1,107	£15,771
Total Estimated Funding	£37,641	£0	£2,641	£40,282
Pupil premium funding allocation this academic year		£ 40283		
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>	£ 40283

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	Social, emotional and mental health 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. 8 pupils are now recorded as having SEMH as their primary Special Educational Need. Of these 8 pupils, 62.5% are disadvantaged.																				
2	Gaps in reading, writing, maths and phonics Internal and external assessments indicate that, in some subjects and year groups, there is an attainment gap between our disadvantaged and non-disadvantaged pupils. (Please see Part B: Review of the previous academic year, Outcomes for disadvantaged pupils, page 10)																				
3	Speech, language and communication 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.																				
4	Attendance and punctuality Attendance data indicates that, as of November 12th 2025, of our 30 'persistently absent pupils', 30.3% were disadvantaged. The National Average of persistently absent disadvantaged pupils is 22.9%. <table><tr><th colspan="4">Persistent Absentees (DfE Whole Year)</th></tr><tr><td>Groups</td><td>Students</td><td colspan="2">All Student Groups ▼</td></tr><tr><td colspan="4">Search this table</td></tr><tr><th>Name</th><th>Average This Year</th><th>National Average YTD</th><th>National Percentile YTD</th></tr><tr><td>Pupil Premium Eligible</td><td>30.3%</td><td>22.9%</td><td>18</td></tr></table> Punctuality is also an issue for a disproportionate number of disadvantaged pupils. 75% of the pupils referred to our EWO for their punctuality are disadvantaged. (Nov 25)	Persistent Absentees (DfE Whole Year)				Groups	Students	All Student Groups ▼		Search this table				Name	Average This Year	National Average YTD	National Percentile YTD	Pupil Premium Eligible	30.3%	22.9%	18
Persistent Absentees (DfE Whole Year)																					
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Name	Average This Year	National Average YTD	National Percentile YTD																		
Pupil Premium Eligible	30.3%	22.9%	18																		
5	Access to wider opportunities 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 https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf																				
6	Parental engagement 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.
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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: • 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: £650

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 Ensure all relevant staff (including new staff) receive regular training to deliver the phonics scheme effectively. £n/a	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

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

Budgeted cost: £35696

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Teach First Academic Mentor £35,447	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	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. £n/a	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. £n/a	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) £n/a	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: £3931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Pastoral Lead to provide targeted support £n/a	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
£300 ELSA supervision sessions £30 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 £365	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 £180	<u>Schools – Cool Milk</u>	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	4

	attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	
Funded Wider Curriculum Opportunities and enrichment activities: • Pantomimes (£200), • Trips – 36 x £18 (£648), • Dance workshops (£TBC), • Swimming – 5 x Y5 pupils x 36 weeks x £3.65 (£657) SP • 'Wake & Shake' before-school Club 4 x £2 x 190 (£1520) • After-school Multi-Sports Autumn term 5 x £2 x 76 days (£608) • Misc (£50) £3026	<i>“Cultural capital is the essential knowledge that children need to prepare them for their future success.”</i> <u>Life skills and enrichment EEF</u> (educationendowmentfoundation.org.uk)	4 and 5
Family Learning resources/refreshments £30	<u>Parental engagement EEF</u> (educationendowmentfoundation.org.uk)	6

Total budgeted cost: £40277

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GLD

0% of disadvantaged pupils achieved a Good Level of Development in the 2024-25 academic year compared with 52.6% of non-disadvantaged pupils.



Year 1 Phonics Screening Check

50% of disadvantaged pupils met the expected standard compared with 61.5% of non-disadvantaged pupils.



Key Stage 2

14.3% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths compared to 50% of non-disadvantaged pupils. Although the attainment gap in Writing was min (e.g. 71.4% of disadvantaged pupils achieved the expected standard compared with 72.7% of non-disadvantaged pupils), in Reading, Maths and Science the gap was significant. Of our disadvantaged pupils, 28.6% achieved the expected standard in Reading, 28.6% in Maths and 42.9% in Science compared with 68.2%, 72.7% and 81.8% of non-disadvantaged pupils respectively.

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