



Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2025 to 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	Information
School name	St Patrick's Catholic Primary School
Number of pupils in school	206 (228 with nursery)
Proportion (%) of pupil premium eligible pupils	25.8%
Academic year the current pupil premium strategy plan covers (strategic plan coverage)	September 24 – July 26 (September 23- July 26)
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Danielle Kingham
Pupil Premium Lead	Danielle Kingham
Governor/Trustee Lead	Pete James

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£90,130
Recovery Premium funding allocation this academic year	£0
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	£90,130



Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

For all our disadvantaged children to be inspired, empowered and enabled to recognise and fulfil their potential and respond to what God calls them to be.





Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These areas will have been influenced by the wider improvement and priorities of the school, most significantly the Academy Improvement Plan

Challenge number	Detail of Challenges	
	Focus Area	How Need Was Identified
1	Attendance, punctuality and associated lost learning	Attendance report, IDSR, feedback from Romero attendance officer, pupil progress meetings
2	Oracy	NELI Early Years assessment, EYFS data measures, observations throughout the curriculum
3	Lack of enrichment and low aspirations	Romero child charter tracking, pupil voice, understanding of contexts and curriculum.
4	Parental engagement in learning	Barriers to learning assessment, pastoral team discussion, SENCO feedback
5	Reducing identified PP gaps in Maths.	On-going termly assessments and pupil progress meetings



Intended Outcomes

This outlines the outcomes we are aiming for and how we will measure whether they have been achieved. In order to add further transparency, we have divided these into outcomes for this academic year and outcomes we are aiming to achieve in the next three years (the strategic period).

Academic Year 2025- 2026	
Intended outcome	Success criteria
Improved Attendance and Punctuality	Improved attendance percentage. Improved punctuality. Removal from persistent absence list. PP attendance gap within 2% of non-PP pupils.
Improved oracy and articulation of thoughts and learning.	No 'Red' PP children by the end of the year on NELI assessment . NELI disadvantaged gap reduced post intervention period. Improved phonics percentage for PP and reduced PP gap. Positive 'Voice 21' engagement for identified PP children.
Increased enrichment and access to opportunities externally	All PP children attend residential trips. All PP children attend at least one school club. All PP children attend at least two external trips. Improved coverage of the Romero Child Charter for PP children.
Improved family engagement with learning	Increased attendance for PP parents at parents evenings and curriculum and learning events. Parents survey to show positive trend measure.
Reducing identified PP gaps following summer term pupil progress	Evidence of effective teacher focus groups. Evidence of effective interventions. Improved end of year data outcomes. Introduce Power Maths across the school.
Address barriers to learning caused by trauma or attachment issues, enabling better academic, social, and emotional development.	Continued engagement in TIASS project. Further embed trauma-informed and attachment-aware practices in all aspects of school life, from policies to classroom interactions. Train all staff members, including leadership, to ensure consistency and shared understanding. Continue with My Happy Mind program and obtain silver award.



Strategic Period (Sep 2023 – Jul 2026)	
Intended outcome	Success criteria
Ensure children understand, retain and use a wider range of vocabulary, therefore improving ability to access a broad curriculum.	81% of Yr1 children to pass national phonic screening test in line with last years national average. Disadvantaged gap to average 0 for Reading across school. Romero Theme Knowledge Checker results/monitoring demonstrate PP children's consistent secure understanding of vocabulary taught. Writing moderation shows an increase in higher level vocabulary by PP children
Fully established, positive relationships with families leading to engagement in learning.	End of year survey measures to show positive trend for the period PP attendance at workshops/parents evening to match non-PP. PP Parent voice to show a large majority are engaged in their child's learning.
Improved attendance for all PP children.	Attendance of PP children is at least in line with non PP attendance and national average.
Provide a broad, balanced and enriching curriculum for all children.	PP children completing all elements of the Romero charter. All PP children to access a club each year and high levels of ongoing attendance at enrichment opportunities/extra-curricular activities. PP pupil and parent voice demonstrates high levels of engagement and enjoyment of enrichment opportunities/extracurricular activities.
Ensure the disadvantaged gap is reduced throughout school	Disadvantaged gap at 0 for Phonics, end of NELI assessments, in-year and end of KS2.
Raise self-confidence and self-esteem of children to enable them to engage fully with learning and succeed.	PP pupil voice demonstrates high levels of self-confidence and self-esteem. Decrease in behaviour incidents involving PP children.



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 (e.g. CPD)

Budgeted cost: £6,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training	<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. School to engage in additional development days centred around closing the attainment gap.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF ruth miskin literacy inc - read write inc research and evidence-1-1.pdf (ruthmiskin.com)</p>	2, 5
Maths CPD	<p>Evidence from the Education Endowment Foundation (EEF) highlights the importance of developing practitioners' understanding of how children learn mathematics. Professional development should raise the quality of teachers' knowledge of mathematical concepts, children's mathematical development, and effective pedagogy.</p> <p>(Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk))</p> <p>To strengthen implementation, we have:</p> <ul style="list-style-type: none"> Delivered direct CPD through the Origin Maths Hub and NCETM resources. Established research groups to share best practice and reflect on mastery principles. Used worked examples and collaborative planning to ensure consistency and depth. Embedded ongoing support and coaching for staff to sustain high-quality delivery. <p>This approach is underpinned by evidence from:</p> <p>ncetm primary teachingformastery report july2019.pdf</p> <p>Our goal is to ensure disadvantaged pupils benefit from high-quality, mastery-based teaching that closes gaps and builds confidence in mathematics.</p>	5
Writing CPD	<p>Evidence shows importance of the link between reading and writing, the key foundations for milestones, the importance of modelling, meta-cognition and planning at all levels.</p> <p>Guidance reports EEF (educationendowmentfoundation.org.uk)</p> <p>With focus on 'Preparing for Literacy', 'Improving Literacy at KS1' and 'Improving Literacy at KS2'</p>	2, 5



Targeted academic support

Budgeted cost: £48,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics groups	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 5
Additional intervention therapy support	Intervention and therapies 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 5
Testbase	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 5
Voice 21	Specific speaking and listening programme with case study and trial evidence to show impact on PP cohorts. Voice21-Impact-Report-2023-v21-web-1.pdf	2, 5
Power Maths	This year, we have introduced Power Maths as our core mastery programme. Power Maths is fully aligned with the NCETM Teaching for Mastery approach, providing a structured, research-based curriculum that supports conceptual understanding, fluency, and reasoning. The programme ensures: Small steps progression to build secure understanding. Use of representations and structures to deepen conceptual knowledge. Opportunities for reasoning and problem-solving embedded throughout lessons.	
Number sense	Alongside Power Maths, we aim to introduce Number Sense to strengthen pupils' fluency and confidence with number facts. Number Sense provides: Daily, short, focused sessions to embed number bonds and mental strategies.	



	<p>Systematic progression to ensure pupils develop automaticity with key facts.</p> <p>Targeted support for disadvantaged pupils to close gaps in foundational knowledge.</p>	
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Wider strategies

Budgeted cost: £35,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training, approach and interventions	<p>Social, emotional support is proven impact wellbeing.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>As a specific programme Thrive is underpinned by leading research and successfully case studied.</p> <p>Impact of Thrive - The Thrive Approach</p>	2, 3, 4, 5
Breakfast Club offer	<p>As we are ineligible for specific offer, evidence base is underpinning our move to introduce a subsidised breakfast club for PP.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	5
Parental workshops	<p>Working with parents is proven to be high impact low cost strategy for closing the gap.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	4
Extra-Curricular club funding	<p>As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	3
Residential trip funding	<p>Research and case study shows residential trips have a positive impact on Primary age children.</p> <p>Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)</p>	3
OPAL	<p>Sport England research corroborates many other findings that OPAL is beneficial in making children more active, increasing their problem-solving skills, self-confidence and social emotional regulation.</p> <p>Research and Evidence - Outdoor Play And Learning play - a report by the all-party parliamentary group on fit and healthy childhood corrected 1.pdf (outdoorplayandlearning.org.uk)</p>	1, 2, 3



Nurture UK	<p>Social, emotional support is proven impact wellbeing.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>As a specific programme NurtureUK is underpinned by leading research and successfully case studied.</p> <p>nurtureuk research: promoting nurture in education</p>	1, 2, 5
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Total budgeted cost: £ 90,130



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 to 2025 academic year.

Aim	Actions Delivered	Outcome Data	Summary
Improved oracy and articulation of thoughts and learning.	Continuation of NELI in reception with accompanying CPD. Continuation of Voice21 across the whole school with accompanying CPD for all staff.	No 'Red' PP children by the end of the year on NELI assessment NELI disadvantaged gap reduced post intervention period. Positive 'Voice 21' engagement for identified PP children. 30.6% increase in percentage of PP children passing phonics screening, outperforming non PP.	Pleasing outcomes in reception for PP children through the introduction of NELI. The PP gap has not only narrowed but PP children outperformed non PP children.
Increased enrichment and access to opportunities externally.	Further access to a wide range of trips and experiences in and outside of school.	All PP children attend residential trips if they wish to. All PP children attend at least one school club. All PP children attend at least two external trips. Improved coverage of the Romero Child Charter for PP children. Conkers trip introduced to Yr 4 this year.	Our enrichment offer continues to be very strong with a wide range of opportunities for children. Further trips offered across the school this year.
Reducing identified PP gaps following summer term pupil progress.	PP a focus in pupil progress meetings with targeted interventions to close the gap.	Evidence of effective teacher focus groups. Evidence of effective interventions. PP outperformed non PP in Yr6 reading with 100% of children at expected. Yr4 PP outperformed non PP in reading and combined. Yr5 were in line in all areas.	Gap needs to continue to narrow across the school with good practice from successful year groups to be analysed and shared.



Address barriers to learning caused by trauma or attachment issues, enabling better academic, social and emotional development.	My Happy Mind introduced across the school. Thrive screening and interventions. Engaged in TIASS project. Embedded trauma informed and attachment aware practices in all aspects of school life.	The team around identified children note increased confidence and participation in the classroom and school life. Pupil voice shows children reflecting on this OPAL and my happy mind survey feedback and tracking is positive for PP.	Continue to promote this good work this year particularly with the continuation of the TIASS project.
Improved Attendance and punctuality	Principal and pastoral lead worked with family support and attendance worker for the MAC to drive attendance.	PP attendance 92.1% v 95.6% for non PP PP persistent absence 6.7% v 8.6% non PP	Good reduction in gap with persistent absence in particular – continue to drive next year.
Improved family engagement with learning	Looking at learning mornings introduced. Times of parents evening changed to give more flexibility for parents and support with childcare.	Data shows variable results and different events.	With the inconsistency of results the key is to use this as a base for what works and what does not to see if general patterns and next steps can be created.
Further Reflections			
<p>The Year 6 data for Pupil Premium children last year was pleasing and demonstrates strong academic rigour and progress. It was evident that our work on helping pupils articulate their ideas, believe in themselves, and see themselves as capable learners had a significant impact. This cohort left us well-prepared for transition to KS3.</p> <p>Throughout the school, our curriculum remained ambitious and inclusive, with high expectations for all pupils. A key development last year was the introduction of My Happy Mind and NurtureUK, which strengthened our approach to emotional wellbeing and resilience. These programmes provided structured strategies for mental health and social-emotional learning, supporting pupils to regulate emotions and build positive relationships. We continue to see increasing complexity in the overlap between SEND needs, behaviour challenges, and parental engagement, which will inform next year's priorities. Our focus will remain on combining academic rigour with pastoral support to ensure every disadvantaged pupil thrives.</p>			