

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Saint Patrick's Catholic Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 version of 3 year plan for 2021-2024
Date this statement was published	July 2023
Date reviewed	July 2024
Statement authorised by	Jennie Courtney Head of School
Pupil premium lead	Charlotte Minty
Governor / Trustee lead	Charlotte Gilbert

### Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£39285
Recovery premium funding allocation this academic year	£3915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41965

# Part B: Review of outcomes in the academic year 2023-24

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### **Teaching**

The webinar 'Bridging the Gap: Improving Outcomes for Disadvantaged and Vulnerable Learners' was shown in staff training. Staff then collated ideas and strategies from this to put in place for targeted individuals.

The phonics lead has been able to carefully monitor the implementation of our strategy for teaching phonics and phonic interventions- 'Unlocking Letters and Sounds'. This has led to good progress in phonics across the school.

Teaching Assistants and Teachers have been reading with 11 targeted children from disadvantaged backgrounds across KS1 and KS2. Of these children 61% have made expected progress, despite many having significant absences.

### **Targeted academic support**

Mastering Number Interventions have been in place for those disadvantaged learners who have been identified as having significant gaps in number. 61% of these children have made expected progress in maths and 11% have made accelerated progress in maths.

The five disadvantaged Learners in Year 6 have been targeted for 'booster groups'. Three of these children achieved expected in all areas (as well as two achieving Greater Depth in reading and writing). One of these children was working below expectations at the start of the year and has made accelerated progress and is now working towards expectations. Another child was working below the level of the tests.

In terms 3,4 and 5 in Years 4,5 and 6, teachers were released weekly to support their individual disadvantaged learners. The teachers identified each child's specific area of need and worked on a 1-1 or small group basis to tackle these areas. In these year groups, 60% of disadvantaged learners made expected progress in reading and writing, and 10% made accelerated progress in reading. In maths, 80% of disadvantaged learners made expected progress.

### **Wider strategies**

ELSA has had a positive impact on the behaviour of all of our pupils, in particular our disadvantaged learners. Pupil conferencing has shown a more positive attitude towards play and also learning. Teacher observations have evidenced that children are becoming more resilient in their attitudes to both social and academic challenges.

One child accessed Drum lessons through DL funding. This has a positive impact on his behaviour in school.

The PP lead this year has had time to implement strategies and monitor more closely the needs of the disadvantaged learners.

### **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>
NA	NA

### **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?	£2680
What was the impact of that spending on service pupil premium eligible pupils?	Support from TAs – emotional and social support in class, small groups, 1-1 social stories, ELSA etc Support with funding for school visits, residential etc

