

# 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	Data
School name	Saint Patrick's Catholic Primary School
Number of pupils in school	182
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> )	2025-2026 version of 3 year plan for 2024-2027
Date this statement was published	November 2025
Date reviewed	November 2025
Statement authorised by	Jennie Courtney Head of School
Pupil premium lead	Charlotte Minty
Governor / Trustee lead	Toby Kirkby

## Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£41917
Total budget for this academic year	£41917

# Part A: Pupil premium strategy plan

## Statement of intent

*At Saint Patrick's Catholic Primary School, we believe that God has a dream for each of us and it is our responsibility to support each to flourish and reach their full potential. Our mission is to 'Live, Love and Learn like Jesus' and the pupil premium grant helps us achieve this by providing the funding to support eligible pupils and others, to reach their full potential in all aspects of their life and learning.*

*Our key principle is to ensure that every child matters and that 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The interventions outlined in this strategy, ensure that the children are given the necessary support to be able to access this high quality teaching. For example, 'Unlocking Letters and Sounds' Interventions are delivered on the day that the gap is identified, so that the children are ready to access the teaching the next morning. Our aim is to close any attainment gaps that may exist, ensure they are ready to thrive at secondary school and ultimately improve their life chances.*

*Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention groups / 1-1 for pupils whose education has been worst affected, including non-disadvantaged pupils.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and analysis through Pupil Progress Meetings, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. These approaches will continuously be reviewed through the lens of affordability ensuring that the principles of an Affordable School are active and have a positive impact. To ensure they are effective we will:*

- ensure disadvantaged pupils are challenged in the work that they're 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*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged learners.

Challenge number	Detail of challenge
1	<p><b>Speech and Language-</b> We are noticing an increase in speech and language needs as children come into school. Of our current Reception Class there are 5 children who are receiving Pupil Premium and of these 5 60% (3) are on the SENCD register for Speech and language needs. There are more pupil premium throughout the school with speech and language needs. These needs have had a direct impact on the reading and writing skills of these children, who do not only need further support in speech and language but also in reading and writing skills.</p> <p>Most recent summative assessments of pupils from Year 1-6 show that 29% of disadvantaged learners are working below expectations in reading, compared to 8.1% of non-disadvantaged learners.</p> <p>Most recent summative assessments of pupils from Year 1-6 show that 25% of disadvantaged learners are working below expectations in writing, compared to 9.6% of non-disadvantaged learners.</p>
2	<p><b>Maths -</b> Formative assessment, observations and discussions with staff and pupils have indicated a gap between disadvantaged learners and non-disadvantaged learners. Most recent summative assessments also show that 16.7% of disadvantaged learners are working below expectations, compared to 5.9% of non-disadvantaged learners. Over the previous year, our disadvantaged learners have developed their number fluency, and now strategies are in place to improve problem solving.</p>
3	<p><b>Gender-</b> In reading, writing and maths there is a significant gender gap, with girls outperforming boys in all 3 areas. We have a 50/50 split of girls and boys who are on the Pupil Premium Register</p>
4	<p>Our disadvantaged learners struggle with <b>self-regulation</b> when faced with a challenge. This could be on the playground where children have found it hard to make good choices when games do not go their way or if they have a 'falling out' with a friend. There have been observations which show that some children struggle with the transition from playtime to learning time.</p>
5	<p>The <b>attendance</b> of our disadvantaged learners is currently not in line with the rest of the school or meeting the schools target of 96%. Currently, the attendance of disadvantaged learners is 86%. A significant percentage of this low attendance is due to a high number of disadvantaged learners from the traveller community who have travelled during term time.</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(September 2024 – September 2027)

Intended outcome	Success criteria – aspirational
1. Disadvantaged learners with speech needs will be able to pronounce and articulate sounds more clearly	<i>Children receiving SALT support for their speech will have improved articulation skills with will have a direct impact on their confidence in speaking, social skills and reading and writing attainment.</i>
2. Disadvantaged learners with language needs have an improved understanding of language and will use language appropriately.	<i>Children receiving SALT support for their language needs will have improved language skills with will have a direct impact on their confidence in speaking, social skills and reading and writing attainment.</i>
3. There will not be a significant gender gap between our disadvantaged learners in Reading.	<i>Data shows that accelerated progress is made over the three years for all children, and there will not be a significant gender gap between our disadvantaged learners in reading, Attainment shows at least 75% of our disadvantaged learners are working at expected levels or higher by the end of the three years.</i>
4. There will not be a significant gender gap between our disadvantaged learners in Writing.	<i>Data shows that accelerated progress is made over the three years for all children, and there will not be a significant gender gap between our disadvantaged learners in writing. Attainment shows at least 75% of our disadvantaged learners working at expected levels or higher by the end of the three years.</i>
5. There will not be a significant gender gap between our disadvantaged learners in Maths.	<i>Data shows that accelerated progress is made over the three years for all children, and there will not be a significant gender gap between our disadvantaged learners in maths. Attainment shows at least 75% of our disadvantaged learners are working at expected levels or higher by the end of the three years.</i>
6. Our disadvantaged learners will learn strategies for self regulation through our behaviour policy and through enrichment opportunities.	<i>Disadvantaged learners will benefit from a skills and knowledge based curriculum, with enriched learning, which will enhance the cultural capital and support personal development Monitoring of lessons shows that disadvantaged learners show resilience and show this in their learning In order for the principles of an Affordable School to be active and have a positive impact on reducing poverty related stigma, we will ensure that:. All disadvantaged pupils will attend a minimum of one extra-curricular club. All disadvantaged pupils attend a minimum one school trip a year. All disadvantaged pupils will attend the 2 night residential trip in Year 5 and the 3 night residential trip in Year 6.</i>
7. The attendance of our disadvantaged learners is at least in line with the rest of the school and meeting the set target of 96%.	<i>Attendance is at 96% or greater. Attendance is the same as or greater than non-disadvantaged learners.</i>



## Activity in this academic year (September 2025– September 2026)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £24584.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Release of the Phonics Lead to monitor and ensure high quality Intervention delivered to KS1 and KS2 pupils</i></p> <p>£5247.45</p> <p>(Autumn Term:£1749.50 Spring Term:£1749.50 Summer Term: £1749.50)</p>	<p>Phonological Skills - Decoding and Encoding The same speech processing system underpins the phonological skills needed for both spoken and written language. This means that being able to process speech sounds (phonics and phonological awareness) is essential in accessing accepted methods of learning to read and spell. Phonological awareness can include knowledge of: letter or sound correspondence, blending sounds, breaking down words into syllables or sounds, or rhyming properties of words or sounds, i.e. the ability to identify similarities and differences in how different words sound. (<i>The Communication Trust</i>)</p> <p>Unlocking Lessons and Sounds includes dedicated support for children who fall into the lowest-performing 20%. Called “Ambitious Expectations” this is a set of six focused intervention strategies that support children with reading. Releasing our subject leader to ensure these are delivered in a timely and accurately manner across will mean that all staff are confident and that these interventions will have the best possible impact. Teachers will need to feel need to be confident in who has accessed the learning and who needs further support that day. Teachers will be accountable for ensuring these interventions are delivered to those who need them. The subject leader will also work to ensure that teachers feel confident in doing so.</p> <p>The small group of children who receive these interventions in KS1 will be flexible as the interventions will be targeted at those children who did not fully access the learning in the main phonics teaching session that day. In KS2 the interventions will be targeted at children who following a ‘Unlocking Letters and Sounds’ assessment need extra input to secure these sounds. Assessments are done termly to ensure focussed interventions.</p> <p>The evidence in this article explains that ‘... <i>phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</i>’.</p> <p><a href="https://www.unlockinglettersandsounds.com/key-information">https://www.unlockinglettersandsounds.com/key-information</a></p>	1, 3

<p>4 x a week 1-1 Reading with disadvantaged learners to focus on comprehension skills and reading for pleasure in KS1. 4hrs a week in each FS2/KS1 class</p> <p>£8275</p> <p>(Autumn Term:£2758.33 Spring Term:£2758.33 Summer Term: £2758.33</p>	<p>There are a group of 5 disadvantaged pupils across the school who are not regularly accessing reading at home. Their parents are also unable to read which means that developing a love for reading is limited from home. These pupils will access 1-1 reading a minimum of 4x a week (3 x a week with a TA and 1x a week with a teacher). The focus of this is making sure that children are well matched with their reading books in terms of both ability and interest. Questions are targeted to draw out both understanding and also to highlight key areas of interest.</p> <p>The article below explains that research demonstrates that ‘....the effects of reading on child development are vast and multiple studies have highlighted its benefits.... The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child’s education, social and cognitive development, their wellbeing, and their mental health’</p> <p><a href="https://www.highspeedtraining.co.uk/hub/why-is-reading-important-for-children/">https://www.highspeedtraining.co.uk/hub/why-is-reading-important-for-children/</a></p>	<p>1, 3</p>
<p>4x a week 1-1 Reading with disadvantaged learners to focus on comprehension skills and reading for pleasure in KS2. 4hrs a week in each KS2 class</p> <p>£11062</p> <p>(Autumn Term:£3687.33 Spring Term: £3687.33 Summer Term: £3687.33</p>		

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

Budgeted cost: **£12,587**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>'Mastering Number' 1.5hrs a week in each KS2 class, (to include 4x sessions a week and time for Tas to set up and prepare following the 'Mastery Number' plans.).</i></p> <p>£4148</p> <p>(Autumn Term:£1777 Spring Term:£1185.50 Summer Term: £1185.50</p>	<p>In KS2 the interventions will be targeted at a small number of children in Years 3 and 4 throughout the year. Year 5 will access 1 term's worth as a 'catch up' in the Autumn Term. The training for the new programme will be attending by the subject leaders for maths and then TAs trained following this.</p> <p><i>Research is consistent in regard to the fact that subitising may provide the basis for understanding counting principles, such as cardinality, as well as arithmetic ideas. Yet many mathematics educators see counting as the first step towards more advanced mathematical thinking (Young-Loveridge, 2002)</i></p> <p><a href="https://www.youtube.com/watch?v=WFySD7xq06Q">https://www.youtube.com/watch?v=WFySD7xq06Q</a></p> <p>Evidence shows that high quality 1-1 intervention by a TA can add up to 4 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	2,3



<p>4 x a week 1-1 Speech and Language Interventions with disadvantaged learners in KS1/2.</p> <p>2hrs a week in each FS2/KS1 class</p> <p>2hrs a week in each KS2 classes for 1-1 support</p> <p>£8439</p> <p>(Autumn Term:£2813 Spring Term:£2813 Summer Term: £2813</p>	<p><b>BLAST 2</b></p> <ul style="list-style-type: none"> <li>• BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.</li> <li>• BLAST 2 is designed for all children in reception aged from 4-5. There are 30 consecutive daily sessions providing a half term of work for a group of 4-8 children.</li> <li>• BLAST programmes are also used with older children who have Additional Needs and both programmes are fully inclusive with guidance given to differentiate the programme for a range of different children of different abilities within the same group</li> </ul> <p><b>Personalised Target work as advised by SALT team</b></p>	1,3,4
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#### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4745.55**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA to support with ELSA and possible Parental Support</p> <p>ELSA Hours 5 hours a week £3501.25</p> <p>(Autumn Term:£1167</p>	<p>Disadvantaged learners in particular need to be able to express their emotions and face the day to day challenges. For some of our disadvantaged children this is very challenging, so dedicated ELSA time provides the support to those referred by teachers and helps them feel ready to learn.</p> <p><i>'Perceived benefits included having a positive impact on behaviour, emotional well-being, relationships and academic achievement, measured by improvements in attendance, social skills and a reduction in exclusions'</i></p> <p>(Bravery &amp; Harris 2009).</p> <p><a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/FinalElsaReport_Wiltshire.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/FinalElsaReport_Wiltshire.pdf</a></p>	3,4,5

Spring Term: :£1167 Summer Term: :£1167 )		
<p><i>To support disadvantaged children to attend clubs / residential and support them to be aspirational and develop cultural capital</i></p> <p><i>St Patrick's Passport of Opportunities</i> £45 for 30 passports when needed.</p> <p><i>Residential Trips/ Supplements:</i> £1199.30</p>	<p>Last year we launched our 'St Patrick's Passport of Possibilities'. This was introduced following Wiltshire Training on how best to support disadvantaged pupils , ensuring they are offered the same enrichment opportunities as non disadvantaged children. The passport will be for all children, and will be used throughout their time at St Patricks; highlighting and recording events and opportunities which they take part in at no additional cost.</p> <p>The remainder of this money will be spent as and when requested/ needed by individual pupils. The request will be considered carefully by the SLT team.</p> <p>To support each child to have the opportunity to benefit from the wide range of enrichment opportunities that the school offers. This will enhance their learning, improve their cultural capital and support their personal development. <i>'There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond</i></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>To support disadvantaged learners to improve their attendance. Evidence proves that <i>'...life chances for children are lowered proportionately to their attendance, irrespective of gender, race, disability or poverty'</i></p> <p><a href="chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf">chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</a></p>	5

**Total budgeted cost: £41917**

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