

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	183
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 version of 3 year plan for 2024-2027
Date this statement was published	July 2024
Date reviewed	July 2026
Statement authorised by	Jennie Courtney Head of School
Pupil premium lead	Charlotte Minty
Governor / Trustee lead	Toby Kirkby

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£41917
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41917

Part B: Review of outcomes in the academic year 2025-26

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Teaching

It is a non-negotiable expectation that all teachers have a secure understanding of all learners, but in particular disadvantaged learners and how they learn most effectively. Staff are expected to use this knowledge to adapt their teaching, ensuring that learning is accessible, inclusive and responsive to individual needs. Through careful assessment, strong relationships and ongoing professional dialogue, teachers tailor their approaches so that every pupil is supported to achieve their potential, with particular attention given to removing barriers and promoting equity in the classroom. More recently, there has been a focus on identifying the gaps in foundational skills and ensuring that strategies are in place to address these gaps quickly and effectively.

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. In Year 1, the 4 children who receive pupil premium funding are also on the SEND register. One met the pass mark of 32, however, those who did not, averaged an improvement of 15 marks from their starting point across the year. In Year 2, 67% of disadvantaged learners who retook the phonics test passed this year.

Teaching Assistants and Teachers have been reading with 3 targeted children from specific disadvantaged backgrounds across KS1 and KS2. Of these children, 67 % have made expected progress, and 33% made more than expected progress despite significant absence.

We have identified as one of our challenges that 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. Currently 24% of the same disadvantaged learners are working below expectations in reading, showing some improvement in this area.

We have identified as one of our challenges that 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. Current percentages are still in line with this; however, a significant part of this original percentage is represented by children who have now left the school. Each DL learner now carries a higher percentage per pupil.

The school has taken a proactive approach to improving boys’ engagement. Core texts have been carefully selected and, where appropriate, modified to reflect themes and genres that are known to interest boys, helping to increase motivation and participation. This focus has been regularly discussed in staff meetings, ensuring that all teachers are aligned in their approach and fully understand the importance of addressing gender differences in reading attainment. As

a result, there is a strong whole-school awareness of these discrepancies, with staff consistently working to provide targeted support and inclusive teaching practices.

In addition, the school has developed an increased awareness of maths anxiety, which is more commonly observed in girls at our school. Staff have received training to better understand how maths anxiety can present and impact learning, and strategies have been implemented to address this. Through targeted interventions, supportive classroom practices, and a shared commitment across the staff team, the school is working to reduce anxiety levels and build confidence in mathematics for all pupils.

Targeted academic support

Mastering Number Interventions have been in place for those disadvantaged learners who have been identified as having significant gaps in number. 53% of these children have made expected progress in maths and 47% have made accelerated progress in maths. We have identified as one of our challenges that summative Most recent summative assessments also show that 16.7% of disadvantaged learners are working below expectations, compared to 5.9% of non-disadvantaged learners.

Speech and language provision has had a positive impact on outcomes for disadvantaged pupils across EYFS and KS1.

In EYFS, all pupils participating in BLAST group interventions, including both PP pupils, made expected progress from their individual starting points. Additionally, one PP pupil received targeted 1:1 support to address identified needs in sound production while awaiting assessment from a speech and language therapist; this early intervention ensured that progress was supported promptly. Notably, several pupils achieved their targets ahead of schedule, enabling new targets to be set to further extend their development.

In Year 1, two out of four PP pupils accessed 1:1 speech and language therapy, with both successfully achieving their targets. One pupil has since been discharged from the service due to excellent progress, while the other has progressed onto a new set of targets. The remaining pupils have been supported through small group interventions focused on developing social communication skills. These sessions have had a positive impact, improving pupils' ability to engage in social interactions, strengthening friendships, and developing their use of social language.

Wider strategies

ELSA has had a positive impact on our disadvantaged pupils, particularly in supporting their emotional wellbeing and readiness to learn. The main benefit observed has been a notable boost in confidence; pupils who have accessed sessions appear more settled in class and better prepared to engage with their learning. The provision of regular one-to-one time allows pupils to feel heard and valued, which has contributed to a reduction in attention-seeking behaviours within the classroom environment. Additionally, pupils are increasingly able to use taught strategies to regulate their emotions independently. This impact extends beyond school, as highlighted by a Year 1 parent who reported that her child was able to use ELSA resources at

home to calm down and communicate her feelings effectively. Overall, ELSA has been invaluable in enabling disadvantaged learners to process and articulate their emotions, supporting improved attendance, sustained engagement in school, and greater access to learning.

Through the 'Passport of Possibilities', children have been tracking their experiences throughout their time at school. This has highlighted to the community the opportunities given to all, regardless of background, leading to a positive attitude observed by many.

Attendance is monitored rigorously across the school, with senior leaders reviewing each case of low attendance on an individual basis. This ensures that support is carefully tailored, with strategies designed to meet the specific needs and circumstances of each pupil and family. As a result of this targeted approach, there have been periods during the year where attendance for pupils eligible for Pupil Premium has reached 96%, exceeding that of non-disadvantaged pupils at 95%, demonstrating the positive impact of this focused and responsive practice.

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

Programme	Provider
NA	NA

