

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	180
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 version of 3 year plan for 2024-2027
Date this statement was published	July 2024
Date reviewed	September 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	£42852
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42852

Part B: Review of outcomes in the academic year 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Teaching

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. Although they did not meet the 'pass mark' threshold of 32, they averaged an improvement of 15 marks from their starting point across the year. In Year 2, all children who retook the phonics test passed this year.

Teaching Assistants and Teachers have been reading with 12 targeted children from specific disadvantaged backgrounds across KS1 and KS2. By the end of the year, 5 of these children had left the school. Of the 7 children remaining, 43% have made expected progress, and 57% made more than 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. 46% of these children have made expected progress in maths and 42% have made accelerated progress in maths.

Speech and language interventions have had a really positive impact on our most vulnerable pupils. Time to Talk has been used for pupils to help them develop social interaction skills. Of the pupils who took part in the intervention who have been identified as PP pupils, 100% made expected progress from their starting point. We are now using Blast 2 in EYFS to support pupils with speech and language gaps. The children who took part in the intervention all made expected progress from their starting point. Blast 2 was used in KS1 for pupils with significant gaps, teachers observed that these pupils specific speech and language gaps were improving and staff were able to understand these pupils better.

In terms 3, 4 and 5 in KS2, 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, all

children have made progress and specific interventions and provision have been able to arise and continue through this.

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.

The 'Passport of Possibilities' has been launched and received well through the whole school community. 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.

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

The 'Mossy Kids' intervention has allowed for the identified child time to express his feelings and has led to him feeling more able to control his emotions and choose from a range of strategies discussed to keep him calm.

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

