

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 RC Primary School, Rochdale
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	May, 2022
Date on which it will be reviewed	September, 2022
Statement authorised by	Headteacher
Pupil premium lead	Tom Lomax
Governor / Trustee lead	Philippa Mulgrew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,495
Recovery premium funding allocation this academic year	£10,585
School led tuition funding	£8,707.50
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	£114,787.50

Part A: Pupil premium strategy plan

Statement of intent

St. Patrick's exists to serve our parish/local community. We believe it is important that all pupils feel valued and achieve highly, in an environment that is rooted in Catholic values with respect one another. We aim to support all children in developing the values, skills, knowledge and understanding to enable them to improve the world they live in for themselves and the common good.

Where children are from disadvantaged backgrounds, it is vital to ensure that the provision we put in place also helps remove any barriers to learning that they encounter due to their circumstance. In order to do this, it is important that children from disadvantaged backgrounds receive carefully targeted support based on a secure knowledge and understanding of the barriers to learning that they face. Once these are identified, programmes are put in place based on research that clearly shows the possible benefits of such approaches. These programmes are regularly reviewed in order to ensure that they are having the best possible outcomes for the children, and where necessary, changes may be made during the course of the year.

Challenges

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

Challenge number	Detail of challenge
1	Pupils often enter Reception below typical in Communication and Language, PSED, Literacy and Maths. Baseline indicates children begin school at lower starting points.
2	Many of the PP pupils have English as an Additional Language and some are International New Arrivals joining the school from none English speaking countries.
3	Attendance for PP pupils is lower than non PP. This reduces the number of school hours and causes pupils them to fall behind.
4	Lower starting points for levels of attainments in reading, writing and maths
5	A number of pupils are open to multiple agencies and are receiving support both individually and for the whole family.
6	Increasing number of pupils entitled to PP start school or identified as having SEND or emotional, behavioural difficulties, this acts as a barrier to learning. PP children are less resilient and collaborative learners.
7	Pupil premium children working below Age related expectations in the core subjects, the gap has widened due to Covid.

8	To provide enhanced learning opportunities and support for the PP children due to limited resources within some families and households.
9	Access to support with home learning and engagement of parents in the learning process has been varied for the core skills such as reading, writing and maths
10	Pupils eligible for PP may not have access to a wide range of vocabulary at home and they have less experiences to draw upon, this can have a more significant effect on the ability to achieve greater depth.
11	Limited life experiences and exposure to culture and literature.

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.

Intended outcome	Success criteria
Children demonstrate improved communication skills	Children will take an active part in class discussions Children show positive engagement with one another during unstructured times such as break/lunch/provision
The gap in attainment between PP and non PP children has narrowed	Children make good progress (from their individual starting points) Attainment for PP rises. The gap has diminished.
Improved application of basic skills in reading, writing and maths	Children will achieve in line with national expectations at the end of KS2 in R/W/M. Children will achieve national average progress scores in KS2 R/W/M.
Improve the writing outcomes across school	Increase the percentage of children working at expected in all year groups for PP children
To ensure children who have fallen behind receive targeted high quality intervention, monitored by SLT	Analysis of interventions show that interventions have had a positive impact on the disadvantaged children's learning and helped in accelerating their progress.
To ensure children are attending school regularly and not missing out on learning opportunities.	Children who are PP will have attendance of over 95%. The gap will begin to close

	between those who are PP and those who are not PP.
Pupils have a breadth of experiences that enable them to contextualise their learning.	School will deliver an engaging broad and varied curriculum. This fits with our development of the curriculum. Pupil Questionnaires show that pupils enjoy school and are enthused to learn. We will have instilled a love of learning in all children. Teachers and support staff will plan a range of Wow experiences to inspire learning and make it more memorable (Hook and Enrichment). Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.
Improved emotional and social wellbeing.	Identify and support families and children and work to alleviate barriers to learning. Identified pupils are invited to nurture, positive play sessions, lego therapy, Rainbows sessions and Counselling with support staff. Less children needing emotional/wellbeing support in school. Whole school curriculum PSHE and well-being is established and embedded.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £66,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – National college, REAL Trust, NCTEM, Number</p> <p>To develop the subject knowledge of both teachers and support staff.</p> <p>Increase vocabulary taught</p> <p>Impact of CPD to be monitored.</p> <p>£3,400</p>	<p>EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>1, 4, 7, 10</p>
<p>CPD Metacognition</p> <p>To develop teaching strategies that enable pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>£500</p>	<p>EEF: It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	<p>1, 4, 7, 10</p>
<p>Reduce class size for Maths (Year 1-6).</p>	<p>EEF: Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and</p>	<p>1, 4, 7, 10</p>

<p>Reduce class sizes in Reading & Writing in year 5 & 6</p> <p>£26,000</p>	<p>the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p>	
<p>Accelerate progress in language and communication in EYFS</p> <p>CPD: Train in Elklan</p> <p>Deliver Elkan intervention and implement strategies across EYFS</p> <p>£19,000</p>	<p>EEF: Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1,2, 4, 7, 10</p>
<p>Reduce class sizes in phonics Year 1 & 2</p> <p>Assess and review curriculum being taught half termly</p> <p>£18,000</p>	<p>EEF: Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<p>1, 4, 7, 10</p>

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

Budgeted cost: £28,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tuition</p> <p>PIXL therapies & Pearson</p> <p>£18,700</p>	<p>EEF: One to one tuition involves a teacher giving a pupil intensive individual support. ‘High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils’ progress, particularly as they maintain classroom routines and recover any learning loss.’</p> <p>‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’ The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable. For one to one/small group tuition led by a qualified teacher, interventions are likely to be particularly beneficial when the teacher is experienced and well trained in the areas they are delivering.</p>	<p>1, 4, 7, 10</p>
<p>Precise EAL assessment and tracking for EAL and International New Arrivals.</p> <p>Nassea Materials £65</p>	<p>EEF: One to one tuition involves a teacher giving a pupil intensive individual support. ‘High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Small group tuition has an average impact of four months’ additional progress over the course of a year.’ The evidence indicates that small</p>	<p>2</p>

<p>Inclusion Leader training, CPD for teachers and an implementation plan established</p> <p>£2,000</p> <p>1:1 and small group tutoring for pupils</p> <p>£6,000</p>	<p>group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable. For one to one/small group tuition led by a qualified teacher, interventions are likely to be particularly beneficial when the teacher is experienced and well trained in the areas they are delivering.</p>	
<p>Interactive online Maths tutoring</p> <p>£1,500</p>	<p>EEF: Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss.'</p>	<p>1, 4, 7, 10</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Caritas Counselling for vulnerable pupils</p> <p>£6,500</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools review stresses this (good SEL) is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Effective SEL can lead to learning gains of +4 months over the course of a year.</p>	<p>3, 5, 6,</p>
<p>Pastoral Worker to analyse, monitor and challenge poor attendance.</p> <p>Pastoral Worker to identify at risk pupils</p>	<p>To raise attendance to national standard (96%) and reduce the persistent absenteeism rate and lateness so it is below the national average.</p> <p>Improving school attendance: support for schools and local authorities</p>	<p>3, 5, 6,</p>

<p>and offer support to improve attendance.</p> <p>Pastoral Worker to work with EWO to support and challenge families and further develop systems.</p> <p>£6,400 £2,500</p>	<p>‘Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. Make sure staff receive professional development and support to deploy attendance systems effectively. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families. Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p> <p>Create action plans in partnership with families and other agencies that may be supporting families, for example, children’s social care and early help services. Commission or deliver interventions to improve attendance.’</p>	
<p>CPD</p> <p>Pastoral worker to work with small groups and individuals to support children who do not positively engage in education</p> <p>Profile information is used to deliver a tailored programme for identified children.</p> <p>£13,800</p>	<p>EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>Now you see us: a study into using the Boxall Profile® Online across the whole-school, found 26% of SEMH needs that would have otherwise remained hidden. When support was put in place following Boxall Profile® Online assessment, the study found that after just five months there was a 23% decrease in the number of students displaying these needs. According to the same study, organisations that assessed all their pupils say the time</p>	<p>3, 5, 6,</p>

	<p>taken to assess was worthwhile with 92% of them saying they would recommend the approach.</p> <p>Boxall profile The Boxall Profile is resource for the assessment of children and young people's social, emotional and behavioural development in educational settings. "Understanding the SEMH needs of pupils is absolutely essential in developing a whole school approach to improving mental health and behaviour in schools" Bespoke behaviour training</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>	
<p>Expansion of DSL Team to include SENCo and Pastoral worker to support families at Early Help Stage.</p> <p>Training for staff and time to support the families.</p> <p>£45,000</p>	<p>NCB & University of Cambridge: 'Early Help' is one element of support that services should make available to all families, and can help prevent children reaching a crisis where interventions by social workers are necessary.</p> <p>NCB and Cambridge University have found convincing evidence that early help improves the lives of children and families, preventing unnecessary distress and harm.</p>	5, 8
<p>Hold parent workshops for Reading, Writing & Maths</p> <p>Review homework being given to increase parental engagement</p> <p>£500</p>	<p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older.</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on</p>	9

	homework had higher impacts on learning. Homework has a positive impact on average (+ 5 months)	
<p>Specified vocabulary shared with parents through knowledge organisers and curriculum newsletters.</p> <p>Develop a comprehensive curriculum enrichment offer</p> <p>£3,000</p>	EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older.	9, 10, 11

Total budgeted cost: £172,800.00

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 2020 to 2021 academic year.

Aim	Outcome
Progress in Reading and Writing	Most pupils made improvements despite lockdowns and bubble closures. Close monitoring and intervention for those who did not using our internal tracking system.
Progress in Mathematics	Most pupils made improvements despite lockdowns and bubble closures. Close monitoring and intervention for those who did not using our internal tracking system
Phonics	70% pass for disadvantaged students in Y2 (tested in Autumn 2020)
<i>Other</i>	<p>Increased provision in EYFS assisted in ensuring that that the performance of disadvantaged pupils performed in line with national levels in 2019.</p> <p>Attendance and access to learning during lockdown was carefully monitored, with regular dialogue maintained with families who appeared to be struggling and support with technology and paper packs offered where necessary.</p>

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	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA