



Our Lady & St Patrick's Catholic Primary School

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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	Our Lady & St Patrick's Catholic Primary School
Number of pupils in school	125 (plus nursery)
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	January 2026, July 2026
Statement authorised by	
Pupil premium lead	Cathy Blatchford
Governor / Trustee lead	Darral Saw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24-25)	£35,154
Recovery premium funding allocation this academic year (Tutoring funding - £2835)	£0
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	£35,154

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- *Remove barriers to learning created by poverty, family circumstance and background*
- *Support children to understand the value of education and the importance of school.*
- *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum*
- *Develop confidence in their ability to communicate effectively in a wide range of contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world*
- *effectively support those disadvantaged pupils who also have SEND*

- *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 pupils.

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
2	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 5% lower than for non-disadvantaged pupils. Disadvantage children are often less punctual and many regularly miss out on the start of the day.</p> <p>In 2022-23 45.2% of disadvantaged pupils were persistently absent' compared to 8% of their peers during that period. In 23-24 this was reduced to 14.8%, which is still above their peers (5.9%), but below national. In 24-25 this was further decreased to 9.1% (with non pp at 5.8%), evidence that the funding spent is having impact. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Parental engagement</p> <p>Our records and experience shows us that families of our disadvantaged children are less likely to be involved in the school life of their children. Home issues affect engagement with learning and the general wellbeing of the children. Often the wider family need support to ensure success for children attending school.</p>
4	<p>Gaps in reading, writing and maths</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is on a par with non PP children evidencing that intervention has been effective.</p> <p>However in 24-25, 16% less achieved ARE in reading and 21% in writing.</p> <p>On entry to Reception class in the last 3 years, between 50% and 100% of our disadvantaged pupils arrive below age-related expectations compared to 10 - 35% of other pupils. This gap remains steady to the end of KS2. Of all pupils on the PP register in 24-25, one quarter joined the school at a different point than the start of Reception.</p>
5	<p>Speech, language and communication</p>

Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant reduction in bullying ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● Trauma informed schools survey related to bonding and evidence that children are feeling a stronger sense of belonging.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no gap. ● the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved parental engagement with families reporting they feel well supported.	Outcomes to show that parental engagement is high and this is having a positive impact on the attainment of their children.
Improved attainment for disadvantaged children at the end of KS2 particularly in reading and writing.	Outcomes to show there is no gap and attainment is at least in line with national outcomes for disadvantaged.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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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: £17, 531

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review Feb 26
Coaching and mentoring by Leaders for teachers to secure good progress for children (Maths/Literacy/Wider curriculum Leaders)	Quality first teaching with a mastery approach is shown to improve outcomes for children through EEF toolkit.	4 COST: £1920 2hrs a week leadership (HLTA) cover for Lit/Ma leaders' release to monitor & support teaching	Coaching and mentoring by subject leaders has strengthened quality first teaching through a mastery approach, aligned with the EEF Toolkit. Early monitoring shows increased consistency and teacher confidence, though further coaching is needed to embed practice fully.
Further embed dialogic interventions across the school as per Plymouth Oracy project	EEF Oral Language Interventions - research shows that embedding structured approaches to teaching vocabulary and reading benefit	2,4 COST: Part of CPD program Embed oracy strategies as per Y3 of Plymouth oracy project.	Specific intervention in place for Reception children to build on language development. Oracy guidelines in place in all classrooms. Further work to be carried out to embed strategies.

	children's oral language		
Purchase Power Maths for all year groups to enable mastery approach to maths teaching and learning.	EEF Mastery teaching demonstrates a significant impact on outcomes.	4 COST: £2365 Power maths materials (excl cost picked up centrally)	Powermaths embedded in all classrooms and good progress evident across the school.
SENDCo support for teachers to secure high impact targets matched to individual needs	EEF toolkit has a number of educational research projects that demonstrate the high impact of individualised programmes and targets.	4,5 COST: £4850 (10% RO) SENDCo time for improving teaching of PP/SEND crossover	Through targeted SENDCo support, teachers are increasingly confident in setting precise, high-impact targets matched to individual needs. This reflects EEF Toolkit evidence that individualised programmes have a strong impact on pupil progress, though ongoing monitoring is required to ensure consistency across the school.
Accelerated Reader purchased to ensure children have high quality texts to read.	A love of reading, with access to high quality texts enables vocabulary and language development which impacts on writing.	2,4,5 COST AR: £1883	The school is strengthening its reading strategy to develop a love of reading and improve language and writing outcomes. High-quality texts have been prioritised and this year we are also participating in the Sparx Reader pilot, to ensure pupils have access to appropriately challenging material. This focus on reading for pleasure is supporting vocabulary and language development, which is beginning to have a positive impact on

			pupils' writing, though the impact of the pilot will continue to be monitored.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,271

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Teaching Assistants used as part of the phonics RWI delivery for all EYFS & KS1 children. This enables more targeted groups to secure better progress	EEF toolkit shows that smaller groups, enabling more targeted intervention, secures better progress.	4 COST: £8181 5% of TA total salary	Teaching assistants are used strategically within the RWI phonics delivery across EYFS and KS1, allowing for more targeted groupings and improved support for pupils, which is securing better progress. However only 50% (4/8) are expected to pass the y1 phonic assessment because of specific needs.
Targeted interventions for children that have not passed the phonic assessment, or are not fluent readers.	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.	COST: £4098 25% of ZNB total salary	Targeted interventions are used to support pupils who have not yet met the expected standard in phonics or who are not fluent readers, enabling focused support to address gaps and secure improved progress. 2/4 are expected to pass.
<i>Target interventions for children that are not at ARE in writing, or have not made what the school would consider good progress.</i>	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements	COST: £6176 25% of SE, 10% of BC TA total salary	While capacity limitations have prevented the delivery of targeted writing interventions, a clear emphasis has been placed on strengthening quality first teaching through the Pathways to Write scheme to support improved writing outcomes.

	teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.		
<i>Writing conferencing for identified children that are not at ARE, or have not made what the school would consider good progress.</i>	Research particularly emphasises the usefulness of 'live' verbal feedback, which is immediate, relevant and allows children to reflect on and attend to learning points while actually still engaged in their writing. It is seen as superior to 'after-the-event' written feedback (Ferguson & Young 2020). EEF shows individualised instruction can increase attainment by 4 months.	COST: £3065 5% of teacher M6 salary	Writing conferencing has been used to support identified pupils who are not working at ARE or who have not yet made expected progress, providing targeted feedback to address individual gaps and support improved outcomes. Half an hour a week is in place for all teachers to implement this.

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

Budgeted cost: £18,177

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<i>Engage services of a family support worker</i>	Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers.	3 COST (£7910)	Rachel Ripley continues to work with families and provide invaluable support. She is fully TIS trained and undertakes specific therapeutic activities with several children across the school.

	Parents/Carers regularly support pupils with learning.		
<p><i>Trauma informed practices and Thrive practitioners to support the social, emotional and mental health of all children, but particularly the disadvantaged.</i></p> <p><i>In 25-26 this includes a 'Hub' in the afternoons to support identified children.</i></p>	EEF toolkit research demonstrates moderate to high impact for those children who have access to wellbeing support.	1 COST: from SEND/EHCP funding	TIS trained staff member is receiving termly supervision. Staff training has been in place for MTAs and staff. Trust TIS lead is carrying out further training in June. The Hub has not been utilised as children have been well supported to stay in the classroom.
Financial support of 75% available to support disadvantaged pupils' access to extracurricular activities and trips.	The opportunity to develop cultural capital without financial barriers, can support personal development and well being.	3 COST: £1000	PP children are supported financially for all school trips, this included 4 children to attend the Year 6 week residential.
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to</i></p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2 COST: £2160 ½ day per fortnight SLA with attendance solutions	Current school attendance is 96.5% with national at 94.8%. PP is 94.7% therefore 0.1% below national. Families are supported by the AOW and robust systems are in place.

<i>improve attendance.</i>			
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All COST: £1000	

Total budgeted cost: £44,608 (We recognise that the cost of delivering effective support for our disadvantaged pupils extends well beyond the Pupil Premium allocation. However, we believe that the priorities identified within this strategy reflect the most impactful areas for our children and justify the allocation of both Pupil Premium funding and additional resources from the wider school budget. This ensures our spending is targeted, appropriate, and fully aligned with our commitment to improving outcomes for all pupils.)

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 23-24 academic years.

Review:

1. Learning is less disrupted by poor attendance which enables pupils to make better progress.

	All	SEND	PP
% Absence 2022-23	94.8%	93.4%	91.7%
Persistent Absence 2022-23	17.7%	32.4%	41.2%
% Absence 2023-24	95.2%	93.6%	93.61%
Persistent Absence 2023-24	7.9%	8%	14.8%

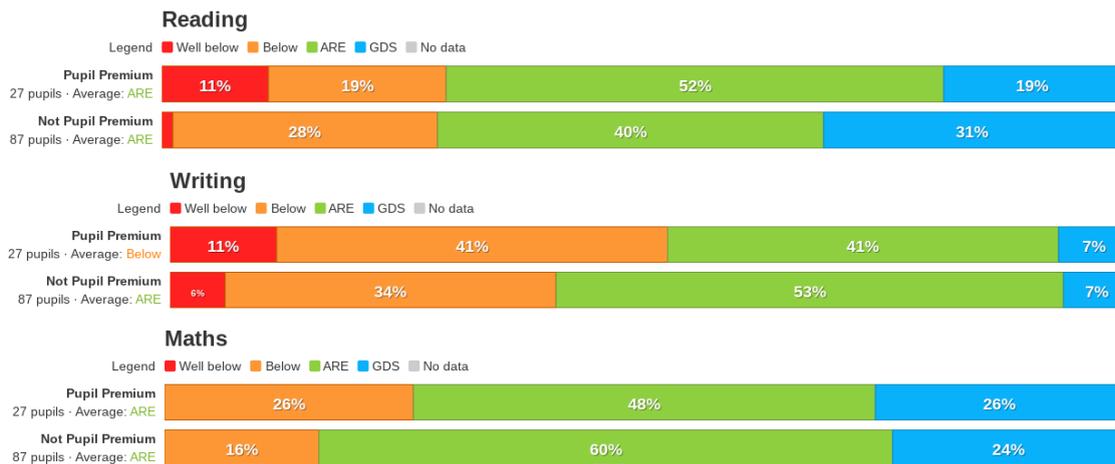
Overall attendance is increasing and is above national figures. However there is still a gap between SEN and PP that the school will continue to work on.

2. To improve oral language for all children but particularly disadvantaged children. Vocabulary instruction has had a positive impact on children across the school with monitoring evidencing a higher level of improved ability to use tier 2 and 3 vocabulary. In July 24 overall attainment in Early Years was 58%, with only 1 out of 2 PP children at ARE. Oracy remains a high priority.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

The school was able to ensure all staff had training in trauma informed practices and this continues to be drip fed through CPD sessions. In 23-24 our FSW completed the TIS diploma, but she only works at the school one day a week. Therefore this needs further investment for 24-25. This supports children in being more able to engage with their learning.

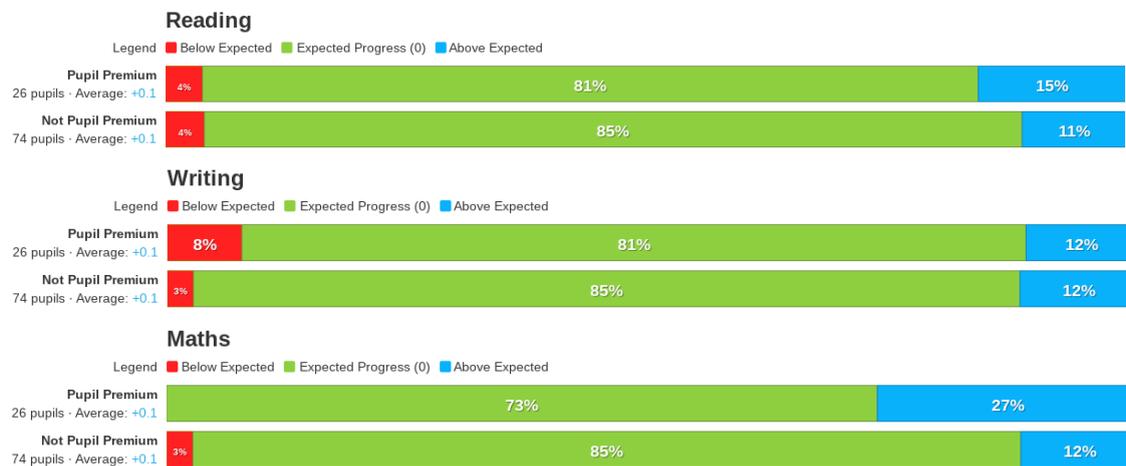
4. To increase attainment in Reading, writing and maths, narrowing the gap with non PP

Attainment



PP attainment remain below that of their peers with the biggest gaps in writing and maths.

Progress



Progress is at least good for all PP children in maths and overall better than their peers.

Writing continues to remain a key priority.

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
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Powermaths	Pearson
Times Tables Rockstars	Maths Circle
Accelerated Reader	Renaissance Learning
Neli	Nuffield
Pathways to Write	The Literacy Company
Pathways to read	The Literacy Company
ReadWriteInc	Ruth Miskin