Pupil premium strategy statement – St Patrick's Catholic Primary School 2026-2027

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	229 (October 2026)
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025/26
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Graeme Hawes Headteacher Ratified December 2026
Pupil premium lead	Graeme Hawes Headteacher
Governor / Trustee lead	John Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,058
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*	£25,058

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

All members of staff and the governing body at our school accept collective responsibility for supporting pupil premium pupils. We are fully committed to meeting their pastoral, social, and academic needs within a caring and nurturing environment.

Our intention is that all pupils—regardless of background or the challenges they face—make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to ensure that these pupils are supported to reach their full potential, including those who are already high attainers.

As a Catholic school, our ethos and mission are rooted in the belief that every child should develop a love of learning and acquire the skills and abilities needed to fulfil their God-given potential. We continually reflect on and research the barriers faced by disadvantaged pupils to ensure our provision is responsive and effective.

We also consider the challenges faced by vulnerable pupils, such as those with a social worker or those who are young carers. The activities outlined in our strategy are designed to support all children's needs, whether they are disadvantaged or not.

Our whole-school ethos places a strong emphasis on well-being and mental health, recognising their importance in building resilience and self-esteem. High-quality teaching is central to our approach, with adaptive teaching and targeted support in areas where disadvantaged pupils need it most. This not only helps close the attainment gap but also benefits all pupils.

Our strategy is informed by robust diagnostic assessment and external research, including evidence from the Education Endowment Foundation (EEF) and the Sutton Trust. We avoid assumptions and instead focus on individual needs and common challenges. The approaches we adopt are complementary and designed to help all pupils thrive.

Challenges

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

Challenge number	Detail of challenge
1	**High levels of additional need:** Over **33% of Pupil Premium children** are currently on the **SEND register**, and **56%** have received support through the school's **Universal or Family Help** offer. This dual disadvantage presents significant barriers to learning and development.
2	**Attainment gaps:** Pupil premium children are more likely to be achieving **below both class and national averages** when compared to their non-disadvantaged peers, particularly in core subjects.
3	**Limited cultural capital:** Many pupil premium children have **restricted access to enriching life experiences** and learning opportunities outside of school, which can affect vocabulary development, confidence, and aspiration.
4	**Home-related poverty factors:** Poverty in the home environment impacts **nutrition, sleep, health, and emotional well-being**. Pupils may have **limited space**, and reduced access to **books, digital resources, and quiet areas for learning**.
5	**Attendance concerns:** Overall attendance rates for pupil premium pupils are **lower than those of non-pupil premium pupils**, which affects continuity of learning and progress.
6	**Emotional and social challenges:** Many disadvantaged pupils experience **lower self-esteem**, reduced **emotional resilience**, and increased vulnerability, which can affect behaviour, engagement, and relationships in school.

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
1. **Progress and Achievement** All children eligible for pupil premium funding will make at least expected progress from their starting points, with a clear trajectory towards meeting end-of-year expectations across all subject areas.	To measure and evaluate the impact: • Quality first teaching including the use of TAs in each class. • Priority marking, targeted questions, weekly staff meeting discussion, additional dialogue with parents and tailored resources are provided. • Priority monitoring from the Headteacher • CPD opportunities • Group tuition in the Spring Term • Bi-weekly 1:1 reading • Interventions including SEND • To use the Boxhall and Salford assessments to provide evidence to demonstrate progress for children working below the expected standard.
2. **Accurate Identification and Personalised Provision** SEND and pupil premium pupils will have their needs accurately identified through robust assessment, with personalised provision in place to ensure academic, social, and emotional progress.	To measure and evaluate the impact: • Improved progress for SEND and PP children. • Impact of interventions records and personalised child centred plans – Plan Do Review. • Tracking using SEND Tools to identify gaps.
3. **Improved Life Chances** Pupil premium pupils will be supported holistically to overcome barriers, enabling them to access opportunities that enhance their long-term life chances and aspirations.	To measure and evaluate the impact: • Headteacher and SENDCo to facilitate support for families who may need a 'Family Help' (previously known as Early Help). • Refer to family support worker at Caritas. • Staff meeting discussions focusing on Pupil Premium children. • Feedback for pupil and parents including aspirations.
4. **Enhanced Cultural Capital and Emotional Resilience**	To measure and evaluate the impact: • Subsidised educational visits (free educational trips)

Pupil premium pupils will have increased access to enrichment activities and experiences that broaden their horizons, build emotional resilience, and support personal development.	• Enrichment opportunities • Subsidised rates for after school provision • Priority for enrichment opportunities • Priority for sports participation
5. **Improved Attendance and Reduced Persistent Absence** Attendance rates for pupil premium pupils will improve, with targeted interventions in place to address barriers. The number of pupils identified as persistent absentees will be significantly reduced.	To measure and evaluate the impact: • Educational Welfare Office priority and monitoring • Weekly attendance tracking • Monthly attendance meetings as SLT to identify priority children. • Breakfast club offer to encourage children to come into school. • SLT and admin officer work closely together and have excellent relationships with pupil premium children who have low attendance. • Improvements are recorded and celebrated.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,858

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
Pupil premium children alongside all children to receive quality first teaching including using teaching assistants to facilitate targeted support. Use reliable research evidence to support your strategy | EEF Small group tuition | Teaching and Learning Toolkit | EEF	**Evidence Statement: Quality First Teaching and Targeted Support** *The Educational Endowment Foundation identifies that it is moderate impact for moderate costs based on moderate information (+4)* At our school, all pupils—including those eligible for Pupil Premium—benefit from high-quality first teaching as the foundation of our approach to learning. Teachers plan and deliver lessons that are inclusive, engaging, and responsive to the needs of all learners. In addition to this, teaching assistants are strategically deployed to provide targeted support for disadvantaged pupils. This includes: • Small group interventions • In-class scaffolding • Pre-teaching and post-teaching sessions • Emotional and pastoral support • This dual approach ensures that disadvantaged pupils receive both universal and personalised support, helping to close the attainment gap and promote progress across all areas of learning. Our provision is regularly reviewed through pupil progress meetings, data analysis, and feedback from staff, pupils, and families. The impact of this approach is evident in outcomes, increased engagement, and positive trends in attendance and well-being.	1
Staff will received training including how to improve attainment and progress with pupil premium children.	**Evidence Statement: Staff Training** *The Educational Endowment Foundation identifies that it is high impact for low costs based on very extensive information (+5)*	1

Effective Professional Development | EEF	As part of our commitment to improving outcomes for disadvantaged pupils, all staff will receive targeted training focused on strategies to raise attainment and accelerate progress for children eligible for Pupil Premium. This training will include: • Understanding the barriers faced by disadvantaged pupils • Effective use of assessment to identify gaps and needs • Strategies for inclusive, high-impact teaching • Deployment of teaching assistants to support targeted interventions • Promoting engagement, resilience, and well-being Training will be delivered through staff meetings, CPD sessions, and external expertise where appropriate. The impact of training will be monitored through pupil progress data, lesson observations, and feedback from staff and pupils. This approach ensures that all staff are equipped with the knowledge and tools to deliver high-quality teaching and targeted support, helping to close the attainment gap and promote equity across the school.	

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

Budgeted cost: £ 6,750

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
Pupil premium children to attend booster clubs specific to year groups and exit data. Promising Programmes | EEF	**Evidence Statement: Booster Clubs** *The Educational Endowment Foundation identifies that it is high impact for moderate costs based on moderate information (+5).* As part of our targeted support strategy, pupils eligible for Pupil Premium are actively encouraged to attend year-group-specific booster clubs. These sessions are designed to reinforce key learning objectives, address gaps in understanding, and accelerate progress in core subjects. Booster clubs are planned and delivered by teaching staff, with content tailored to the needs of each cohort. Attendance and engagement are monitored, and exit data is used to evaluate the impact of the intervention on pupil outcomes.	1

	This approach ensures that disadvantaged pupils receive additional, focused support beyond the classroom, helping to close the attainment gap and build confidence in their learning.	
Pupil premium children to receive 1:1 reading One to one tuition | Teaching and Learning Toolkit | EEF	**Evidence Statement: 1:1 Reading Support** *The Educational Endowment Foundation identifies that it is high impact for moderate costs based on moderate information (+5).* To support the development of literacy and close the attainment gap, pupils eligible for Pupil Premium funding receive 1:1 reading sessions as part of our targeted intervention strategy. These sessions are delivered by trained staff and are designed to: • Build reading fluency and comprehension • Develop vocabulary and language skills • Foster a love of reading and increase confidence Progress is monitored through regular assessment, reading records, and pupil feedback. The impact of 1:1 reading is reflected in improved reading outcomes, increased engagement, and greater independence in learning. This personalised approach ensures that disadvantaged pupils receive the focused support they need to thrive academically and develop essential lifelong skills.	1

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

Budgeted cost: £ *9,450*

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
Pupil premium children to receive monitoring from the Senior Leadership Team	**Evidence Statement: Senior Leadership Monitoring** *The Educational Endowment Foundation identifies that it is moderate impact for low costs based on moderate information (+4).* To ensure that pupils eligible for Pupil Premium funding receive the highest level of support, the Senior Leadership Team (SLT) plays an active role in monitoring their progress, well-being, and engagement.	1

	This includes: • Regular review of academic data and progress tracking • Participation in pupil progress meetings with teaching staff • Oversight of intervention strategies and their impact • Monitoring attendance and pastoral concerns • Ensuring that provision aligns with the school's Pupil Premium strategy SLT involvement ensures that the needs of disadvantaged pupils remain a strategic priority and that actions taken are evidence-informed, responsive, and accountable. This level of oversight contributes to improved outcomes and ensures that barriers to learning are identified and addressed promptly.	
Pupil premium children to have the opportunity for free club places and enrichment activities. Physical activity | EEF	**Evidence Statement: Access to Clubs and Enrichment** *The Educational Endowment Foundation identifies that it is unclear evidence based on moderate costs on insufficient evidence*. As part of our commitment to equity and inclusion, pupils eligible for Pupil Premium funding are offered free access to extracurricular clubs and enrichment activities. This ensures that financial barriers do not prevent any child from participating in opportunities that support their personal development, confidence, and well-being. These activities include: • Sports clubs • Creative arts and music sessions • Educational trips and visits • Curriculum-linked enrichment experiences Participation is monitored to ensure engagement and impact, with feedback gathered from pupils and staff. By enabling access to these opportunities, we aim to broaden horizons, build social skills, and foster a sense of belonging—contributing positively to both academic and personal outcomes.	3,4
Pupil premium children who are identified with SEND receive additional support. Special Educational Needs in Mainstream Schools | EEF	**Evidence Statement: Additional Support for pupil premium children with SEND** *The Educational Endowment Foundation identifies that it is moderate impact for low costs based on moderate information (+4).* Pupils eligible for Pupil Premium funding who are also identified as having Special Educational Needs and Disabilities (SEND) receive enhanced	1,2

	and personalised support to meet their individual learning and developmental needs. This includes: • Tailored interventions delivered by trained staff • Collaborative planning between the SENDCo and class teachers • Use of individual learning plans and progress tracking • Access to specialist resources and external agencies where appropriate The dual identification of SEND and disadvantage is recognised as a significant barrier to achievement, and our provision is designed to ensure these pupils receive the targeted, high-quality support they need to thrive academically, socially, and emotionally. Regular reviews of progress and provision ensure that support remains responsive and effective, contributing to improved outcomes and greater inclusion.	
Pupil premium children receive support from the school's pastoral team (SLT and SENDco) to provide support for family who require Early Help. Behaviour interventions | EEF	**Evidence Statement: Pastoral Support and Early Help** *The Educational Endowment Foundation identifies that it is moderate impact for low costs based on moderate information (+4).* Pupils eligible for Pupil Premium funding receive additional support from the school's pastoral team, including members of the Senior Leadership Team (SLT) and the SENDCo, to ensure that both their academic and wider family needs are addressed. Where families are identified as requiring additional support, the pastoral team works collaboratively to: • Initiate and contribute to Early Help assessments • Liaise with external agencies and services • Provide emotional and practical support to pupils and their families • Monitor and respond to emerging needs through regular check-ins and reviews This proactive and compassionate approach ensures that disadvantaged pupils are supported holistically, with a focus on removing barriers to learning, improving attendance, and promoting well-being. The involvement of SLT and SENDCo ensures that support is strategic, coordinated, and responsive to individual circumstances.	4
Pupil premium children receive additional monitoring to identify	**Evidence Statement: Attendance Monitoring**	5

early dips in attendance. working together to improve school attendance.	*The Educational Endowment Foundation identifies that it is moderate impact for low costs based on moderate information (+4).* To ensure early intervention and support, pupils eligible for Pupil Premium funding receive additional attendance monitoring. This proactive approach allows the school to identify early dips in attendance and respond swiftly to any emerging concerns. The monitoring process includes: • Weekly attendance reviews by the SLT and admin teams • Early contact with families when patterns of absence begin to appear • Collaboration with the Senior Leadership Team (SLT) and external agencies where appropriate • Use of attendance data to inform targeted support and interventions This strategy helps maintain attendance levels in line with national expectations and supports the wider goal of improving engagement and outcomes for disadvantaged pupils.	

Total budgeted cost: £ *£25.058*

Part B: Review of the previous academic year 25-26

Outcomes for disadvantaged pupils

Progress and Attainment of Disadvantaged Pupils

Children across the school continue to make good progress from their individual starting points. However, we recognise that there remains a gap in attainment between pupils eligible for pupil premium and their non-pupil premium peers.

This progress has been achieved through a combination of high-quality first teaching, targeted enrichment opportunities, and a whole-school focus on the needs of disadvantaged pupils. Staff are committed to identifying and addressing barriers to learning, ensuring that every child has the opportunity to succeed.

Attendance for pupil premium pupils is currently in line with national averages, and we are encouraged by a positive upward trend compared to previous academic years. This reflects the impact of our ongoing work to promote engagement and remove barriers to regular attendance.

1. To ensure that PP children make good progress according to their starting points and that attainment is in line with national-PP children and other identified vulnerable groups.

Below is the percentage of PP children from years 1-6 that made progress from their starting points for reading, writing and maths in the academic year 2025-26:

Reading	Writing	Maths
94% (16/17)	88% (2/17)	100% (17/17)

This compares with the progress measures in 24-25 including the previous year 6:

Reading	Writing	Maths
86% (25/29)	80% (23/29)	76% (22/29)

PP Year 6 results 2025-26 (four children) who achieved the expected standard.

Comb	Reading	Writing	Maths
25%	50%	50%	25%

PP Year 6 results 24-25 (eight children) who achieved the expected standard.

Comb	Reading	Writing	Maths
25%	75%	38%	50%

	2025-26 75% of the PP children were on the SEND register in year 6 and 71 % of the 17 PP children in the school.
2. To improve the Cultural Capital of PP children to develop emotional resilience.	**2025-26** The PP children had an opportunity to attend after school clubs free of charge and 94% attended more than one club over the academic year. All PP children from year 2 to year 6 attended after group school tutoring and were listened to read on a 1:1 basis. Children in year 1 received additional phonic sessions during the school day.
3. To improve the overall life chances.	The SENDCo and Senior leadership team supported 82% of the PPG children with additional pastoral, specific SEND and family support which was a similar percentage to the previous academic years.
4. To improve the overall PP attendance so that it is comparable / in line with non-PP children and other identified vulnerable groups.	**2025-26** The school's overall attendance for 2025-26 was 95.5% (DFE 17.7.26) with PP attendance at 95.1% There were 6/17 PP children who were identified as persistently absent (DFE 17.7.26) 24% of PP children has attendance concerns for 2025-26 which were monitored by the EWO.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider