

# St Patrick's Pupil premium strategy statement



Open your heart, open your mind, welcome to success

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Patrick's Catholic Voluntary Academy
Number of pupils in school	253 excluding nursery 272 including nursery
Proportion (%) of pupil premium eligible pupils	30.83% (78 children) excluding nursery 32.72% (89 children) including nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 and 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	End of July 2026
Statement authorised by	Karen Dobson Executive Headteacher
Pupil premium lead	Karen Dobson (lead for disadvantaged pupils) Executive Headteacher
Governor / Trustee lead	J O'Brien

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,805
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£131,805

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to ensure that all pupils; irrespective of their background, regardless of their starting point, or the challenges they face, make good progress and achieve their full potential, whilst also thriving in wider school life.

We want all pupils to want to come to school, achieve their full potential and be confident, independent and successful learners who leave our school both literate and numerate.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including accelerating and sustaining progress for those who are already high achievers, providing them with a range of opportunities, which prepare them for the next stage of their education, whilst also supporting their personal development and pastoral care.

A broad and balanced curriculum is vital for all our pupils, with accurate and meaningful assessment which shapes strategy and activity

We will strive to develop independent, confident, independent learners:

- build positive, empathetic relationships with all our pupils and their families
- ensure that disadvantaged pupils are challenged in the work that they are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, with positive experiences which lead to motivation and belonging

## Challenges

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

Challenge number	Detail of challenge
1	To develop the curriculum so that it is sequenced, coherent and consistent. Children will be able to learn more and remember more, with challenges for all children, regardless of starting point across all Key Stages.

2	Internal and external (where available) assessments, as well as tracking and observations, shows that a significant majority of disadvantaged pupils generally have greater difficulties with phonic skills than their peers do and this negatively affects and this impacts their development as readers, as well as writers.
3	Internal and external (where available) assessments, as well as tracking and observations, indicate that a significant majority of children have gaps in basic maths knowledge, including understanding and accessing the vocabulary demands required to reason and problem solve.
4	Observations and discussions with pupils suggest that pupils do not have a range of resilient, positive mindset strategies to draw upon, relying on a favoured strategy, which may not be best suited to a task. Due to this, some pupils are not regulated and or motivated to tackle potentially challenging tasks.
5	Historic attendance data showed a disproportionate number of disadvantaged pupils were classed as persistent absentees or frequently late. Therefore, they do not fully engage with school life and this has a negative impact on their social and emotional development as well as academic progress. Whilst we have worked hard to raise attendance this remains an ongoing challenge.
6	Our assessments, observations and discussions with pupils and families have identified that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.

## 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
School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity. Offering a wide range of high-quality educational visits including extra-curricular activities enhancing the cultural capital experience for all pupils.	Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Record and monitoring of the Educational Trips and experiences offered to the children to enhance the cultural capital throughout the year to all pupils.
By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.	An increase in the proportion of children meeting Age Related Expected standards in Reading. KS2 reading outcomes for all pupils is at least in line with the national average. KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average, with the attainment gap narrowing between their non-disadvantaged peers.

Improved writing attainment among all disadvantaged pupils across the year groups.	An increase in the proportion of children meeting Age Related Expected standards in Writing. KS2 writing outcomes for all pupils
--	--

	<p>is at least in line with the national average. KS2 writing outcomes for disadvantaged pupils are broadly in line with the national average, with the attainment gap narrowing between their non-disadvantaged peers</p>
<p>Gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum resulting in improved mathematical attainment for disadvantaged pupils across the year groups.</p>	<p>An increase in the proportion of children meeting Age Related Expected standards in Mathematics. KS2 mathematical outcomes for all pupils is at least in line with the national average. KS2 writing outcomes for disadvantaged pupils are broadly in line with the national average, with the attainment gap narrowing between their non-disadvantaged peers.</p>
<p>Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with very challenging tasks.</p>	<p>Pupils display a range of taught cognitive strategies relevant to their age and level of understanding. Record of CPOM behavioural incidences linked behavioural challenges related to how pupils are engaged with learning challenges decrease. Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning. As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The average attendance of all our pupils is in line with the attendance target of 96% Avoidable persistent absenteeism or lateness is monitored very closely on a regular basis.</p>
<p>Children and families receive high quality pastoral support.</p>	<p>Children and families, who require additional support, report that they have received timely and high-quality pastoral support. Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• targeted external support is accessed and benefitting pupils and their families.</li> </ul>

## 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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths.</p> <p>This includes cover costs and resources for:</p> <ul style="list-style-type: none"> <li>● Bespoke phonics training by Ruth Miskin (Read Write Inc)</li> <li>● Bespoke maths mastery training by Ark Maths</li> <li>● Involvement and participation in collaborative Trust School Improvement Partnership Projects</li> </ul>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>● Mastery Learning (+ 5 Months)</li> <li>● Phonics (+5 months)</li> <li>● Reading Comprehension Strategies (+5 months)</li> </ul> <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches =+6 months</p> <ul style="list-style-type: none"> <li>● Early Literacy Approaches = +4 months</li> <li>● Communication and Language Approaches = +6 months</li> </ul> <p>EEF commissioned evaluations of Read Write Inc. Phonics.</p> <p>Read Write Inc revalidated by the DfE as a complete Systematic Synthetic Phonics programme.</p>	<p>1, 2, 4 &amp; 5</p>
<p>Time allocation for Pupil Premium Lead/SLT to carry out strategic leadership (cost of cover) 3 hours per week.</p> <p>Subject leadership time (cost of cover) 3 hours per week</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p>	<p>All.</p>

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

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) led by skilled Teaching Assistants	Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: <ul style="list-style-type: none"> <li>● Individualised instruction = + 4 months</li> <li>● One-to-one tuition = +5 months</li> <li>● Small group tuition = +4 months</li> <li>● Teaching assistant Interventions = +4 months</li> </ul>	1, 2, 4 & 5
English as an Additional Language intervention programme delivered by Teaching Assistants	Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Communication and Language Approaches = +6 months	1, 2, 4 & 5

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

Budgeted cost: £20,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Core 5 Intervention – focus on Literacy – Reading, spelling, fluency and reading comprehension	EEF A computer-based reading programme research. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	1, 2, 4 & 5
Daily attendance, punctuality, behaviour, and wellbeing monitoring and support service.	Attendance at school is related to performance (Taylor 201) NFER Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	6

<p>Social and emotional support for the school community</p>	<p>Hope Attachment advice and research of working with vulnerable children and families in Sheffield.</p> <p>Scope, Scale, and Dose of the World's Largest School-Based Mental Health Programs (2017) - the need to prioritise child and adolescent mental health is compelling since an estimated 13% of youth under 18 years old worldwide have significant mental health problems.</p>	<p>3,6</p>
<p>Targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p>	<p>3,6</p>
<p>Physically wellbeing – Improved social and emotional support for the school community</p>	<p>Enhance physical well-being Provide opportunities to learn to swim and enjoy swimming that may not be available with parents.</p>	<p>3,6</p>
<p>Breakfast Club. Structured Conversations After School Clubs</p>	<p>OFSTED Pupil Premium Report – structured conversations with parents have an important and specific role in supporting pupils' academic and personal development.</p>	<p>3,6</p>
<p>Nurture Provision</p>	<p>Educational psychologist and therapeutic therapist recommend a bespoke curriculum.</p> <p>Improved engagement in learning; Improved focus and attention; Improved expressive language skills; Development of a range of social skills and life skills; Improved progress across the curriculum; Learning is enhanced by real life experiences and local excursions.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>● Arts Participation = +3 months</li> <li>● Social and Emotional Learning = +4 months</li> </ul>	<p>All</p>

Total budgeted cost: £131,805

## 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 2024 to 2025 academic year.

Reading: Pupil premium pupils have a higher proportion below expected (27% vs 19%) and fewer achieving above (10% vs 18%).

The proportion at expected standard is the same for both groups. PP pupils need extra support to move more of them from below to at, and to stretch more into above.

Maths: In maths, the gap is most marked at the expected level – far fewer PP pupils meet the expected standard (41% vs 58%). More PP pupils are below (44% vs 22%), and slightly fewer are above (14% vs 19%). This highlights maths as a key priority for intervention.

Across all subjects, Pupil Premium children are more likely to be below expectations compared to their peers. The gap is most significant in Maths. Reading and Writing also show similar trends, with Pupil Premium children performing lower than the general cohort, though the gaps are less pronounced compared to Maths.

Additional support in Maths is critical, as this is where the gap between disadvantaged children and their peers is most prominent. Tailored interventions for Reading and Writing may also help close the gaps, particularly to reduce the number of children falling below expectations and to encourage more to achieve above. However, Pupil Premium did perform well against their starting points.

All Children	Below	At	Above
Reading (number of children)	38	118	35
%	19%	62%	18%
Writing (number of children)	61	127	3
%	32%	66%	2%
Maths (number of children)	43	111	37
%	22%	58%	19%
Pupil Premium	Below	At	Above
Reading (number of children)	8	18	3
%	27%	62%	10%
Writing (number of children)	12	17	0
%	41%	59%	0%
Maths (number of children)	13	12	4
%	44%	41%	14%

### EYFS Reception – GLD 2024

Overall: 70% of Reception children achieved a Good Level of Development (GLD).

Pupil Premium (PP): There were 5 PP children.

GLD for PP: None of the PP children achieved GLD (0%).

SEND: Of the 5 PP children, 2 had significant additional needs (Level 5 on the Sheffield Support Grid).

Improved oral language skills and vocabulary among disadvantaged pupils/EAL pupils.

EOY Reception data showing 2 PP did not make the expected standard in Oral language skills.

These pupils were also on the SEND register.

- The overall school result (70%) is broadly in line with national figures.
- Outcomes for PP children were well below the school average and highlight a large attainment gap.
- The presence of two high-needs SEND pupils within the PP group partly explains the low outcome, but even the other PP children did not reach GLD.
- This shows the need for continued targeted support in early language, communication, and core EYFS areas for disadvantaged children.
- The focus should include:
- Earlier intervention in Nursery and Reception, particularly for PP pupils with emerging SEND.
- Tailored support plans for children with significant needs.
- Monitoring and reviewing progress regularly to close the gap as they move into Year 1.

### KS2 – Year 6

There were 4 Pupil Premium (PP) pupils in Year 6.

All 4 PP pupils achieved at least the expected standard in the statutory tests for:

Reading (average scaled score = 112)

Maths (average scaled score = 112)

GPS / Spelling, Punctuation and Grammar (average scaled score = 112)

These averages were as good as or slightly above the non-PP cohort (Reading 111, Maths 108, GPS 108)

- Teacher assessments indicate that all PP pupils were on track in writing.
- PP pupils performed strongly, matching or exceeding the results of their non-PP peers in all tested subjects.
- This is an excellent outcome for a small group and demonstrates that disadvantage was not a barrier to success in this cohort.
- The high proportion achieving the expected standard, and the fact that half reached above expected in the combined measure, shows the impact of consistent high-quality teaching and targeted support.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life.

CPOMS evidence of pastoral support to vulnerable families. Targeted activities and interventions for PP children to ensure catch-up with their peers. PP used to support with uniform, trips, residentials, play therapy and counselling.

### Attendance

Attendance – Pupil Premium (PP) 2024/25

PP attendance at St Marie's: 96.9% Whole

school attendance: 97.1% Sheffield overall

attendance: 94.5% Sheffield PP attendance:

91.7%

(No national data yet.)

Persistent Absence (PA – absent 10%+ of sessions)

PP at St Marie's: 3.3%

Whole school: 2.6%

Sheffield PP: 27.8%

PP attendance at St Marie's (96.9%) is far higher than the Sheffield PP average (91.7%) and above the city-wide overall average (94.5%).

Persistent absence for PP pupils at St Marie's (3.3%) is much lower than the Sheffield PP figure (27.8%), although it is slightly higher than the school's overall rate (2.6%).

This shows that the school's attendance work with disadvantaged pupils is highly effective, but there is still a small in-school gap to close.

The school should continue targeted support for the few PP pupils with higher absence to further reduce the gap.