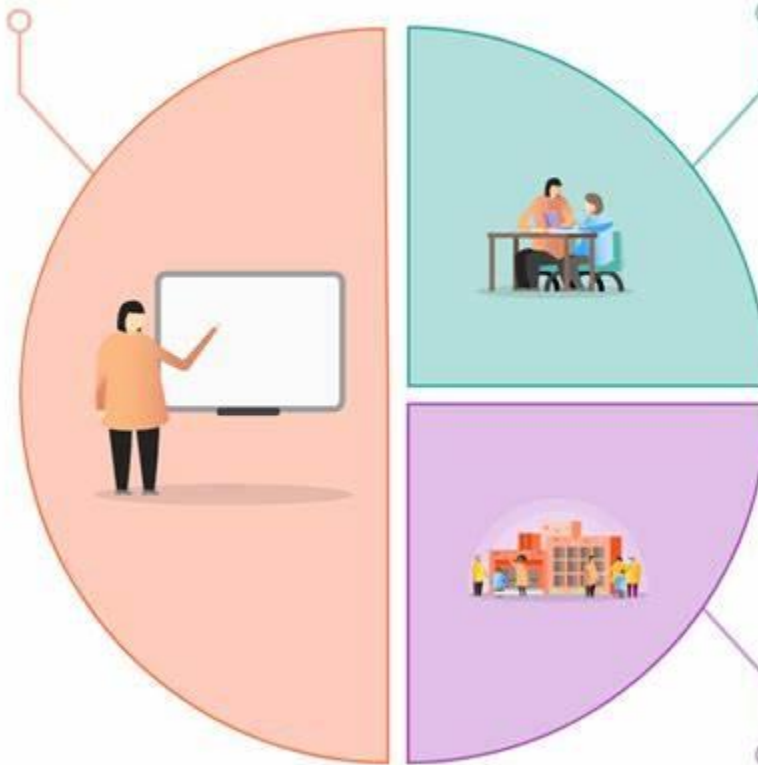


# St Patrick's R.C. High Pupil Premium Strategy



High-quality  
teaching

Targeted  
academic support



Wider  
strategies

- Developing high quality teaching, learning and assessment, and a Curriculum that responds to the needs of all pupils but especially the most disadvantaged
- Recruitment and retention of high-quality teaching staff, teaching assistants and pastoral staff
- Bespoke CPD for all staff at all levels with a specific whole-school focus this year on marking, assessment and feedback to support pupil progress (through the EFA)
- Access to quality resources that support teaching and learning, including access to online learning platforms that support the delivery of the Curriculum
- ICT strategy to enhance the provision of high-quality teaching and learning
- Robust assessment strategy to support Curriculum development, adaptive teaching and learning and to identify ongoing staff CPD needs

- One to one or small group tuition to support language development, literacy and numeracy
- Peer mentoring
- Teaching assistant deployment to effectively support disadvantaged pupils with SEND needs
- Academic interventions
- Homework club
- Youth service interventions

- Promoting and supporting good attendance
- Communicating with and supporting parents
- Whole-school approach to numeracy, reading, writing and oracy
- Enrichment activities including co-curricular opportunities
- Breakfast clubs
- Hardship funding request system



# St Patrick's R.C. High School

## Pupil Premium Strategy Evidence Brief

1

### High quality teaching

Evidence indicates that most important lever schools have to improve pupil attainment is high quality teaching and learning through the recruitment, retention and development of expert teachers and teaching assistants.

Feedback is an integral part of 'moving learning forward' (Willam, 2018), and when done well can address misconceptions, develop pupil understanding and therefore support pupil progress.

Furthermore, ongoing Curriculum development and the purposeful use of assessment is key to supporting all pupils, but especially the most disadvantaged.

"Supporting high quality teaching is pivotal in improving children's outcomes."

[Effective Professional Development Guidance Report](#)

Prof. Becky Francis, CEO - Education Endowment Foundation

"Schools can help break the link between disadvantage and performance by supporting disadvantaged pupils to achieve their full potential."

[Supporting the attainment of disadvantaged pupils](#)

The Department for Education



2

### Targeted academic support

Whilst high quality teaching should reduce the the need for additional support for most pupils, we recognise that some pupils will need bespoke interventions to help them make progress in line with their peers. Whether that is support delivered by a classroom teacher, a teaching assistant, a member of the pastoral team or an external provider, our aim is to ensure it supplements, rather than replaces the high-quality provision in the classroom.

"There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students"

[The EEF Guide to Pupil Premium](#)

The Education Endowment Foundation



3

### Wider strategies

"There is a clear link between poor attendance at school and lower academic achievement."

[Improving Attendance At School](#)

The Department for Education

"Focusing time and resources on improving reading and writing skills will have positive knock-on effects elsewhere"

[Improving literacy in secondary schools](#)

The Education Endowment Foundation

"There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students"

[The EEF Guide to Pupil Premium](#)

The Education Endowment Foundation

