

St Francis Catholic Primary School Caterham Pupil Premium Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged children last academic year.

School overview

Detail	Data
Number of children in school	398
Proportion (%) of pupil premium eligible children	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Patrick Doyle</i> Headteacher
Pupil premium lead	<i>Peter Yarnell</i> , Deputy headteacher
Governor / Trustee lead	<i>Laura Harding</i> lead for disadvantaged children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,600
Pupil premium funding carried forward from previous years	-
Total budget for this academic year	£60,600

Part A: Pupil premium strategy plan

Statement of intent

At St Francis' Catholic Primary School, we believe that every child is 'beautifully and wonderfully made' and our mission statement commits to nurturing every child in the spirit of faith, hope, learning and joy, guided by Christ.

We aim for every child to make strong progress and achieve high standards across all subjects, regardless of their background or challenges. Our pupil premium strategy is designed to help disadvantaged children reach this goal, including those who are already high achievers.

We also take into account the needs of vulnerable children, such as those with a social worker or those who are young carers. The actions outlined in this statement are intended to support them too, whether or not they are classed as disadvantaged.

High-quality teaching is central to our approach. We focus on the areas where disadvantaged children need the most help, as this has the greatest impact on closing the attainment gap and benefits all children. Our aim is to maintain and improve progress for every child, not just those who are disadvantaged.

We also provide extra support for children whose learning and wellbeing were most affected by COVID-19.

Our approach responds to both common challenges and individual needs, based on robust diagnostic assessment and data, rather than assumptions about disadvantage. Our strategies, outlined in our vision and SDP, work together to help children achieve. Our mission states that we 'inspire children's ambition for future successes. This means all children.

To ensure this strategy is effective, we will:

- Use a wide variety of data and evidence to pin-point barriers to successful learning
- Provide challenging work for disadvantaged children.
- Intervene early when needs are identified.
- Embed a consistent whole-school approach to teaching and learning
- To ensure all staff take responsibility for disadvantaged children's outcomes and maintain high expectations of what they can achieve.

Challenges

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers, with disadvantaged children tracking 30.6% below their peers in speaking; 21.5% behind in listening and attention and 49.1% behind on GLD in 24/25 data.</p>
2	<p>Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 3 years, baseline data shows that our more disadvantaged children arrive below age-related expectations compared other children. At the end of EYFS in 2024/25, 66.7% of disadvantaged children are at the expected level for word reading, compared to 90.2% of their non-disadvantaged peers. The PSC in 2025 showed that 42.9% of disadvantaged children met the expected standard in phonics compared to 90.6% of non-disadvantaged children. This gap narrows but remains significant to the end of KS2. At the end of KS2, 77.8% of disadvantaged children met the expected standard in reading compared to 91.3 % of their non-disadvantaged peers.</p>
3	<p>Internal and external assessments indicate that writing attainment among disadvantaged children is below that of non-disadvantaged children.</p> <p>On entry to Reception class in the last 3 year, baseline data shows that our more disadvantaged children arrive below age-related expectations compared other children. At the end of EYFS in 2024/25, 33.3% of disadvantaged children are at the expected level for word reading, compared to 86.3% of their non-disadvantaged peers. This gap narrows but remains significant to the end of KS2. At the end of KS2, 77.8% of disadvantaged children met the expected standard in writing compared to 82.6 % of their non-disadvantaged peers.</p>
4	<p>Our assessments, observations and discussions with children and families have identified social and emotional issues for many children, often due lack of enrichment opportunities. These challenges particularly affect disadvantaged children, including their attainment. . At the end of EYFS in 2024/25, 50% % of disadvantaged children are at the expected level for self-regulation compared to 92.2% of their non-disadvantaged peers.</p>
5	<p>Our attendance data for the autumn term this academic year indicates that attendance among disadvantaged children has been between 4% lower than for non-disadvantaged children.</p>

	<p>34% of disadvantaged children have been ‘persistently absent’ compared to 10.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children’ progress. This is lower than 24/25 when it was 10.2% for non-disadvantaged children compared to 37.1% for disadvantaged children.</p> <p>The lateness rates for disadvantaged children are 6.7% compared to 1.5% for those who are non-disadvantaged.</p>
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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
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment, including WellComm assessment data.
To ensure all children are fluent readers. This will be achieved by fidelity to RWI, Master Readers and enhanced by Sussex School Library service to ensure St Francis children have access to inspiring quality texts reflecting the diversity of our community.	KS2 reading outcomes in 2027/28 show improved results for all children, and that the gap between disadvantaged children and non- disadvantaged peers diminishes. NB, 71% of the PPG children in Y6 are on the SEND register or have an EHCP.
Improved writing attainment for disadvantaged children at the end of KS2.	KS2 writing outcomes in 2027/28 show improved results for all children, and that the gap between disadvantaged children and their non- disadvantaged peers diminishes. NB, 71% of the PPG children in Y6 are on the SEND register or have an EHCP.
To foster a positive, respectful, and safe learning environment where children are encouraged to self-regulate their emotions and behaviour, develop good learning habits, and take responsibility for their actions, ensuring the	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, staff and parent surveys and behaviour data • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged children

highest standards of behaviour and academic achievement.	<ul style="list-style-type: none"> a reduction in behaviour incidents for disadvantaged children
To achieve and sustain improved attendance and punctuality for all children , particularly our disadvantaged children .	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> The percentage of all children who are persistently absent being below 8% and the figure among disadvantaged children being no more than 10% lower than their peers. Reduce lateness amongst disadvantaged children.

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: **£37,080**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support a strong start in EYFS for disadvantaged children	EYFS evidence store - EEF evidence specific to EYFS development	1,2,3,4,5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual children , or across classes and year groups: Diagnostic assessment EEF EEF report on CPD for teachers	1, 2, 3, 4
Embedding dialogic activities across the school curriculum based on Xavier CET and Voice 21 Oracy principles. These can support children to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF EEF report on Dialogic Teaching	1,2,3,4

	New report into Metacognition and Self -Regulated Learning, Primary Version	
Purchase of RWI phonics scheme to secure stronger phonics teaching for all children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children : Phonics Teaching and Learning Toolkit EEF# EEF evidence on pre-phonics activities and literacy specific to EYFS	2
Improve the quality of social and emotional learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	4

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

Budgeted cost: **£12,872**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on children , particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF New EEF evidence based guidance on SEND in mainstream schools	2

Purchase of WellComm to improve listening, narrative and vocabulary skills for disadvantaged children who have relatively weak spoken language skills, in addition to training staff in Oracy strategies and appointing an Oracy lead.	Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10,648**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Xavier CET Primary Behaviour Strategy with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve XCET training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF supporting attendance toolkit	5
Contingency fund for acute issues.	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

Total budgeted cost: £60,600

Part B: Review of the previous academic year

Outcomes for disadvantaged children

We have analysed the performance of our school's disadvantaged children during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged children we compared their results to those for disadvantaged and non-disadvantaged children at national and local level and to results achieved by our non-disadvantaged children (though we know that children included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual children and schools differently)

The data demonstrated that outcomes for children in receipt of pupil premium at the end of KS2 are improving. Cohorts vary but 14.3% of children achieved the expected level in RWM in 2024 compared to 55.6% in 2025.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged children ' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the school's renewed focus on reading and the introduction of a new scheme for teaching reading had been successful. Improved phonics results, including phonics results for children beyond Year 1 have shown that the new SSP has been implemented successfully. This will be monitored by external partners for a further year.

Based on all the information above, the performance of our disadvantaged children met expectations in the previous academic year. Progress will need to be measured against individual targets this year, given that 71% of the PPG children in Y6 are on the SEND register or have an EHCP.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged children will be encouraged and supported to participate. This is monitored through pupil progress meetings.
- Instructional coaching which supplements the pupil premium strategy by improving the quality of teaching, the most effective way to raise attainment for disadvantaged pupils. Coaching provides personalised, on-going support for teachers to embed evidence-based practices such as scaffolding, explicit instruction, and formative assessment. By aligning coaching cycles with pupil premium priorities and using pupil progress data, we will ensure interventions are integrated into everyday teaching rather than isolated.

Planning, implementation, and evaluation

Following the transition to Xavier Catholic Education Trust, the school has adopted a more robust approach to assessment, SEND provision, phonics, and reading. Instructional coaching complements this by ensuring teachers embed these trust-wide priorities into daily practice. Oracy is a particular focus. These elements are monitored by the SLT as well as central Trust staff and governors.

Our Trust-wide Primary Education Framework places disadvantaged children at the centre of its strategy, and prioritise culture, inclusion, behaviour and ambition for all. Pupil progress meetings and 'spotlight' documents prioritise children who are disadvantaged, particularly those who fall into other demographic categories which may place them at a further disadvantage to their peers. Data collected at these meetings is evaluated and approaches are adjusted accordingly.