

# St Francis' Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Francis' Catholic Primary School
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Maria Wheeler
Pupil Premium Lead	Lorna Dommett
Governor / Trustee lead	Nathalie Walsh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,490
Recovery premium funding allocation this academic year	£ 3,046
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 59,536

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Francis', we believe that through high quality, inclusive teaching and directing the Pupil Premium funding in creative ways, we may realign the life chances for our disadvantaged children in order that they achieve as well as their non-Pupil Premium peers and enjoy the same breadth of experiences; we have high aspirations for them all. We aim to ensure that children are in no way disadvantaged in comparison with their peers and strive to provide every child with the opportunities, knowledge, skills and determination and to realise their dreams.

We recognise that there is no uniform profile for children eligible for the Pupil Premium Grant and as such, assign funding in a variety of ways to meet the needs of our children as individuals. The allocation of Pupil Premium Grant is linked to research-led approaches and combined with our in-depth knowledge of our children and internal school monitoring systems. We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed.

We prioritise the social, emotional and personal development of our children, alongside academic attainment and progress, as without this, academic development can never be fully realised. We believe in giving children enriching additional experiences as well as an inspiring and motivating curriculum that gives an understanding of the value of their own education and the desire to learn more.

We believe that their time with us at St Francis' provides them with the foundation and thirst for lifelong learning.

As a whole school community, we are determined to:

- Provide a safe, secure and stimulating environment in which all children can be respected for who they are and succeed;
- Enable pupils to look after their social and emotional wellbeing and to develop resilience;
- Motivate, to inspire and to expect all children to achieve more than they have achieved before;
- Encourage care, consideration and respect for all members of the school community;
- Value all members of the school community as individuals
- Develop a co-operative working partnership between all staff, parents and governors to benefit all of our children.

*Pupil Premium funding is provided to schools in addition to main school funding. It is allocated to children of low-income families who are known to be eligible for free school meals (FSM) and children who have been looked after continually for more than six months. This also includes pupils who have been eligible for FSM at any point in the last six years (known as Ever 6 Funding). A smaller amount is allocated to provide some additional support to children of service families.*

## Challenges

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

Challenge number	Detail of challenge
1	Slow speech and language development from EYFS mean that some children are at a disadvantage in terms of accessing the curriculum. Challenges are particularly around vocabulary, phonics and reading skills progression, literacy levels, etc.
2	Pupils have lower levels of resilience and confidence, preventing them from being in the right physical and emotional frame of mind to access learning.
3	Decision-making skills, particularly in relation to the choices they make in relation to their learning and regulating behaviour prevents progress being made. This in turn leads to an increasing need for additional support from external services – CAMHs, STIP, Children's Services etc.
4	Inconsistent attendance and poor punctuality, for a minority, reduce teaching hours, which impacts on social relationships and learning.
5	Pupils are not always able to access extra-curricula activities which enrich learning and support social emotional development.
6	Levels of engagement for some pupils were erratic during the pandemic which resulted in gaps in the children's education.

## 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 ensure that pupils whose baseline at EYFS is low, are receiving additional targeted supported from Reception through KS1 and KS2 in all identified areas; especially in relation to vocabulary, phonics and reading progression. The gap between disadvantaged children and non-disadvantaged in reading is reduced.	Data and internal monitoring for EYFS, KS1 and KS2 shows that the progress of pupils from EYFS through KS1 and KS2 is accelerated and that the gap in communication and language and particularly phonics and reading between disadvantaged children and their peers in closes.
To support our disadvantaged children so they develop as resilient and confident learners, accessing the curriculum in line with their peers.	Monitoring, observations and assessments all support progression and curriculum gaps closing
Disadvantaged pupils have equal access to all learning opportunities and are not	Additional social, emotional and behavioural support from internal (ELSAs) and external professionals

held back by social and emotional or behavioural concerns.	supports the children to access their learning successfully. Progression is clear and gaps in academic outcomes between disadvantaged children and their peers narrows.
To ensure that the attendance of pupils in receipt of Pupil Premium is in line with that of their peers.	Internal attendance data reflects that the attendance of disadvantaged pupils has increased from 94% to 96% and that Parents are working with the school to support this.
Provision of additional resources, experiences and opportunities to support and enrich disadvantaged children's learning and provision	Disadvantaged children will have targeted access to extra-curricular opportunities including clubs and trips

## 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: £38,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving early vocabulary and language acquisition through the NELI programme (Reception & into Y1 when necessary)	<a href="https://www.nuffieldfoundation.org/news/opinion/nuffield-early-language-intervention-could-help-close-disadvantage-gap">https://www.nuffieldfoundation.org/news/opinion/nuffield-early-language-intervention-could-help-close-disadvantage-gap</a>	1, 2, 3
Use termly in school of diagnostic assessments – PIRA for Reading and White Rose Assessments for Maths	PIRA (reading) standardised tests and the White Rose Maths tests assess what has been taught and support teachers in identifying gaps. This in turn supports any additional interventions that may be required.	1, 2, 3

Implementing and monitoring the use of a DfE Validated Synthetic Phonics programme, resources, and training.	<p>Using a high quality synthetic phonics programme, including ensuring staff training, to support pupil achievement in reading is strongly evidenced.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a></p> <p>Staff English CPD and moderation for writing is accessed through the LA and Deanery networks and the LA's SAfE: <a href="https://schoolsallianceforexcellence.co.uk/">https://schoolsallianceforexcellence.co.uk/</a></p>	1, 2, 3
Whole School continuing Maths Development and CPD New from 2021/22: Mastering Number for Years R, 1 & 2. This supports early maths number understanding and progression.	<p>Maths: Whole school use of the White Rose Scheme of Work.</p> <p>Staff CPD is supported through the local Maths Hub and LA and Deanery Maths Network Meetings.</p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/">https://www.ncetm.org.uk/teaching-for-mastery/</a></p>	1, 2 3
Teachers and support staff have access to a high quality CPD programmes. For example: - Quality First Teaching -The National College -The LA SAfE programmes	<p><a href="https://thirdspacelearning.com/blog/quality-first-teaching/">https://thirdspacelearning.com/blog/quality-first-teaching/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>The National College has a wide range of training and webinars to support all aspects of school CPD. <a href="https://thenationalcollege.co.uk">https://thenationalcollege.co.uk</a></p> <p>The Local Authority's School's Alliance for Excellence (SAfE) programmes support CPD for all staff: <a href="https://schoolsallianceforexcellence.co.uk/">https://schoolsallianceforexcellence.co.uk/</a></p>	1, 2, 3, 4
Academic progress of disadvantaged children is	<p>Internal Tracking System: <a href="https://www.insighttracking.com/">https://www.insighttracking.com/</a></p>	1,2,3,4,5

closely tracked to ensure progress in line with expectations		
Social and Emotional and Behavioural Support – via the School's ELSA's and whole school staff SEND CPD	<p>There is strong evidence that developing the social and emotional skills of pupils has a positive effect on all areas of life – academic and social.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>The school has two trained ELSAs.</p> <p>The school also began it's Thrive whole school journey in 2020/21 - <a href="https://www.thriveapproach.com">https://www.thriveapproach.com</a></p> <p>All Teachers and TAs receive CPD via our contacts with external professionals.</p>	1,2,3,4,5,6

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

Budgeted cost: £ 12,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI programme (Reception & into Y1 when necessary)	<p>Improving early vocabulary and language acquisition through the NELI Programme</p> <p>Targeted support for pupils ensures that pupils are identified early and supported to narrow language and communication gaps</p> <p><a href="https://www.nuffieldfoundation.org/news/opinion/nuffield-early-language-intervention-could-help-close-disadvantage-gap">https://www.nuffieldfoundation.org/news/opinion/nuffield-early-language-intervention-could-help-close-disadvantage-gap</a></p>	1, 2, 3
Targeted Interventions for identified gaps in core learning by teachers and/or TAs: 1:1 and groups	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Targeted high quality and focused interventions, particularly for phonics, reading and reading comprehension, maths and other core subject areas, ensure disadvantaged pupils make accelerated progress and an increased proportion of pupils are</p>	1, 2, 3,

	<p>working at age related expectations or above. Progress is tracked on our internal tracking system: <a href="https://www.insighttracking.com/">https://www.insighttracking.com/</a></p>	
National Tutoring Programme for disadvantaged pupils	<p>This will begin in 2022 for identified disadvantaged pupils who have more significant gaps and progression will be tracked. Funding will be met through the Tutoring Funding and our PP funding. The tutoring will be provided via an agency tutor. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</a></p>	1, 2, 3, 6
Online platforms that support pupils with learning across the curriculum	<p>These platforms allow pupils to practise knowledge and skills. Specific work can be set on these platforms and adapted to pupil needs. Pupil engagement and progress can be tracked using these platforms. <a href="https://www.educationcity.com/">https://www.educationcity.com/</a>  <a href="https://www.lended.org.uk/product/purple-mash/">https://www.lended.org.uk/product/purple-mash/</a>  <a href="https://ttrockstars.com/">https://ttrockstars.com/</a></p>	1, 2, 3, 6,
Phonics Resources	<p>To support phonics interventions accurately target the gap pupils are assessed regularly on their phonics code knowledge and precision teaching and programmes such as Project X ensures intervention is targeted accurately. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 3, 6

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

Budgeted cost: £9,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support to families to ensure high levels of attendance and punctuality	<p>The staff and parents work collaboratively to ensure pupils attendance is high. The school's Inclusion Manager/SENCO and two trained ELSAs give much additional pastoral support to pupils and families <a href="https://www.gov.uk/government/publications/improving-attendance-at-school">https://www.gov.uk/government/publications/improving-attendance-at-school</a></p> <p>Wrap Around Care can also be accessed and supported via the school if needed.</p>	1, 2, 3, 4, 6



Nurture Club at lunch time	Social and emotional activities guided by an adult improve pupils' decision-making skills, interaction with others and their self-management of emotions <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	1, 2, 3,5
Provision of subsidised school uniform and resources	Families of disadvantaged children are supported with school uniform, and resources as required.	1, 4, 5
Provision of balanced, nutritious meal at lunchtime	Two-course lunch provided by the catering team Twelve15 to ensure children are nourished and able to concentrate for the afternoon's lessons.	1, 2, 4,
Thrive	The school is on its Thrive approach journey. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>	1, 2, 3, 4, 5,6
ELSA	Pupils develop age-appropriate social and emotional skills <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://elsanetwork.org/">https://elsanetwork.org/</a>	1, 2, 3, 4, 5,6
Drawing and Talking	The ELSAs use drawing and talking to support emotional and social wellbeing. <a href="https://drawingandtalking.com/">https://drawingandtalking.com/</a>	1, 2, 3, 4,
Sensory Room	The school's ELSAs and SENCo have been instrumental in developing the sensory room provision to support inclusion and emotional wellbeing for all pupils. <a href="https://enablingdevices.com/blog/benefits-sensory-rooms-special-needs/">https://enablingdevices.com/blog/benefits-sensory-rooms-special-needs/</a>	1, 2, 3, 4,
Children have access to high-quality school trips and extracurricular activities and clubs	The school ensures all pupils have equal access to curriculum enrichment activities. <a href="https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips">https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips</a>	1, 2, 3, 4, 5,
IT Equipment	The school has accessed the DfE IT equipment provision linked to loaning laptops and chrome books for Covid Lockdowns and the Recovery Curriculum. School also took advantage of locally supported IT equipment offers of IT equipment for disadvantaged families.	1, 2, 3, 4, 6



Outdoor Learning	<p>Outdoor Learning Opportunities: these are to support wellbeing, oracy and our broad and balanced curriculum. All pupils have equal access to outdoor learning across the year during our planned 'Outdoor Learning Days'.</p> <p>In addition, Year 1 pupils have Forest School opportunities with our accredited Forest School Leader and Reception Classes have forest school based 'Muddy Mondays or Welly Wednesdays'</p>	1, 2, 3, 4, 6
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**Total budgeted cost: £59536**

## 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 2020 to 2021 academic year.

#### **Pupil Premium Children will access additional English language support, enabling them to close the gap with their peers.**

NELI Language Programme was started and delivered across EYFS. Due to COVID-19, performance measures have not been published for 2020 to 2021, but internal discussions and teacher observations demonstrate that it has had impact.

- *NELI is continuing for Reception children who need the support*

#### **Covid-19 Support during Lockdowns: Targeted academic and emotional learning opportunities will be accessed by Pupil Premium Children**

Weekly or daily contact was provided via the telephone or video call to families and children struggling with the impact of COVID and personal influences on their emotional wellbeing from our Pastoral Team, the ELSAs and the Teaching Teams. Specialist support was also provided through a Primary Mental Health Worker and Learning Space.

- *Pastoral support will continue for families needing support as children settle back into school.*

#### **Attainment for PPC will be in line with their peers.**

Due to COVID-19, performance measures have not been published for 2020 to 2021: Across the school, from autumn 2020 to summer 2021, the gaps between proportions of disadvantaged children and their peers achieving at least the expected level narrowed for all year groups in reading and for most year groups in maths and writing.

Phonics: In 2020 the summer term Y1 Phonics check was delayed due to Covid restrictions. The pupils took the phonics check in the Autumn term of 2020 when they were in Year 2. 83% of the Y2 PP children reached the required standard.

- *Attainment and progress continue to be monitored and tracked via school systems*

#### **Attendance**

Attendance overall, and considering Covid impact, for the whole school was 97%, and is above the National Average. Attendance for our Pupil Premium Children was 94%.

The percentage of Pupil Premium Children that were late was 3% compared to Non-Pupil Premium Children which was 1%

- *Improving attendance and punctuality of PPC is a focus for 2021-22 onwards.*

### **PPC will have access to materials to support home learning**

During the school closures in Spring 2021, the school remained open for all EHCP children, children of Key Workers and many disadvantaged children who were invited to remain in school.

For those that remained at home, consideration was taken to ensure that disadvantaged pupils were being adequately supported with home learning during this time and a number of children were offered school places in response. IT equipment was loaned to disadvantaged pupils as required and offers of locally funded equipment to support home learning was accepted and distributed. This greatly supported access to learning.

Disadvantaged families not in school were contacted regularly via telephone and email, and online learning lessons were delivered daily with additional individual sessions provided for specific children assessed as vulnerable for academic, social and emotional reasons.

All children were provided with stationery packs prior to lockdowns along with reading books. Printed materials were supplied to families as requested.

- *PPC will continue to be supported through targeted intervention to ensure progression and gaps are closing and that the children are able to participate fully in school life.*

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Puma Maths Assessment 2020-21 White Rose Maths Assessments 2021-22	Rising Stars White Rose
Pira Reading Assessment	Rising Stars
ELSA Support Programme	ELSA Network
Thrive	<a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>
NELI Language Programme	Nuffield
Number Sense (Y3& Y4) 2020-2021	NCTEM/Maths Hub/SCC
Mastering Number (YR, Y1, Y2) 2021-22	NCTEM/Maths Hub/SCC
Purple Mash	2Simple
Education City	Education City LTD
Times Tables Rockstars	Maths Circle