

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	396
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
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	£65,095
Recovery premium funding allocation this academic year	£6,815
School-led Tutoring Grant	£4,809
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	£76,719

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At St. Francis', we believe that by directing the Pupil Premium funding in creative ways, we may realign the life chances for these 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 all children are in no way disadvantaged and strive to provide every child with the opportunities, 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. Through research-led approaches to the allocation of Pupil Premium Grant, combined with our in-depth knowledge of our children, we treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.

Our intent is 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.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils have lower levels of resilience and confidence preventing them from being ready to learn and in the right physical and emotional frame of mind to access learning.
2	Slow speech and language development meaning that children are at a disadvantage in terms of access to vocabulary, reading skills, literacy levels, etc.
3	Decision-making skills, particularly in relation to the choices they make in relation to their learning and behaviour prevents progress being made.
4	Levels of engagement were erratic during the pandemic which resulted in gaps in the children's education.
5	Inconsistent attendance and poor punctuality reduce teaching hours, which impacts on social relationships and learning.
6	Pupils are not always able to access extra-curricula activities which enrich learning and support social emotional development.

## 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 well supported.	Assessments and observations indicate significantly improved progress on EYFS pupils is accelerated and that the gap with non-disadvantaged peers is closing.
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 to above 91%.
Disadvantaged children will achieve expected standard or above in Reading.	Assessments and observations indicate significantly improved decoding and retrieval of information from text.
Disadvantaged pupils make accelerated progress in order to narrow the attainment gaps.	Assessments and observations indicate disadvantaged pupils making more than expected progress across all year groups.

A high level of disadvantaged children are achieving above expected progress in reading, writing and maths.	Assessments and observations indicate the number of disadvantaged children achieving above expected in reading, writing and maths has increased.
Enable disadvantaged pupils to access additional speech and language support, closing the gap with their peers.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Disadvantaged pupils have greater access to all learning opportunities and are not held back by social and emotional concerns	Academic outcomes between disadvantaged children and their peers narrows
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: £ 46,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 4,
<p>Embedding Talk for Writing across the school curriculum. This can support pupils to articulate key ideas, consolidate</p>	<p>There is a strong evidence base that suggests oral language, including dialogic activities such as high-quality classroom discussion,</p>	2

<p>understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2, 4
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> and associated resources to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4
<p>Teachers and support staff have access to a high quality CPD programme. For example: - Quality First Teaching</p>	<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>	1, 2, 3, 4
<p>Academic progress of disadvantaged children is closely tracked to ensure progress in line with expectations against their individual targets.</p>	<p><a href="https://www.insighttracking.com/">https://www.insighttracking.com/</a></p>	1,2,3,4,5
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	

supported by professional development and training for staff.	performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring and/or Targeted Interventions	<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>  Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at age related expectations or above. <a href="https://www.insighttracking.com/">https://www.insighttracking.com/</a>	2, 3, 4, 5
TA and Teacher delivered targeted support interventions	<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>  Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at age related expectations or above. <a href="https://www.insighttracking.com/">https://www.insighttracking.com/</a>	2, 3, 4, 5
Additional in class support from TAs and Teachers	Additional in class support from TAs and Teachers Targeted Interventions, ensure pupils make accelerated progress.	1, 2, 3, 4, 5, 6
Times Table Rockstars	Research shows that daily practice is the best strategy for learning facts/speed recall. Strong times tables knowledge helps with accessing curriculum in KS2. Daily short bursts are more effective than longer practice sessions.	2, 4, 5
Targeted maths booster groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1, 2, 3, 4, 5,

Education City	<a href="https://www.educationcity.com/">https://www.educationcity.com/</a>	1, 2, 3, 4, 5,
Purple Mash	<a href="https://www.lended.org.uk/product/purple-mash/">https://www.lended.org.uk/product/purple-mash/</a>	1, 2, 3, 4, 5,
Phonics Resources	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2, 3, 4

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

Budgeted cost: £ 13,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support to families to ensure high levels of attendance and punctuality	<a href="https://www.gov.uk/government/publications/improving-attendance-at-school">https://www.gov.uk/government/publications/improving-attendance-at-school</a>	1, 2, 3, 4,
Provision of subsidised school uniform and resources	Children are given school uniform and resources as required	1, 5, 6
Thrive	<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,
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,
Drawing and Talking	<a href="https://drawingandtalking.com/">https://drawingandtalking.com/</a>	1, 2, 3, 4,
Sensory Room	<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,
Wrap around Care Funded	<a href="https://www.gov.uk/government/publications/improving-attendance-at-school">https://www.gov.uk/government/publications/improving-attendance-at-school</a>	1, 5, 6

<p>Children have access to high-quality school trips and extracurricular activities and clubs</p>	<p>Whole school focus - Children's cultural capital develops EEF  <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></p>	<p>1, 5, 6</p>
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**Total budgeted cost: £ 76,765**



## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the Covid pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 1% higher than their peers in 2020/21. We recognise the gap and raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Maths Assessment	White Rose
Pira Reading Assessment	Rising Stars
Phonics	Twinkle
Thrive	<a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>
Purple Mash	2Simple
Education City	EducationCity LTD
Spelling Shed	EdShed
Timestables Rockstars	Maths Circle