

Pupil premium strategy statement

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 Francis of Assisi Catholic Primary School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023
Statement authorised by	T Hallett
Pupil premium lead	C Chester
Governor	S Herbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60, 220

Part A: Pupil premium strategy plan

Statement of intent

At St Francis of Assisi Catholic Primary School, we will ensure that children eligible for PPG receive targeted support with their academic progress, their social and emotional needs and through the provision of wider-life experiences in an inclusive and nurturing climate.

2021-22 Highlights:

- In Year 1 a higher percentage of children met the Phonics threshold than non PP children.
- At the end of KS2 2022 children in receipt of PPG performed above their non PPG counterparts and national data in Reading and Mathematics.
- All of our PPG children in upper KS2 have been offered a school laptop to support home learning. 50% (8/16) of these families have needed and accepted this support.
- 86% of PPG children take part in after school sports clubs or learn to play a musical instrument in school. 35% of PPG children do both.

Challenges

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

Challenge number	Detail of challenge
1	In some year groups, children eligible for PP are not making the progress or attaining as well as non PP pupils.
2	Children eligible for PP have a lower attendance and higher persistent absenteeism than children not eligible.
3	Ensuring there is provision for opportunities and life experiences for children in receipt of PP that they would not normally engage in in their home life.
4	Some families in receipt of PP have exhibited social and emotional problems. These can include medical and mental health issues.

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
<p>Children eligible for PPG will increase levels of progress and attainment to at least align with their non PP counterparts through well targeted support and intervention – particularly Years 3, 4 & 5 in Writing and Maths.</p> <p>(See p7 progress data)</p>	<p>Internal data and monitoring systems (Target Tracker) will show good progress from starting positions, particularly those who have a SEND. This will be evidenced through the monitoring of children's books, inclusion reports and data in PLR meetings.</p> <p>End of KS data will show that children eligible for PP align with the peer groups and national counterparts, or making significant progress to close the gap.</p>
<p>All children eligible will be supported to ensure that their attendance (and punctuality) and persistent absence (PA) align with national expectations.</p>	<p>Attendance data will show that children in receipt of PP grant will have closed the gap with national expectations (96%).</p> <p>PPG Lead to ensure WPA keeps us informed of children in receipt of PPG requiring intervention.</p>
<p>Develop all-roundedness for all children in receipt of PPG to excel beyond the core curriculum to enhance life opportunities.</p>	<p>100% of PPG pupils will be offered the opportunity to attend clubs and learn a musical instrument in school.</p> <p>They will also be supported to ensure that they engage in cultural, enrichment and sporting experiences within and outside of the school day. This will include trips with the school as well as meeting visitors into the school.</p>
<p>Access to emotional wellbeing and home support for children and their families eligible for PPG.</p>	<p>Inclusion Lead and staff will identify and engage with families and children to alleviate barriers to learning.</p> <p>Identified children/families will work with the Learning Mentor, Primary Mental Health Worker and Play Therapist to ensure these barriers (Speech & Language) have the least effect on the progress/attendance of these children as possible.</p>

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: £23,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT to work with Phase Leaders to enhance/improve the teaching and learning in each subject, including the use of feedback, which is acknowledged to have a significant impact on progress.	Feedback EEF (educationendowmentfoundation.org.uk)	1
SLT to ensure PP becomes a focus in conjunction with SDP so that class teachers can show progress through interventions.		
Specific monitoring of QFT for children eligible for PPG in staff meetings (CPD) and internal subject leader monitoring.	CPD Schedule Monitoring Evidence Governor Visits	1
Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for all year groups.	Reading, Writing, Maths initiatives Subscriptions High quality texts	1
Allocation of funds towards use of Speech and Language Therapist and Ed. Psych.	S&L Therapist – used to support the development of children in YrR & Yr1 in receipt of PPG. Ed. Psych	1

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

Budgeted cost: £21,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted interventions for children across the school, monitored by the Inclusion Lead following Pupil Learning Review meetings.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1
Homework support	Extending school time EEF (educationendowmentfoundation.org.uk) Homework EEF (educationendowmentfoundation.org.uk)	2,3

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

Budgeted cost: £15 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing and mental health support from Mental Health Worker and Learning Mentor/Play Therapist.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Mental Health worker Learning Mentor Play Therapist	4
Disadvantaged families will be supported to ensure full inclusion in school life i.e. uniform, trips, residential, PFA events.		3
		3

<p>Disadvantaged families will be supported to access activities that broaden their life experience i.e. musical instrument, engagement in an afterschool club.</p> <p>Appointment of EWO (Educational Welfare Officer, Attendance) will work with the Inclusion Lead to address the issue of low attendance.</p> <p>Leadership administration of Pupil Premium Grant.</p>	<p>Parental engagement EEF educationendowmentfoundation.org.uk</p> <p>Arts participation EEF educationendowmentfoundation.org.uk</p> <p>Attendance interventions rapid evidence assessment EEF educationendowmentfoundation.org.uk (Research in progress)</p>	2
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Total budgeted cost: £42 500

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 2021 to 2022 academic year.

EYFS Outcomes:

Aspect	Emerging Non PP	Emerging PP (/7)	Expected Non PP	Expected PP (/7)
Number	8 (16.3%)	4 (57.1%)	40 (81.6%)	3 (42.9%)
Word Reading	9 (18.4%)	4 (57.1%)	39 (79.6%)	3 (42.9%)
Writing	14 (28.6%)	4 (57.1%)	34 (69.4%)	3 (42.9%)

Year 1 Phonics Screening:

Staff completed Year 1 phonics checks in June.

% of PP that met the phonics threshold: 81.8% (9/11 children)

% of non PP that met the phonics threshold: 76%

KS1 & KS2 Progress

Current National Curriculum Steps Progress for PP Pupils Summer 2022 compared to all pupils (in blue):

Year group and number of PP pupils		Steps Progress Reading	Steps Progress Writing	Steps Progress Maths
		Summer 22	Summer 22	Summer 22
Year 6	7	6.3 (6.6)	4.9 (5.5)	7.1 (6.5)
Year 5	5	6.2 (6.5)	6.4 (6.2)	7.2 (6.0)
Year 4	9	5.5 (6.0)	4.5 (5.2)	5.1 (5.8)
Year 3	7	5.6 (5.7)	5.9 (5.5)	5.6 (5.6)
Year 2	6	5.3 (5.6)	5.5 (5.5)	5.2 (5.8)
Year 1	10			

KS1 & KS2 Attainment

Current % of PP pupils in each Year Group on track to reach ARE compared to non-PP pupils (in blue) Summer 2022

Year group and number of PP pupils		Reading Attainment	Writing Attainment	Maths Attainment
		Summer 22	Summer 22	Summer 22
Year 6	7	100% (92%)	71% (74%)	100% (89%)
Year 5	5	60% (69%)	60% (66%)	60% (76%)
Year 4	9	67% (75%)	33% (65%)	44% (71%)
Year 3	7	57% (62%)	43% (56%)	57% (64%)
Year 2	6	67% (58%)	50% (67%)	17% (73%)
Year 1	10	60% (67%)	50% (48%)	70% (73%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	