

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



Pupil Premium Strategy Statement

Mission Statement

At St Francis of Assisi Catholic Primary, God is at the heart of our school
We try, everyday, to follow Jesus' commandment 'Love one another as I
have loved you'

We do this through love for our families, our friends, and our school

We respect our environment and recognise our responsibility for it

We encourage in each other a love of learning

We rejoice in each others' uniqueness

We place prayer and worship at the centre of everything we do

We are a community of love dedicated to God

Our school is somewhere We can grow together

This statement details our school’s use of pupil premium funding for the 2023 to 2024 academic year 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.

SUMMARY INFORMATION

Pupil premium strategy

CURRENT PUPIL INFORMATION 2023/24

Total number of pupils:	417	Total pupil premium budget:	£71,295
Number of pupils eligible for pupil premium:	60	Amount of pupil premium received per child:	1455

COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	31	16%
Girls	31	14%
SEN support	16	25%
EHC plan	0	
EAL	20	15%

Statement of intent:

At St Francis Catholic Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We strive to overcome these challenges and strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home, the opportunities are provided for them by the school.

LONG-TERM PLAN (3-YEAR TIMESCALE):

- 1) To ensure children are provided with quality first teaching resulting in narrowing the gap in reading, writing and maths for both attainment and progress. Where appropriate high-quality interventions will be used to narrow gaps further.
- 2) Increased participation in clubs and enrichment opportunities.
- 3) Improved attendance in line with national attendance figures
- 4) Improved well-being and engagement for pupil premium children

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>Disadvantaged children will make progress in-line with their peers</p> <p>To ensure those children who have gaps in their learning beyond those of their year group make accelerated progress</p>	<p>End of 2022/23, 2023/24 and 2024/25 will show the majority of disadvantaged children have made at least expected progress from the previous year(s).</p> <p>Lesson plans and observations will show PP children are making expected progress in lessons through adaptation where needed.</p> <p>Progress in writing will have increased as a clear progression document is being followed.</p> <p>Pre teach and post teach interventions will be evident in books allowing children to access learning in lessons better.</p> <p>Precise interventions will be used to close gaps in learning.</p> <p>S&L interventions delivered by trained adults.</p> <p>Phonics Scheme to be fully embedded from EYFS – Year 4</p>
<p>PP children supported financially 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>All disadvantaged pupils to be offered music lessons.</p> <p>Teachers and support staff will plan exciting and engaging immersive activities/days to enhance the children’s learning experiences</p>

	Funded club places to be made available for PP children.
Gap to be closed between attendance of PP children and national average.	EWO to be funded and work with PP families to identify barriers to attendance.
Improved well-being and engagement for pupil premium children	The well-being of PP children will be supported through the appointment of a learning mentor. Interventions in place to support emotional barriers to learning.

Activity in this academic Year

This details how we intend to spend out pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Activity	Evidence	Challenged addressed
To complete Nuffield Early Language Intervention (NELI) with eligible pupils in EYFS.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention-scale-up&utm_medium=search&utm_campaign=site_search&search_term=NELI	1
Speech and language training for TA's to deliver interventions Complete Total Communication Reward for School.	Elklan training for new Learning Mentor	1
To provide whole school staff training on Quality First Teaching and Learning expectations.	EEF toolkit. CPD schedule Staff CPD feedback Monitoring evidence Governor visits	1
Experienced teaching assistants employed to lead intervention groups for maths, reading and writing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Subject leaders supported to create personalised progression documents for core subjects		1
Experienced teachers to deliver intervention for children in Year 5 and 6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

Phonics training to be provided for all teachers and TA's	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	

Activity	Evidence	Challenged addressed
Funding allocated to ensure children can engage with extracurricular activities ensuring a broad and balanced school experience.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2
Funding places for the morning and after school club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	2

Activity	Evidence	Challenged addressed
Funding for EWO to work with families whose attendance is a barrier or potential barrier to learning.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	3
Attendance initiatives introduced across the school e.g weekly best class, early bird rewards to reduce lateness.		

Activity	Evidence	Challenged addressed
Funding for Learning mentor and training to support the emotional well-being of disadvantaged pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4