

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



Pupil Premium Strategy Statement

*Rooted in faith
Growing in love
Learning for life*

This statement details our school's use of pupil premium 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 2026/2027			
Total number of pupils:	418	Total pupil premium budget:	£68,200
Number of pupils eligible for pupil premium:	44	Amount of pupil premium received per child:	£1550

Intent of Our Pupil Premium Strategy

At **St Francis Catholic Primary School**, we use our Pupil Premium Grant strategically to remove barriers to learning and ensure that all disadvantaged pupils have the opportunity to achieve their full potential and become confident, active and socially responsible citizens.

We recognise that disadvantaged pupils can experience a wide range of barriers which may affect their learning, attendance, wellbeing and wider development. We therefore take an individualised approach, seeking to understand each pupil's needs and provide timely, appropriate and sustainable support.

Our strategy is underpinned by the evidence that **excellent classroom teaching is the most important factor in improving outcomes for disadvantaged pupils**. We prioritise high-quality teaching, adaptive practice and effective support within the classroom, alongside targeted interventions where these are appropriate and evidence-informed.

We also recognise that educational success extends beyond the classroom. All children benefit from opportunities to develop their confidence, interests, experiences and understanding of the wider world. Where disadvantaged pupils may have fewer opportunities to access these experiences outside school, we will seek to provide meaningful opportunities through the curriculum and wider life of the school.

LONG-TERM PLAN (3-YEAR TIMESCALE):

1. **To ensure disadvantaged pupils receive consistently high-quality teaching**, including effective adaptive teaching and appropriate SEND support, enabling them to make strong progress from their individual starting points and reducing gaps in reading, writing and mathematics. Where appropriate, targeted, evidence-informed interventions will be used to address identified barriers and accelerate progress.
2. **To ensure disadvantaged pupils have equitable access to a wide range of enrichment and wider opportunities**, enabling them to develop their interests, confidence, cultural capital and life experiences, and to participate fully in the wider life of the school.
3. **To improve attendance and punctuality for disadvantaged pupils** through early identification of barriers, detailed analysis of attendance data and strong, supportive relationships with pupils and families, with the aim of reducing persistent absence and narrowing the attendance gap.
4. **To improve the wellbeing, confidence and engagement of disadvantaged pupils** through early identification of need, targeted support and strong relationships with families, including access to Learning Mentor support, appropriate external agencies and opportunities for parents/carers to engage with and support their child's learning.

Pupil Premium Strategy – Success Criteria

The success of the Pupil Premium Strategy will be evaluated through a combination of attainment and progress data, attendance information, participation data, pupil and parent voice, intervention outcomes and case studies. Leaders will review impact regularly and adapt provision where evidence indicates that an approach is not having the intended impact.

Intended Outcome	Success Criteria
1. To ensure disadvantaged pupils receive consistently high-quality teaching, including effective adaptive teaching and appropriate SEND support, enabling them to make strong progress from their individual starting points and reducing gaps in reading, writing and mathematics.	The attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics is reduced over the three-year strategy. An increasing proportion of disadvantaged pupils make expected or better-than-expected progress from their individual starting points. Disadvantaged pupils with SEND demonstrate measurable progress against their individual small-step targets. Small-step tracking is consistently used to identify barriers, set appropriate next steps and demonstrate progress for pupils requiring additional support. Classroom observations, book scrutiny and learning walks demonstrate that adaptive teaching and Quality First Teaching are consistently embedded. Teachers use assessment information effectively to adapt teaching, including explanations, modelling, questioning, scaffolding and resources. Provision maps clearly identify pupils' needs, intended outcomes and appropriate provision, with interventions reviewed regularly for impact. Targeted interventions are used only where there is an identified need and are evidence-informed, appropriately delivered and evaluated. Pupils receiving intervention demonstrate measurable progress against the intended outcome, with ineffective provision adapted or discontinued. The new oracy curriculum is embedded consistently across the school, with disadvantaged pupils benefiting from explicit teaching and regular opportunities to develop speaking, listening, vocabulary and communication skills.

Intended Outcome	Success Criteria
2. To ensure disadvantaged pupils have equitable access to a wide range of enrichment and wider opportunities, enabling them to develop their interests, confidence, cultural capital and life experiences.	The participation gap between disadvantaged and non-disadvantaged pupils in enrichment activities is reduced. (clubs, trips, visits, residential opportunities, sporting activities, music and arts) All disadvantaged pupils have opportunities to participate in experiences that broaden their understanding of the world beyond their immediate community. Financial barriers do not prevent disadvantaged pupils from accessing appropriate enrichment opportunities. School records demonstrate that disadvantaged pupils are actively encouraged and supported to participate in clubs and wider school activities. Curriculum and enrichment planning demonstrates deliberate opportunities to develop cultural capital, aspirations, independence and life experiences. Parents/carers are informed about available enrichment opportunities and supported to access them where appropriate.

Intended Outcome	Success Criteria
3. To improve attendance and punctuality for disadvantaged pupils through early identification of barriers, detailed analysis of attendance data and strong, supportive relationships with pupils and families.	Attendance for disadvantaged pupils improves year on year and moves towards the school aspirational target of above 97% The attendance gap between disadvantaged and non-disadvantaged pupils is reduced. Persistent absence among disadvantaged pupils decreases. The number of disadvantaged pupils at risk of becoming persistently absent is identified and supported at an early stage. Attendance data is analysed regularly by leaders to identify patterns by pupil, class, year group, day, lateness and absence type. Declining attendance is identified before it becomes persistent absence, enabling earlier intervention. The Inclusion Leader, undertaking the EWO role, maintains strong and consistent relationships with families where attendance concerns arise. Attendance conversations focus on understanding and addressing the underlying barriers to attendance, rather than relying solely on sanctions. Families receive timely communication and practical support where attendance difficulties are identified. change of policy and practice to move away from a reliance on physical rewards and towards a culture of understanding, support and early intervention. Punctuality improves, reducing the amount of learning time lost through lateness.

Intended Outcome	Success Criteria
4. To improve the wellbeing, confidence and engagement of disadvantaged pupils through early identification of need, targeted support and strong relationships with families.	Disadvantaged pupils demonstrate improved wellbeing, confidence, resilience and engagement. Pupil voice demonstrates that disadvantaged pupils feel safe, valued, listened to and supported in school. Pupils experiencing barriers to learning are identified early and receive appropriate support. The Learning Mentor provides targeted support to pupils where emotional wellbeing, relationships, confidence or engagement are affecting learning. Learning Mentor support is regularly reviewed and demonstrates measurable impact against identified outcomes. Families requiring additional support are identified early and are offered appropriate practical guidance and signposting. Parental workshops are planned in response to identified needs within the school community, rather than delivered as a generic programme. Participation in parental workshops increases, particularly among families identified as requiring additional support. Parents/carers report increased confidence in supporting their children's learning, wellbeing, attendance or identified needs. Workshops provide practical strategies that parents/carers can implement at home. Where appropriate, school staff work with external agencies to provide specialist support to families. Pupils demonstrate improved engagement with learning, evidenced through attendance, behaviour, participation, pupil voice and classroom engagement.

	Case studies demonstrate where targeted family support has resulted in improved outcomes for individual pupils.
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Activity in this academic Year

This details how we intend to spend out pupil premium this academic year to address the challenges listed above.

Activity	Evidence	Challenge addressed
All classes from EYFS to Year 6 to have support from skilled support staff. Allowing for children to be supported within the class during FQT, pre teaching activities to take place when needed and prompt mop-up to occur.	Some pupils may require additional support in order to make good pro-gress. Evidence indicates that small groups can be a powerful tool for sup-porting these pupils when they are used carefully. 2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1,4
Teacher and Teaching Assistant ring fenced time to allow deliver interventions.	Some pupils may require additional support in order to make good pro-gress. Evidence indicates that small groups can be a powerful tool for sup-porting these pupils when they are used carefully. 2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1,4
To complete Nuffield Early Language Intervention (NELI) with eligible pupils in EYFS. Additional adults to be trained in Year 1 to allow programme to continue where required.	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	1,4
Speech and language training for TA's to deliver interventions Complete Total Communication Reward for School.	continued training for Learning Mentor who delivers majority of Speech and Language training.	1,4

To provide whole school staff training on adapted teaching to embed strategies that were introduced last academic year	Moving from 'differentiation' to 'adaptive teaching' EEF	1
Experienced teaching assistants employed to lead intervention groups for maths, reading and writing Identified children to be supported in class by experienced teaching assistants when required.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,4
Experience teachers to deliver intervention for children in Year 4, 5 and 6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
To access expert skills and delivery of CPD from expert teachers to enhance curriculum development particularly in reading, writing and maths. A clear schedule of CPD is organised and subject leaders are given time and training to lead developments in their subject	The EEF research states that on-going personal and professional learning allows for critical reflection and development of expertise.	1
To monitor the delivery of teaching and learning through internal subject leader monitoring including scrutiny of work and moderation activities. Along with learning walks and observations.	EEF states that schools should ensure every teacher is supported in delivering high-quality teaching as this is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1
Senior Leaders to ensure Pupil Premium is a focus during pupil learning review meetings so that class teachers can show		1

progress through QFT and interventions and co-curricular participation		
leaders to ensure the new oracy curriculum is fully embedded consistently across the school, with disadvantaged pupils benefiting from explicit teaching and regular opportunities to develop speaking, listening, vocabulary and communication skills.	Research shows almost a third (31%) of five-year-olds started primary school without the language, communication and literacy skills they need to thrive. This statistic rises to almost half (47%) of children from disadvantaged communities. (National Literacy Trust, Speaking for Change Report, 2021) These gaps grow as children move through school. Students receiving free school meals are twice as likely to be below the expected language standard at age 11. This trend continues into GCSE. (Voice 21)	1,4

Activity	Evidence	Challenge 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	2,4
Funding places for the morning and after school club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	2,3,4
School leaders and teachers to ensure a broad range of experiences are arranged for children across the curriculum	Based on the EEF, it is believed that enriching education has intrinsic benefits and that all children, including those from disadvantaged back-grounds, deserve a well-rounded, culturally rich education. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	2,4
Subsidised cost of PGL trip in Year 6 to remove cost barrier.	Based on the EEF, it is believed that enriching education has intrinsic benefits and that all children, including those from disadvantaged back-grounds, deserve a well-rounded, culturally rich education. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	2

Activity	Evidence	Challenge d addresse d
Inclusion leader to takeover the role of EWO. Meetings will be held promptly with parents to identify and then offer individualised support.	Following guidance from the DfE's Improving School Attendance advice. The EEF states that well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. EEF_Parental_Engagement_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	3
Attendance and barriers to attendance discussed weekly in SLT meetings		3
Weekly attendance reports shared with class teachers		3

Activity	Evidence	Challenge d addresse d
Funding for Learning mentor and training to support the emotional well-being of disadvantaged pupils Targeted interventions run by LM such as ELSA, Drawing and Talking, Lego Therapy.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4