

Pupil premium strategy statement – St Francis Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	27.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	D.Richards Headteacher
Pupil premium lead	A.Turner Senior Assistant Headteacher
Governor / Trustee lead	G.Gwilt Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,205
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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	£74,205

Part A: Pupil premium strategy plan

Statement of intent

We intend for our disadvantaged pupils at St Francis Catholic Primary School, of whom some have SEND, to make at least expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning through targeted intervention. We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their needs. Additional support will be provided for the most in need, which may be outlined on IEP's or identified on EHCPs also.

We will provide a support service for pupils and parents, to increase attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at St Francis Catholic Primary School.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, in order to develop good self-esteem and well-being, which will positively impact on their academic achievement.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of disadvantaged pupils are significantly below non-disadvantaged
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health, in addition to being disadvantaged.
3	Limited life experiences and opportunities to join in enrichment opportunities
4	Education is a low priority for families with disadvantaged children
5	Disadvantaged pupils have lower attendance

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
Pupils make at least expected progress in reading, writing and maths. Targets will be set for individual pupils.	Gap will close in progress made between PP and non-PP. Their progress should be rapid compared to other children.
Increase overlearning and reinforcement in reading, writing and maths at school.	Increase in reading ages and mental maths
Pupils access a wide range of interventions to meet their needs.	Where relevant, as their needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.
PP attendance increases.	Attendance of identified PP pupils increases and the gap between PP and non PP narrows.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil voice surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed through weekly PSHE.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers and TAs trained to deliver QFT and follow Rosenshine's Principles in Action.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including quality CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.	1
CPD on manipulatives	EEF research – improving Mathematics	1

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils. TA CPD is ongoing for Maths and English by Leads Maths and English are high priority on school development plan and CPD plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including quality CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support. High quality targeted intervention improves outcomes, with SMART targets.	1, 2
Purchase web based programs to be used in school at home. My Maths TTRS	EEF toolkit – parental engagement EEF guide to pupil premium – targeted academic support	1, 2, 5

Spelling Frame Doodle Learning	EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	
Key adult to deliver interventions including: Phonics interventions to pupils identified as in need. Maths interventions to pupils identified as in need. Speech and language – WELLCOM Precision teaching	EEF – oral language interventions consistently show positive impact on learning. High quality small group interventions Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.	1, 2

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Office staff phone/ text families at 9:30am if pupil not in school and offers support. SLT will pick up child from home if required. EWO works closely with attendance officer, pupils below 92% are identified and protocols followed	Attendance data Data shows pupils with highest attendance make the most progress at St Francis, due to increased opportunities for overlearning and access to a personalised curriculum. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	1, 4
Cultural capital experiences promoted in the curriculum. Essential experiences built into curriculum Reduction in cost of trips for PP Residential	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Pupil surveys reflect greater enjoyment and engagement in school.	3

<p>trip cost is reduced for PP</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Outdoor learning encouraged</p>	<p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence</p>	
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Total budgeted cost: £ 74,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

2022/23 Data Shows:

EYFS:

Cohort -

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
23	73.9	1.88	82.6	82.6	87.0	95.7	82.6	82.6	82.6	91.3	91.3	73.9

FSM -

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
1 *	100	2	100	100	100	100	100	100	100	100	100	100

Disadvantaged -

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
1 *	100	2	100	100	100	100	100	100	100	100	100	100

* Group size not viable for reliable data analysis

Phonics:

Cohort

Eligible	No Score	Mark						Outcome				
		0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
21	4.8	4.8	9.5	4.8	23.8	52.4	33.5	0	4.8	0	19.0	76.2

FSM

Eligible	No Score	Mark						Outcome				
		0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
7	0	14.3	14.3	0	28.6	42.9	30.6	0	0	0	28.6	71.4

Disadvantaged

		Mark						Outcome				
Eligible	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
6	0	0	16.7	0	33.3	50.0	33.2	0	0	0	16.7	83.3

Key Stage 1:

Cohort - 25

Subject	A	EM	PL1	PK2	PL3	PK4	WTS/HNM	EXS	GDS	EXS+
Reading	0	0	0	8	4	4	20	60	4	64
Writing	0	0	0	4	4	8	24	52	8	60
Maths	0	0	0	0	4	4	28	52	12	64
Science	0						32	68		68
RWM										60

FSM - 8

Subject	A	EM	PL1	PK2	PL3	PK4	WTS/HNM	EXS	GDS	EXS+
Reading	0	0	0	12.5	12.5	0	50	25	0	25
Writing	0	0	0	0	12.5	0	62.5	5	0	25
Maths	0	0	0	0	0	12.5	62.5	12.5	12.5	25
Science	0						62.5	37.5		37.5
RWM										25

Disadvantaged - 8

Subject	A	EM	PL1	PK2	PL3	PK4	WTS/HNM	EXS	GDS	EXS+
Reading	0	0	0	12.5	12.5	0	50	25	0	25
Writing	0	0	0	0	12.5	0	62.5	5	0	25
Maths	0	0	0	0	0	12.5	62.5	12.5	12.5	25
Science	0						62.5	37.5		37.5
RWM										25

Key Stage 2:

Cohort - 32

Subject	Avg SS	<EXP	Exp+	GDS
Reading	109.3	12.5	87.5	43.8
GPS	110.0	9.4	90.6	53.1
Maths	107.1	18.8	81.3	28.1
Writing - TA		18.8	81.3	15.6
RWM			75.0	9.4

FSM - 12

Subject	Avg SS	<EXP	Exp+	GDS
Reading	109.7	16.7	83.3	50.0
GPS	110.1	16.7	83.3	50.0
Maths	107.2	25.0	75.0	25.0
Writing - TA		25.0	75.0	16.7
RWM			66.7	8.3

Disadvantaged - 12

Subject	Avg SS	<EXP	Exp+	GDS
Reading	109.7	16.7	83.3	50.0
GPS	110.1	16.7	83.3	50.0
Maths	107.2	25.0	75.0	25.0
Writing - TA		25.0	75.0	16.7
RWM			66.7	8.3

Progress KS1-2:

For KS2 primary and junior schools, please be advised indicative progress data shown in this report is calculated using a 'best guess' methodology from NCER in the absence of a DfE methodology which is currently unavailable.

The progress scores are therefore highly indicative and subject to fluctuation. (LA Data Pack – August 2023). Scores are therefore highly provisional at this stage.

It is also worth noting that end of year teacher assessments do not allow for accurate conversion of scaled scores, i.e. Teacher assessment of EXP = 103, where as a scaled score for EXP ranges from 100 – 109. Teacher assessment of GDS = 113, where as a scaled score of GDS ranges from 110 – 120.

Cohort

		Reading		Writing		Maths	
Eligible	Avg KS1	Avg Pro	Conf int.	Avg Pro	Conf int.	Avg Pro	Conf int.
32	7.4	+3.99	±2.22	+2.24	±2.15	+2.75	±2.09±

FSM

		Reading		Writing		Maths	
Eligible	Avg KS1	Avg Pro	Conf int.	Avg Pro	Conf int.	Avg Pro	Conf int.
12	7.0	+4.37	±3.63	1.78	±3.51	+2.97	±3.42

Disadvantaged

		Reading		Writing		Maths	
Eligible	Avg KS1	Avg Pro	Conf int.	Avg Pro	Conf int.	Avg Pro	Conf int.
	7.0	+4.37	±3.63	1.78	±3.51	+2.97	±3.42

Attendance:

Data is cumulative and includes leavers.

FSM

	Pupil Premium		Non Pupil Premium	
	Cohort	Attendance	Cohort	Attendance
Reception	1	93.78	24	94.48
Year 1	9	89.59	15	93.67
Year 2	9	89.00	16	95.93
Year 3	10	92.30	19	94.35
Year 4	11	93.33	16	95.20
Year 5	10	96.22	21	94.56
Year 6	13	88.90	20	95.29
Average	63	91.87	131	94.78

Pupil Premium

	Pupil Premium		Non Pupil Premium	
	Cohort	Attendance	Cohort	Attendance
Reception	1	93.78	24	94.48
Year 1	5	86.72	19	93.64
Year 2	8	88.57	17	95.73
Year 3	7	92.08	22	94.16
Year 4	7	92.78	20	95.20
Year 5	8	95.83	23	94.81
Year 6	13	88.90	20	95.29
Average	49	91.24	145	94.76

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.