

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	<b>St Francis Catholic Primary School</b>
Number of pupils in school	<b>201</b>
Proportion (%) of pupil premium eligible pupils	<b>24.37%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2012/22 – 2024/25</b>
Date this statement was published	<b>September 2022</b>
Date on which it will be reviewed	<b>July 2023</b>
Statement authorised by	<b>D.Richards Headteacher</b>
Pupil premium lead	<b>A.Turner Senior Assistant Headteacher</b>
Governor / Trustee lead	<b>G.Gwilt Link Governor</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£70,635</b>
Recovery premium funding allocation this academic year	<b>£?</b>

	<b>1<sup>st</sup> payment due 10<sup>th</sup> October</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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	<b>£70,635 &amp; Recovery premium</b>

# 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 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
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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 for PP pupils Writing fluently with additional components.
Pupils access a wide range of interventions to meet their needs, including a robust NTP support programme	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.	All teachers and TAs trained to deliver QFT and follow	All teachers and TAs trained to deliver QFT and follow
CPD on manipulatives supporting the kinaesthetic child	CPD on manipulatives supporting the kinaesthetic child	CPD on manipulatives supporting the kinaesthetic child

### 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
<p>Quality first teaching for all pupils.</p> <p>TA CPD is ongoing for Maths and English by leads</p> <p>Maths and English are high priority on school development plan and CPD plan.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including quality CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p> <p>High quality targeted intervention improves outcomes, with SMART targets</p>	1, 2
<i>Purchase web based programs to be used in school at home.</i>	EEF toolkit – parental engagement	1, 2, 5

<ul style="list-style-type: none"> <li>•My maths</li> <li>•TTRS</li> <li>•Spelling Frame</li> </ul>	<p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	
<p><i>Key adult to deliver interventions including:</i></p> <p><i>Phonics interventions to pupils identified as in need.</i></p> <p><i>Maths interventions to pupils identified as in need.</i></p> <p><i>Speech and language - WELLCOM</i></p> <p><i>Precision teaching</i></p>	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <p>High quality small group interventions</p> <p>Proven interventions are used, with evidence supporting the development in social skills, speech and language behaviour and mental health.</p>	1, 2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Office staff phone/ text families at 9:30am if pupil not in school and offers support.</i></p> <p><i>SLT will pick up child from home if required.</i></p> <p><i>EWO works closely with attendance officer, pupils below 92% are identified and protocols followed</i></p>	<p>Attendance data</p> <p>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.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	1, 4
<p><i>Cultural capital experiences promoted in the curriculum.</i></p> <p><i>Essential experiences built into curriculum</i></p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p>	3

<p><i>Reduction in cost of trips for PP Residential trip cost is reduced for PP</i></p> <p><i>Sports events promoted to PP are encouraged to attend</i></p> <p><i>Outdoor learning encouraged</i></p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</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: £ 70,000**

## 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.

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.

#### 2021/22 Data shows:

##### EYFS: Cohort

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
18	72.2	1.92	88.9	94.4	94.4	100	72.2	77.8	77.8	94.4	100	72.2

##### FSM

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
4	25	1.71	50	75	75	100	25	25	25	100	100	25

##### Disadvantaged

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
3	33.3	1.72	33.3	66.7	66.7	100	33.3	33.3	33.3	66.7	100	33.3

##### PHONICS:

Eligible	MARK							Outcome				
	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
25	4%	12%	12%	0%	28%	44%	31.3	0%	0%	4%	24%	72%

##### FSM

Eligible	MARK							Outcome				
	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
7	0%	0%	42.9%	0%	42.9%	14.3%	28.4	0%	0%	0%	42.9%	57.1%

##### Disadvantaged

Eligible	MARK							Outcome				
	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
7	0%	0%	42.9%	0%	42.9%	14.3%	28.4	0%	0%	0%	42.9%	57.1%



**KS1:  
COHORT - 23**

Subject	A	EM	PK1	PK2	PK3	PK4	WTS/ HNM	EXS	GDS	EXS+
Reading	0%	0%	0%	4.3%	0%	4.3%	13.0%	73.9%	4.3%	78.3%
Writing	0%	0%	0%	0%	4.3%	4.3%	17.4%	73.9%	0%	73.9%
Maths	0%	0%	0%	0%	4.3%	0%	21.7%	69.6%	4.3%	73.9%
Science	0%						26.1%	73.9%		73.9%
RWM										69.6%

**FSM - 4**

Subject	A	EM	PK1	PK2	PK3	PK4	WTS/ HNM	EXS	GDS	EXS+
Reading	0%	0%	0%	25%	0%	0%	0%	75%	0%	75%
Writing	0%	0%	0%	0%	25%	0%	0%	75%	0%	75%
Maths	0%	0%	0%	0%	25%	0%	0%	75%	0%	75%
Science	0%						25%	75%		75%
RWM										75%

**Disadvantaged - 4**

Subject	A	EM	PK1	PK2	PK3	PK4	WTS/ HNM	EXS	GDS	EXS+
Reading	0%	0%	0%	25%	0%	0%	0%	75%	0%	75%
Writing	0%	0%	0%	0%	25%	0%	0%	75%	0%	75%
Maths	0%	0%	0%	0%	25%	0%	0%	75%	0%	75%
Science	0%						25%	75%		75%
RWM										75%

**KS2:  
Cohort – 30**

Subject	Avg SS	<Exp	≥Exp	High
Reading	104.7	13.3%	86.7%	16.7%
GPS	107.1	6.7%	93.3%	30%
Maths	104.8	10%	90%	20%
Writing TA		16.7%	83.3%	13.3%
RWM			76.7%	3.3%

**FSM– 5**

Subject	Avg SS	<Exp	≥Exp	High
Reading	103.4	20%	80%	0%
GPS	104.6	0%	100%	0%
Maths	105.4	0%	100%	0%
Writing TA		20%	80%	0%
RWM		0%	80%	0%

## Disadvantaged – 8

Subject	Avg SS	<Exp	≥Exp	High
Reading	103.8	25%	75%	0%
GPS	106.1	12.5%	87.5%	25%
Maths	105.8	0%	100%	12.5%
Writing TA		25%	75%	12.5%
RWM		0%	75%	0%

## 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 2022). 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.
30	14.5	-1.44	±2.31	-0.19	±2.24	-0.26	±2.14

## FSM

		Reading		Writing		Maths	
Eligible	Avg KS1	Avg Pro	Conf int.	Avg Pro	Conf int.	Avg Pro	Conf int.
5	14.5	-2.44	±5.67	-1.24	±5.49	+0.48	±5.25

## Disadvantaged

		Reading		Writing		Maths	
Eligible	Avg KS1	Avg Pro	Conf int.	Avg Pro	Conf int.	Avg Pro	Conf int.
8	14.3	-1.91	±4.48	-0.48	±4.34	+1.14	±4.15

## Attendance:

Pupil premium/ Non pupil premium (cumulative and includes leavers)

	Pupil Premium		Non Pupil Premium	
Reception	6	94.63	16	91.78
Year 1	9	87.70	18	93.55

<b>Year 2</b>	7	93.20	21	94.33
<b>Year 3</b>	7	90.85	19	96.37
<b>Year 4</b>	8	96.43	20	94.15
<b>Year 5</b>	13	89.38	21	95.16
<b>Year 6</b>	9	94.67	23	94.74
<b>Average</b>	<b>59</b>	<b>92.41</b>	<b>138</b>	<b>94.30</b>

## 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*

<b>Programme</b>	<b>Provider</b>

## 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.*