

# 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	<b>188</b>
Proportion (%) of pupil premium eligible pupils	<b>34.6%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2024/25-2026/27</b>
Date this statement was published	<b>September 2024</b>
Date on which it will be reviewed	<b>July 2025</b>
Statement authorised by	<b>D.Richards Head Teacher</b>
Pupil premium lead	<b>E Garratt</b>
Governor / Trustee lead	<b>G.Gwilt Link Governor</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£82,880</b>
Recovery premium funding allocation this academic year	<b>£695</b>
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.	<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>£83,575</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 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	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2	There is a group of pupils in receipt of PP not making expected progress despite interventions.
3	Younger disadvantaged pupils (EYFS/ KS1) lack early reading skills.
4	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn.
5	Some pupils who qualify for Pupil Premium funding have specific SEND needs.

## 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 develop early reading skills allowing to access the curriculum	A greater percentage of pupils attain ARE in Phonics.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is	Increase the progress figure for a key group of pupils in receipt of pupil premium in reading, writing and maths in-line with their identified baseline

effectively in place, alongside targeted interventions.	
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Attendance target 97%
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 RSHE.

## 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: **£17,575**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed teaching of phonics and methodology for teaching phonics across school, through the implementation of Little Wandle across the school.</p> <p>All teaching staff to complete training.</p> <p>Consistent approach to the teaching of Phonics across school following the teaching sequence model with reading and writing phases.</p>	<p><a href="#">EEF Toolkit Guidance.</a></p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	2, 3, 5
<p>Continue to review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils</p>	<p><a href="#">EEF Toolkit Guidance.</a></p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one interventions.</p>	5

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group interventions for disadvantaged pupils falling behind age related expectations.	<p><a href="#">EEF Toolkit guidance.</a></p> <p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p>	2
<p>Effective deployment of staff, Teaching Assistants to support key children and year groups.</p> <p>Teaching Assistants timetable re-evaluated.</p>	<p><a href="#">EEF Toolkit Guidance.</a></p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p>	2, 3, 4, 5
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by the Assistant Head Teacher and PP Lead.</p> <p>Pupil progress meetings termly.</p> <p>Regular monitoring of targeted interventions.</p>	<p><a href="#">EEF Toolkit guidance.</a></p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.’</p>	2, 3, 5
WELLCOMM– language and communication toolkit to be used to screen all children in EYFS and Year 1 to establish small group interventions on entry to school following baseline assessments.	<p>See case study- <a href="#">‘Sandwell Keeps Talking,’ with help from WellComm Early Years</a></p> <p>“More children are going through the school gates ready to learn. The impact of that will last a lifetime” Neilam Ahmed, lead speech and language therapist for early years prevention and Sandwell and West Birmingham NHS Trust.</p>	2, 3, 5

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>Bespoke and intensive support for the most vulnerable pupils in school.</p> <p>Attendance monitoring and meetings when needed.</p> <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p> <p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings.</p> <p>Follow Walsall's School Attendance Escalation Process.</p>	<p><a href="#">EEF Toolkit Guidance.</a></p> <p>Transition - By anticipating the risk points around times of transition, schools, parents and young people can work together to deliberately build support around significant moves.'</p> <p>SEL, Well-being and Mental Health – 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.'</p> <p>Parental Engagement – 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.'</p>	<p>1, 4</p>
<p>Use of outdoor learning to support key groups of pupils.</p> <p>Ensuring sustainability by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver.</p> <p>Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p><a href="#">Key findings of Forest Research.</a></p> <p>The evaluation suggests Forest Schools (outdoor learning provision) make a difference in the following ways:</p> <p>Confidence- children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills- children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication- language development was prompted by the children's sensory experiences</p> <p>Motivation- the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p>	<p>1, 4</p>

	Physical skills- these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding- the children developed an interest in the natural surroundings and respect for the environment.	
--	---	--

**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.

#### 2023/24 Data Shows:

##### EYFS:

Cohort -

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
28	82.1	15.9	89.3	89.3	92.9	96.4	82.1	85.7	92.9	89.3	96.4	82.1

Pupil Premium -

Eligible	GLD	Avg Pts	Prime Goals	COM	PSED	PHY	Specific Goals	LIT	MAT	UTW	EXP	All Goals
5	60.0	13.4	60.0	60.0	80.0	80.0	60.0	60.0	80.0	60.0	80.0	60.0

##### Phonics:

Cohort -

		Mark						Outcome				
Eligible	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
25		8.0		8.0	24.0	60.0					16.0	84.0

Pupil Premium -

		Mark						Outcome				
Eligible	No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
4				25.0	50.0	25.0					25.0	75.0

#### Key Stage 1:

Cohort - 25

Subject	A	EM	PL1	PK2	PL3	PK4	WTS/HNM	EXS	GDS	EXS+
Reading							25.0	64.0	12.0	76.0
Writing							32.0	60.0	4.0	64.0
Maths							24.0	60.0	16.0	76.0
Science							12.0	88.0		88.0
RWM										60.0

Pupil Premium - 8

Subject	A	EM	PL1	PK2	PL3	PK4	WTS/ HNM	EXS	GDS	EXS+
Reading							37.5	62.5		62.5
Writing					12.5		37.5	50.0		50.0
Maths							12.5	87.5		87.5
Science							12.5	87.5		87.5
RWM										50.0

Key Stage 2:

Cohort - 32

Subject	Avg SS	<EXP	Exp+	GDS
Reading		15.6	84.4	34.4
GPS		9.4	90.6	56.3
Maths		15.6	84.4	46.9
Writing - TA		18.8	81.2	15.6
RWM			78.1	15.6

Pupil Premium - 11

Subject	Avg SS	<EXP	Exp+	GDS
Reading		18.2	81.8	36.4
GPS		18.2	81.8	54.5
Maths		27.3	72.7	63.6
Writing - TA		18.2	81.8	18.2
RWM			72.7	18.2

Progress KS1-2:

For KS2 primary and junior schools, Progress measures will not be published for the 2023/24 and 2024/25 academic years as KS2 pupils in these years did not have KS1 assessments due to the COVID-19 pandemic.

Attendance:

Data is cumulative and includes leavers.

	Pupil Premium		Non Pupil Premium	
	Cohort	Attendance	Cohort	Attendance
Reception	8	83.64	21	94.65
Year 1	4	93.17	21	97.03
Year 2	9	92.26	17	96.02
Year 3	14	93.68	18	98.06
Year 4	9	93.91	16	94.59
Year 5	14	91.76	16	95.85
Year 6	11	94.79	21	95.35
Average	69	91.89	131	95.94