

## Pupil premium strategy statement St Francis Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 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	St Francis Catholic Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 Evaluation Year 2 of 3 2022-23 Year 3 of 3
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Headteacher
Pupil premium lead	E Blanden
Governor / Trustee lead	Declan Connolly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,945
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use the pupil premium funding to ensure that pupils are not disadvantaged because of socio economic context. The funding will improve and sustain accelerated progress leading to the closing of the gap between disadvantaged and non-disadvantaged pupils.

We believe that with carefully tailored and evaluated support all pupils can achieve their full potential and leave St Francis ready to access the next stage of their learning journey with confidence and courage.

To ensure an effective strategy we will:

- Use effective resources to identify and address the challenges impacting on disadvantaged pupils including social, emotional and learning
- Ensure that the pupil premium strategy forms part of our school development plan and all staff have responsibility for promoting high standards of achievement for disadvantaged pupils

### Challenges

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

Challenge number	Detail of challenge
1	Lack of access to high quality reading materials outside of the school setting
2	Reduced rates of attendance
3	Social and emotional issues as a result of challenges at home
4	Reduced exposure to quality language leading to poorer language acquisition on entry to Reception
5	Increase in gap between non-disadvantaged and disadvantaged in reading, writing and maths due to the effects of Covid-19 and national restrictions during 2020-2021

### 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
Improved reading outcomes for disadvantaged pupils	Consistent approach to teaching of phonics across EYFS and KS1 Children have access to high quality reading resources Children show high engagement in reading

	<p>a wide range of material</p> <p>Children have increased opportunity to read at home</p> <p>Reading outcomes for disadvantaged pupils are similar to those of their peers</p>
<p>By the end of reception, language skills of disadvantaged pupils are similar to their peers and they are ready to access the year one curriculum</p>	<p>Assessments and observations show improved outcomes in language.</p> <p>End of year outcomes show that disadvantaged pupils have made accelerated progress in language acquisition</p>
<p>Disadvantaged pupils in years 1 to 6 achieve similar outcomes to their peers and national outcomes in reading, writing, maths and vocabulary</p>	<p>Rigorous use of formative and summative assessment leads to early identification of underachievement</p> <p>Planning and support materials are evaluated to meet specific need</p> <p>Rigorous use of targeted, tailored interventions leads to accelerated progress</p>
<p>Increased attendance of disadvantaged pupils</p>	<p>Pastoral team works together to ensure disadvantaged pupils attend school at the same or similar rate as their peers and national</p>

## 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: £17,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Success for All phonics programme CPD	<p>EEF Toolkit – ‘It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the homes. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experience these barriers to learning’</p> <p>Average impact of the adoption of phonics approaches is about an additional five months’ progress over a year.</p> <p>DfE outlines the importance of teaching reading using a systematic synthetic phonics programme</p>	1,5
Subject Specialist CPD to support teacher subject knowledge and high quality first teaching	EEF Toolkit – ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’	1, 4, 5
Support staff CPD in delivering specific interventions	EEF Toolkit – ‘Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach’	1, 4, 5
Dyslexia teacher training	<p>EEF Toolkit – ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>‘For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering</p>	1, 4, 5

	a structured intervention.'	
Tackling Educational Disadvantage Research Based CPD	Part of the EEF Promising Projects initiative to look at ways of narrowing the educational disadvantage gap	1,4,5

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

Budgeted cost: £71,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention	EEF Toolkit – 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'  'Oral language interventions have a high impact on pupil outcomes of six months additional progress.'	4
Specialist reading intervention linked to Success for All whole school phonics programme	EEF Toolkit – 'Phonics approaches aim to quickly develop pupils' word recognition and spelling through developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them. Successfully implementing a phonics might involve: <ul style="list-style-type: none"> <li>Using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence</li> <li>Training staff to ensure they have the necessary linguistic knowledge and understanding'</li> </ul>	1, 5
Intervention teacher Working one to one/small group	EEF Toolkit - 'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular	5

	areas'.	
Specific intervention programmes to support accelerated learning	The school has been part of the Partners in Excellence group for several years. The impact of this programme can be seen in the improved outcomes for all pupils, particularly pupil premium pupils. Small group interventions using PiXL 'therapies' targeted at identified gaps and delivered by trained support staff have a positive impact on accelerated progress	5
Partners in Excellence membership	The school has been part of the Partners in Excellence group for several years. The impact of this programme can be seen in the improved outcomes for all pupils, particularly pupil premium pupils.	5
Engaging with the National Tutoring Programme and the School Led Tutoring to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	5

Comment [1]:

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

Budgeted cost: £16,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff release time to mentor pupils to improve readiness for learning, behaviour and attendance	EEF Toolkit – 'On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.'  Our own in school evaluation shows that children highlighted for tailored mentoring have improved wellbeing outcomes and attendance	2,3
One to One support to	Our own in school evaluation shows	2,3, 5

improve attendance, engagement and improved behaviour	that children highlighted for tailored mentoring have improved wellbeing outcomes and attendance. Disadvantaged pupils at risk of exclusion have been successfully integrated back into their class with supportive, positive one to one support	
Access to professional services to support additional needs – art therapist, play therapist educational psychologist	Mental Health Foundation – Evidence has shown there is a strong socioeconomic gradient in mental health with people of lower socioeconomic status having a higher likelihood of developing and experiencing mental health problems	3
Release time for Senior Mental Health Lead training	DfE research indicates that taking a coordinated and evidence informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.	3
Library refurbishment	Oxford School Improvement document <i>Building an Outstanding Reading School</i> 'Libraries, book areas and displays play an important part in building a reading culture in schools'  'The reading environment of a school should appeal to children of all ages and abilities, and to both boys and girls. At an outstanding reading school, the library and book areas are welcoming, working spaces, where children visit, read, choose and talk about books.'	1, 5
Book Suitcases (children take turns to take home a 'suitcase' of books with books suitable for adult and child readers)	Oxford School Improvement document <i>Building an Outstanding Reading School</i> 'Involving families can play an important part in developing the reading culture of a school. As the results of international reading studies have shown (page 3), children who are supported in their reading at home are more likely to enjoy reading and tend to achieve more highly at school'	1, 5
Family Liaison Officer	EEF Toolkit – 'the average impact of the parental engagement approaches is about an additional four months progress over the course of a year. There are also higher impacts for pupils with low prior attainment.'	2,3

	Use of the family liaison officer to support effective approaches to engage parents to assist their children in home learning activities, encourage attendance and self-regulation.	
Subsidised provision – afterschool club, breakfast clubs, summer holiday club	EEF Toolkit – ‘a free of charge universal breakfast club delivered an average of 2 months additional progress for pupils in Key Stage 1. Breakfast club schools also saw an improvement in pupil behaviour and attendance	2,3
Subsidised extra curricular activities, trips	DfE focus on recovery curriculum and continuing to deliver a broad and balanced curriculum including wider experiences such as visitors, trips and opportunities to experience activities disadvantaged pupils may not have access to.	2,3

**Total budgeted cost: £105,323**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Despite various lockdown measures the attendance of disadvantaged pupils remained high. Children attended either at school or via online learning using Google Classroom. A high proportion of learning each day during lockdown was delivered live by teachers and daily registers showed 94% attendance either virtually or in school.

Attendance for 2021-22 for pupils in receipt of the pupil premium was significantly below that of their peers.

Overall school attendance was 92%

Overall pupil premium attendance was 86%

9 year six pupils were in receipt of the pupil premium - of those 9 pupils

67% met the combined standard

11% met the combined higher standard.

In year 1 8 of 11 children reached the phonics threshold

In year 2 5 of 10 pupils reached the phonics threshold but all made significant progress on Autumn results

In Year 1, 2 and 6 the PP children were targeted for School Based Tuition using a variety of methods on a rolling programme. Results showed those children achieved significant progress. The programme was evaluated every term to ensure impact was achieved.

Results across the school show that those children who attended additional tuition made significant progress and achieved either expected or above in their end of year assessments, which confirms the school's evaluation of the success of the SBT programme

### 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>
Literacy Shed	EdShed
Maths Shed	EdShed
SpellZone	SpellZone Ltd

Purple Mash	2Simple
PiXL Times Tables App	Partners in Excellence

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service premium was used to supplement one to one provision for one pupil. Release time for a teaching assistant to provide pastoral support and guidance for children
What was the impact of that spending on service pupil premium eligible pupils?	Children were supported to integrate fully into life of the school despite the possible absence of one parent

