

Pupil premium strategy statement – St Francis Catholic Primary School

This statement details our school's use of pupil 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	410
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Victoria Ebdon Headteacher
Pupil premium lead	Lauren Herron Deputy Headteacher
Governor / Trustee lead	Angela Trigg Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£78780

Part A: Pupil premium strategy plan

Statement of intent

In line with our mission statement, St Francis Catholic Primary School is committed to the foundational Catholic belief that every child is created in the image and likeness of God, and is therefore uniquely valued and deserving of the best possible opportunities. We strive to be a community of faith that enables every child to flourish and fulfil the potential God has given them.

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	Disadvantaged children in EYFS are below Age Related Expectations in communication and language, word reading and writing.
2	Disadvantaged children achieving Age Related expectations in Writing.
3	Disadvantaged children achieving Age Related expectations in Maths, particularly in the multiplication check.
4	Attendance data indicates that our disadvantaged pupils have higher levels of persistent absenteeism.
5	Increasing number of disadvantaged pupils are presenting with social, emotional and mental health needs as a result of home life challenges.

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
To ensure that all children have access to high-quality teaching and appropriately adapted curricula to support progress and attainment.	Teachers will feel confident adapting the curriculum to meet the needs of most learners within the mainstream classroom. Teachers will feel confident planning bespoke curricula for those pupils with severe and complex needs. All pupils will make good progress towards their individual targets.
To continue to refine and embed our approach to the teaching of reading and writing throughout the school	Children will have access to high-quality reading and learning materials which align with their phonics teaching in class and will support their phonic knowledge development. Children from disadvantaged backgrounds will make good progress in reading and writing, supporting them to close the attainment gap between them and their peers.
To continue to refine and embed our approach to the teaching of mathematics throughout the school.	Children will have maths difficulties identified promptly and have adequate support in place. All staff will be trained to understand the challenges faced by children with dyscalculia and 4 understand how to adapt teaching to support the needs of these children. Children from disadvantaged background will make good progress in math, supporting them to close the attainment gap between them and their peers
To review and embed the attendance policy, focusing on improving the attendance of persistent absentees and school avoiders by supporting parents and improving children's resilience.	The number of persistent absentees will reduce over the course of the academic year. School avoiders will be supported to reduce their anxiety and improve their attendance. Parents will be supported to improve their children's punctuality and attendance. Children will be in school more consistently, resulting in overall improved well-being and academic achievement.
To further improve support for children with complex social, emotional and mental health needs.	Staff will be trained to recognise and support difficulties children may have as a result of attachment issues or trauma, to support children's overall wellbeing and development. The pastoral manager and school Family Liaison Officer will work closely with families, supporting them with referrals and directing them to programmes that will support their needs.

	Therapy dog, ELSA and SEMH provisions support children both in the classroom and in small groups.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and training of new scheme, The Write stuff by Jane Considine to improve quality first teaching of writing.	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.’	1,2
Support staff CPD for the delivery of precision teaching.	EEF Toolkit – ‘Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach.’	2,3
Release time for EYFS lead and EYFS teachers to attend Academy Trust meetings and training.	Providing teachers with a right to high-quality training and development would boost pupil attainment. https://epi.org.uk/publications-and-research/the-effectsof-high-quality-professional-development-on-teachersand-students/	1
Fund release time for Maths subject lead to support teachers in the effective delivery of a Maths Mastery curriculum, accessing Maths hub resources and CPD, with a particular focus on explicit instruction and scaffolding. CPD for staff in how to adapt teaching for children with specific	EEF Toolkit – ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged children.’	3

barriers to learning such as dyscalculia.		
Specialist workshops for teachers that focus on strategies to support Pupil Premium children with EAL	The <u>EEF's Teacher Feedback to Improve Learning</u> (EEF, 2018) and <u>Metacognition and Self-regulation</u> guidance (EEF, 2025) reports suggest that effective feedback and metacognitive approaches can be especially powerful for pupils experiencing socio-economic disadvantage. When teachers actively seek and respond to what pupils show them by adjusting explanations, pacing, or scaffolds they create the conditions for every pupil to thrive and experience success.	1,2,3

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

Budgeted cost: £9044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of National Test-style (NTS) assessments from Years 1-6 that provides detailed individual pupil tracking data in Reading and Maths.	Small group interventions using 'therapies' targeted at identified gaps in data and delivered by trained support staff have a positive impact on accelerated progress	1,2,3
Partners in Excellence membership	Small group interventions using PiXL 'therapies' targeted at identified gaps and delivered by trained support staff have a positive impact on accelerated progress	1,2,3
Qualified teachers delivering small group interventions for pupils working below the expected standard in Year 6 in Reading, Writing & Maths.	EEF recommendation: 'TAs should not be used as an informal teaching resource for low attaining pupils. Low attaining pupils need support from the classroom teacher. Support from teaching assistants is not an adequate substitute for high quality teacher input. It diminishes the amount of contact between the teacher and these pupils, putting them at a further disadvantage by separating them from the classroom teaching.	1,2,3
Delivery of precision teaching.	One of the most effective teaching strategies for ensuring high levels of fluency and accuracy is Precision	1,2,3

	Teaching. Precision Teaching involves short tasks to build skills by practising them regularly.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of homework resources for Year 6 at a reduced cost/free to low-income families	EEF 'There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.'	1,2,3
Inclusive Attendance Network to support school in developing strategies to improve attendance Audit, Implement, Evaluate	EEF Toolkit- 'poor attendance at school is linked to poor academic achievement across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.'	4
Employ a Family Liaison Officer, with particular responsibility for attendance. Embed principles of good practice as set out in the DfE's 'Improving School Attendance'. Continue to develop and implement bespoke attendance strategies with the school's Pastoral Support Team	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.'	4
Purchase of study bugs for parents to communicate reasons for non-attendance	'Positive impacts were found for both parental communication approaches and targeted parental engagement interventions.' EEF Attendance Interventions report, March 2022	4
Access to professional services to support additional needs – thrive practitioner, play therapist, educational psychologist, Emotional Literacy Support Assistant (ELSA)	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	5

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.	5
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	4

Total budgeted cost: £78,780

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance for 2024-2025 for pupils in receipt of the pupil premium was below that of their peers.

Overall school attendance was 96%

Overall pupil premium attendance was 92%

16 year 6 pupils were in receipt of the pupil premium-of those 16 pupils

38% met the expected standard or above in Maths, 31% met the expected standard or above in Reading and 44% met the expected standard in Writing

In attainment, the average scaled score in Reading and Maths was 98.6 for Pupil Premium and for Non-Pupil premium, 104.8, leaving a gap of -6.2. For progress, the gap between Pupil Premium children and Non-Pupil Premium was -2.8

In the Early Years Foundation Stage (EYFS), 5 pupils were in receipt of pupil premium-of those 5, 2 pupils met Good Levels of Development (GLD). The main barrier to achieving GLD was language, speaking and number

In Year 1, 75% of pupil premium children passed the Phonics Screening Check

While there continues to be a gap in attendance between pupil premium and non-pupil premium children's' overall school attendance, pupil premium attendance has risen by 4% due to working collaboratively with the outside agency, 'Inclusive Attendance' and effective support from the school's pastoral team, including the school's Family Liaison Officer, for pupil premium families.

Staff CPD has developed confidence in the effective teaching and learning of the FFT phonics programme, resulting in the majority of pupil premium children passing the Year 1 Phonics Screening check.

Priorities will continue to focus on EYFS outcomes in communication and language development and KS2 outcomes in Reading, Writing and Maths for pupil premium children, so that they are closer aligned to National figures.