

## Pupil premium strategy statement

This statement details St Francis' Catholic Primary 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	St Francis' Catholic Primary School
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	30.32% (104)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	February 2022
Date on which it will be reviewed	May 2022
Statement authorised by	Governing Body
Pupil premium lead	Dawn Carter-Darby
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,015.00
Recovery premium funding allocation this academic year	£13,195.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£130,210.00

# Part A: Pupil premium strategy plan

## Statement of intent

*Here at St Francis' we have high aspirations and ambitions for all our pupils and strongly believe that they should, regardless of their socio-economical background be given access to a variety of exciting opportunities and a rich and varied curriculum where they can achieve their highest potential. This is especially true of our disadvantage pupils, to whom we offer targeted academic support as well as addressing non-academic barriers such as attendance, behaviour and wellbeing, which will address the inequalities which exist between them and their non-disadvantage counterparts.*

*Having experienced the pandemic, there have been adverse effects on pupils' social, emotional and academic growth. As a school, it is our aim that the gaps in all areas of the 'whole pupil', need to be address as a part of the continued recovery plan. These are the ultimate objectives which we will engage in to continue the nurturing approach into the 'new normal ' for pupils*

***1.To continue to raise the aspiration, access, attainment and achievement of all pupils regardless of background ,challenge or need***

*-further develop pupils' writing abilities by focusing on independent editing skills in writing.*

*- continue to develop a clear and consistent Maths mastery approach*

***2.To continue to secure the fundamental wellbeing and positive development of pupils***

*-continue to develop and formalize the school's well-being offer for pupils*

*-implement the Zones of Regulation*

*-reduce the levels of absenteeism*

***3.Continue to refine and deliver a post-lockdown curriculum which addresses the gaps and supports the development of all pupils***

*- guarantee a curriculum offer which provides challenge for all and supports the least able and most able pupils to make expected progress.*

*-adjust the curriculum content to ensure that all areas of the curriculum continue to be culturally and socially diverse*

## Challenges

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

Challenge number	Detail of challenge
1	Low attendance and levels of persistent absence of disadvantage pupils
2	Lack of oracy skills and poor expressive language that impacts on comprehension
3	A greater percentage of pupil premium pupils reaching greater depth at the end of EYFS/Key Stage 1 and Key Stage 2
4	Wellbeing, mental health and safeguarding concerns for all and especially vulnerable pupils
5	Limited opportunities /life experiences beyond their homes and immediate community
6	Lack of stamina and the ability to retain what has been taught

## 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																					
<p><i>Develop pupils writing abilities by focusing on independent editing skills in writing.</i></p>	<p><i>Children will have secured the basic skills they lost or were not able to consolidate the previous year due to lockdown, and will be able to build upon them to improve their writing</i></p> <p><i>Data tracking system will show that some pupils are making accelerated progress (more than the 6 steps)</i></p> <p><i>TT shows that some children are making accelerated progress (more than +6 steps) in writing</i></p>																					
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*To continue to develop a clear and consistent Maths mastery approach*

*All pupils have acquired the fundamental facts and concepts of maths for their year and have achieved mastery in the maths they have been taught.*

*Pupils acquire a deep, long-term, secure and adaptable understanding of Maths.*

*Pupils are ready to move confidently on to their next stage of maths.*

- Learning walks evidence good practice and strategies implemented to develop a mastery curriculum are in place.
- Book monitoring shows that children are achieving age related expectations with a good level of independence.
- Monitoring of books show that children are achieving age related objectives with many children moving on to a further challenge within the lesson.
- Monitoring of TT data and PUMA test results show that on average, 80% of the children are working at age related expected standards. This has been sustained half termly. Pupils know and remember number; place value, the four operations and multiplication facts.

TT attainment data Summer 2022 at expected and above	
Reception	83.9%
Y1	80%
Y2	88.5%
Y3	74%
Y4	80%
Y5	79.6%
Y6	83.7%

*Pupils are equipped with the skills to consciously regulate their actions,*

*Zones of Regulation implemented and pupils are able to identify their zone,*

	<p><i>possible trigger and strategies for support. This will in turn lead to increased control and problem solving abilities.</i></p> <p><i>Our next step will be to support pupils to use different strategies or tools to cope and manage their emotions based on which colour zone they are in. The pupils will learn to recognise their own triggers, learn to read facial expressions, develop <i>problem-solving skills, and become more attuned to how their actions affect other people.</i></i></p>																														
<p><i>Continue to refine and deliver a post lockdown curriculum which addresses the gaps and supports the development of all pupils.</i></p> <p><i>Disadvantage pupils with gaps in their attainment receive high-quality intervention</i></p>	<p><i>Pupils have access to quality resources and activities</i></p> <p><i>Strategies to support deeper knowledge is implemented and analysis of end of summer data will show an increased number of disadvantage pupils achieving mastery as well as achieving expected.</i></p> <p><i>Monitoring of intervention will show a positive impact on the progress and attainment of disadvantage pupils</i></p> <p><i>The post lockdown curriculum has now been delivered. Evidence of this can be seen on planning. Target Tracker shows where many of the gaps were closed and where we have caught up with lots of learning as reflected in the results for 2021-2022.</i></p> <p><b>EYFS</b></p> <table border="1"> <tr> <td>Good level of development</td> <td><b>81%</b></td> </tr> <tr> <td>National</td> <td><b>65%</b></td> </tr> </table> <p><b>Phonics Screening</b></p> <table border="1"> <tr> <td>Year 1</td> <td><b>84%</b></td> </tr> <tr> <td>National</td> <td><b>76%</b></td> </tr> </table> <p><b>KS1</b></p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>School Expected + Greater Depth</td> <td><b>76%</b></td> <td><b>64%</b></td> <td><b>68%</b></td> </tr> <tr> <td>National</td> <td><b>68%</b></td> <td><b>59%</b></td> <td><b>69%</b></td> </tr> </tbody> </table> <p><b>KS2</b></p> <table border="1"> <thead> <tr> <th></th> <th>Read- ing</th> <th>Writ- ing</th> <th>SPAG</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Good level of development	<b>81%</b>	National	<b>65%</b>	Year 1	<b>84%</b>	National	<b>76%</b>		Reading	Writing	Maths	School Expected + Greater Depth	<b>76%</b>	<b>64%</b>	<b>68%</b>	National	<b>68%</b>	<b>59%</b>	<b>69%</b>		Read- ing	Writ- ing	SPAG	Maths					
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<p><i>There is a reduction in the levels of absenteeism</i></p>	<p><i>Monitoring of attendance and communicating effectively with parents (and the AO when necessary) will see an increase in pupil premium attendance and see a reduction of persistent absenteeism.</i></p> <p><i>Target Attendance above 96%.</i></p> <p><i>Pupils at risk of consistent absenteeism were closely monitored throughout the year. Meetings were held and provisions put in place to support parents where necessary.</i></p> <p><i>Attendance 95.7%</i></p>										
<p><i>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning</i></p>	<p><i>Pupils are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside)of the school day.</i></p> <p><i>Music: Rocksteady;Frontrow and New-ham provide a variety of musical experi-ences.</i></p> <p><i>Clubs: There were 26 afterschool clubs providing opportunities to enhance pupils' development and learning</i></p> <p><i>The school has received a platinum award for School Games Mark</i></p>										
<p><i>Intervention in Maths and Reading for pupils who have either 'fallen behind' or are not making the expected progress will enable them to catch-up' or exceed prior attainment</i></p>	<p><i>Analysis of data will show that intervention has had a positive impact on the learning of disadvantage pupils and has helped in accelerating progress</i></p> <p><i>Majority of the pupils made expected progress and some pupils made greater than expected progress</i></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: £ 7,145.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff member completing Mastery course in Dyslexia which will support students with dyslexia to read more effectively and further develop reading and writing strategies for all pupils</p> <p>CPD for developing Subject Leaders</p> <p>Staff Inset on Cognitive Science</p>	<p><i>Dyslexia training provides educators with the most up-to-date research and offers a space for teachers to learn how to work with dyslexic students successfully.</i>  <a href="https://www.tandfonline.com/doi/abs/10.1080/08856257.2020.1732108?journalCode=rejs20">https://www.tandfonline.com/doi/abs/10.1080/08856257.2020.1732108?journalCode=rejs20</a></p> <p><b>Dyslexia training- £5250.00</b></p> <p><i>Developing the skills of Subject Leaders to ensure they are highly effective and can maximise pupils' learning</i>  <a href="https://www.gov.uk/government/publications/principles-behind-ofsted-research-reviews-and-subject-reports/principles-behind-ofsteds-research">https://www.gov.uk/government/publications/principles-behind-ofsted-research-reviews-and-subject-reports/principles-behind-ofsteds-research</a></p> <p><b>Twilight INSET-£500.00</b></p> <p><i>The Learning Climate and the Learning and Memory Process</i>  <b>Whole School INSET-£1395.00</b></p>	2,3
<p><i>Teachers and support staff trained in language intervention programme</i></p>	<p><a href="https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html">https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html</a></p>	2,3 & 6

NELI, Box Clever, LEO, and Attention Autism		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 112,259.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing pupils' writing ability by focusing on independent editing skills</i>	<p>Research has shown that effective writers use a number of strategies to support each component of the writing process: planning drafting; revising editing and publishing. Teachers should describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, and then gradually reduce support as pupils increasingly use the strategies independently.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><b>Story Teller-£300.00 for World Book Week</b></p>	2,3,5 &6
<i>To continue to develop a clear and consistent Maths mastery approach</i>	<p>Research has shown that by developing the Maths Mastery approach, it produces high levels of engagement and increased motivation. There is a sense that learning had occurred both formally and informally as students learning from one another as they engaged in different activities.</p> <p><a href="https://www.ncetm.org.uk/media/2ljd4kh/ncetm_primary_teachingformastery_report_july2019.pdf">https://www.ncetm.org.uk/media/2ljd4kh/ncetm_primary_teachingformastery_report_july2019.pdf</a></p>	
<i>To provide whole school targeted structured interventions to pupils</i>	<p>Highly qualified teachers to cover interventions as studies show that well-prepared and well-supported teachers are important for all students, but especially for students who come to school with greater needs;</p> <p>Two teachers do interventions groups every afternoon for pupils making less than expected progress in writing and mathematics in order to :</p> <ul style="list-style-type: none"> <li>•To close the gaps for identified groups of children</li> <li>•To ensure pupils are making expected or more than expected progress</li> </ul>	
<i>Intervention Groups for years 2 to 6</i>	<p>One teacher to cover ability setting groups in Year 6 in Autumn &amp; Spring and Year 5 in summer</p>	

<i>Speech and Language Intervention</i>	<b>Interventions - ½ day every day</b> <b>Ability setting - ½ day every day</b> <b>£96,064.50</b> <b>Booster:£640.00</b> <b>£8,119.10</b> <b>£377.69</b>	
<i>Diagnostic Standardised Assessment</i>	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  PIRA and PUMA Assessments to determine whether individual pupil should receive a Reading or Maths intervention  <b>PIRA &amp; PUMA Resources :£2600.00</b>	
<i>After School clubs in Maths</i>	To provide pupils with additional support in Maths <b>Maths Boosters: £1509.35</b>	
<i>Chess lessons link to Maths lessons</i>	Weekly chess lessons to develop pupils problem solving skills, reasoning, creative thinking and strategic thinking skills. <b>Chess in Schools £2600.00</b>	3 4 5 & 6

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

Budgeted cost: £ £40,607.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Zones of Regulation  Monitoring attendance	<a href="https://www.zonesofregulation.com/research-evidence-base.html">https://www.zonesofregulation.com/research-evidence-base.html</a> <b>Zones of Regulation programme-£112.96</b>  <b>Attendance Lead and Learning Mentor</b> <b>£12,035.64</b>	4
<i>Brilliant Club</i>  <i>Debate Mate</i>	An opportunity to support pupils from less advantaged backgrounds to access the most competitive universities <a href="https://thebrilliantclub.org/the-scholars-programme/">https://thebrilliantclub.org/the-scholars-programme/</a> <b>Brilliant Club Programme; £2148.00</b>	4,5 & 6

	<p><i>The Debate Mate programmes are proven to improve speaking and listening, critical and creative thinking, teamwork, leadership, and problem-solving skills, while developing resilience, self-esteem, empathy, and core confidence.</i></p> <p><a href="https://debatebate.org/wp-content/uploads/2018/01/Debate-Mate-Social-Impact-Report-2016-17-Online.compressed.pdf">https://debatebate.org/wp-content/uploads/2018/01/Debate-Mate-Social-Impact-Report-2016-17-Online.compressed.pdf</a></p> <p><b>Debate Mate - £1,800</b></p>	
<p><i>External Agencies such as the Educational Psychologist, a Counsellor; Speech and Language Therapist</i></p> <p><i>1 to 1 intervention with the Language Therapist Assistant</i></p>	<p>Target assessment of pupil needs Provide recommendations to address gaps in pupils learning which the school is able to act on. To develop resilience and confidence in pupils to enable them to thrive in the school environment</p> <p><b>BCCS--£3,043.95</b> <b>Ed Psyc-£4,413.00</b> <b>S&amp;L Therapist-£11,400</b></p> <p>Targeted 1 to 1 support for pupils following assessment by the Speech and Language Therapist</p> <p><b>Speech and Language Interventions - £2880.00</b></p>	2, 4
<p><i>Education City</i></p> <p><i>Times Table Rock Stars</i></p>	<p>To develop learning and parental involvement in learning</p> <p><b>Education City-£2520.00 (for 2 years)</b></p> <p><b>TT Rock Starts-£113.88</b></p>	3,5 & 6

**Total budgeted cost: £ 160,011**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Make link on website to previous PP statement, given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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*

Programme	Provider
Achievement for All	

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*