

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	326
Proportion (%) of pupil premium eligible pupils	32.5% (106)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022,2022-2023
Date this statement was published	2022
Date on which it will be reviewed	2023
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	£139,192.50
Recovery premium funding allocation this academic year	£14,718.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	The total budget cost for 2021 to 2022 was £160,011.00, so there was no carry forward
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>	£ 153,910.50

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, irrespective 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 that exist between them and their non-disadvantage counterparts.

Having experienced the pandemic, there have been long term adverse effects on pupils' social, emotional and academic growth. As a school, we have carefully considered these challenges and it is our aim that the gaps in all areas of the 'whole pupil' needs will be continually addressed as a part of the recovery plan. The aims we have outlined in this statement are also intended to support the needs of all pupils, whether they are disadvantaged or not.

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

- build a school-wide culture of oracy through regular and sustained curricular and extracurricular opportunities for pupils to develop their oracy

- develop the use of whole school retrieval practices so that children know more and remember more

-to transition from mastery readiness stage to the developing stage in the Maths Mastery approach in order to embed our Maths mastery approach across the school

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 through a bespoke PSHE/RSHE/Wellbeing Curriculum

-continue to embed the Zones of Regulation where pupils are supported to use different strategies or tools to cope and manage their emotions

-consult with staff, parents and pupils on the Ten: Ten scheme of work for PSHE

-reduce the levels of absenteeism so that attendance is at least 96%

3.Continue to refine and deliver an ambitious curriculum which addresses the gaps and supports the development of all pupils

-develop the use of evidence based research to further improve the quality of teaching and learning across the school.

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

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	The lack of stamina to know more and retain more

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 build a school-wide culture of oracy through regular and sustained curricular and extracurricular opportunities for pupils to develop their oracy including a wide range of contexts, purposes and platforms.	Every child is taught to communicate effectively across all areas of the curriculum. All children who are able to develop the ability to communicate effectively using spoken language (at a developmentally

	appropriate level), will have the same status as numeracy and literacy at St Francis’.
To develop the use of whole school retrieval practices so that children know more and remember more	Pupils are remembering more and learning more therefore there are less gaps to close They show improvement in complex thinking and application skills Pupils show improved organisation of knowledge and so are able to transfer knowledge to new concepts
To transition from mastery readiness stage to the developing stage in the Maths Mastery approach in order to embed our Maths mastery approach across the school	Parents’ and pupils’ attitudes to their education are positive. They have greater confidence and they believe that with hard work they can succeed. A higher percentage of children achieve the expected standard in maths. Children are highly engaged and as a result and are better able to focus on tasks, meet the expectations, and interact appropriately with learning materials.
To continue to develop and formalize the school’s well-being offer for pupils through a bespoke PSHE/RSHE/Wellbeing Curriculum	Having a whole school approach to mental health and wellbeing, enables us as a school to be better able to respond to the individual needs of our pupils as well as create a culture that supports emotional wellbeing and resilience.
Continue to embed the Zones of Regulation where pupils are supported to use different strategies or tools to cope and manage their emotions	Pupils to be able to regulate their emotions and feelings initially with the support of and guidance of adults and then independently within and out of the school setting.
To reduce the levels of absenteeism	Absences are closely monitored Support and intervention put in place for pupils at risk of persistent absence so that attendance is at 96% and above.
Disadvantage pupils with gaps in their attainment receive high-quality intervention	Monitoring of intervention will show a positive impact on the progress and attainment of disadvantage pupils.
To develop the use of evidence based research to further improve the quality of teaching and learning across the school.	Anecdotal or raw data demonstrates the impact on teacher knowledge or practice If appropriate, data shows evidence of improvement in attainment or progress data Implementation plan and impact review.
To continue to expose all pupils a breadth of experiences that enable them to contextualise their learning	Pupils are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) of the school day.

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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: **£5,162.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Completion of 2 year course in Dyslexia which will support students with dyslexia to read more effectively and further develop reading and writing strategies for all pupils	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. https://www.tandfonline.com/doi/abs/10.1080/08856257.2020.1732108?journalCode=rejs20	2&3
<i>CPD for developing teaching staff</i> <i>Staff Inset on the development of pupils' Oracy</i>	The Courses Package from Ten:Ten provides high-quality, great value CPD for all staff throughout the academic year; enabling them to be highly effective in delivering the PSHE/RSHE/Well-being Curriculum. https://voice21.org/	2,3&4
<i>Teachers and support staff trained in language intervention programme</i> <i>NELI, Box Clever, LEG, and Attention</i>	https://www.rand.org/randeurope/research/projects/neli-evaluation-nuffield-early-language-intervention.html	2,3 & 6

<i>Provide additional CPD for Middle Leaders</i>	Research shows that it is important for teachers to keep their knowledge and skills current so they can deliver high-quality teaching and impact positively on pupil outcomes. £5162.00	2,3,5&6
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£100,690.85**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To build a school-wide culture of oracy through regular and sustained curricular and extracurricular opportunities for pupils</p> <p><i>To continue to develop a clear and consistent Maths mastery approach</i></p>	<p>Research has shown that enabling children to understand the different types of discussion roles available to them broadens their repertoire of classroom talk. As well as being a tool of communication, effective oracy skills enable pupils to participate in deep learning activities where they can exchange ideas, explore new areas and challenge assumptions.</p> <p>https://www.structural-learning.com/post/the-importance-of-oracy-in-language-development</p> <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>https://www.ncetm.org.uk/media/2ljdu4kh/ncetm_primary_teachingformastery_report_july2019.pdf</p> <p>World Book Week</p>	2,4,5 & 6
<p><i>To provide whole school targeted structured interventions to pupils</i></p> <p><i>Intervention Groups for years 2 to 6</i></p>	<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"> •To close the gaps for identified groups of children •To ensure pupils are making expected or more than expected progress 	

	<p>One teacher to cover ability setting groups in Year 6 in Autumn & Spring and Year 5 in summer</p> <p>Interventions - ½ day every day</p> <p>Ability setting - ½ day every day</p> <p>£91,581.50</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<i>Diagnostic Standardised Assessment</i>	<p>NFER Assessments to determine whether individual pupil should receive a Reading or Maths intervention</p> <p>£5000.00</p>	2,3,5 & 6
<i>After school clubs in Maths</i> <i>After school booster Maths classes for Yr 6</i>	<p>To provide pupils with additional support in Maths</p> <p>£1509.35</p>	
<i>Chess lessons link to Maths lessons</i>	<p>Weekly chess lessons to develop pupils problem solving skills, reasoning, creative thinking and strategic thinking skills.</p> <p>Research shows that chess players spend a great deal of time planning their moves and anticipating those of their opponent, their higher-level thinking skills are strengthened when compared to those who do not play. This transfers to the mathematics classroom because this subject also takes quite a bit of logical thinking.</p> <p>Chess in school £2600</p> <p>https://www.kidsacademy.mobi/storytime/chess-and-math/#:~:text=Because%20chess%20players%20spend%20a,a%20bit%20of%20logical%20thinking.</p>	2,3,4,5 & 6

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

Budgeted cost: **£40,170.88**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ten: Ten Programme	Ten:Ten Resources helps school communities grow in faith, love, understanding and compassion. We do this by creating a wide-	4&5

specialising in Relationship Education and Collective Worship	range of unique media-rich programmes and resources, inspired by our Christian faith. £298.80	
<i>Explore and implement the tools of Zones of Regulations</i>	https://www.zonesofregulation.com/research--evidence-base.html	2 & 4
International studies	Teaching diversity exposes students to various cultural and social groups, preparing students to become better citizens in their communities. https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/#:~:text=When%20working%20and%20learning%20with,in%20a%20diverse%20working%20environment. £2000.00	5 & 6
<i>Monitoring attendance</i>	Attendance Lead and Learning Mentor: £12,130.00	1
Brilliant Club	An opportunity to support pupils from less advantaged backgrounds to access the most competitive universities https://thebrilliantclub.org/the-scholars-programme/ Brilliant Club Programme:£2148.00	4,5 and 6
Debate Mate	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. https://debatebate.org/wp-content/uploads/2018/01/Debate-Mate-Social-Impact-Report-2016-17-Online.compressed.pdf Debate Mate:1800	
<i>External Agencies such as the Educational Psychologist, a Counsellor; Speech and Language Therapist</i>	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 BCCS:£3,348.00 Ed Psyc-£4,413.00 S&L Therapist-£11,400	2 and 4

<i>Education City</i> <i>Times Table</i> <i>Rock Stars</i>	To develop learning and parental involvement in learning Education City-£2520.00 (for 2 years) TT Rock Starts-£113.88	3,5 and 6
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Total budgeted cost: £146,023.73

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal data for 2020/2021 showed that there were gaps in the attainment between disadvantage and non-disadvantage pupils due to COVID-19. A post lockdown curriculum was designed to address the gaps and support the development of all pupils. High-quality interventions, with special focus on strategies to support deeper knowledge were implemented. Analysis of data has shown that intervention has had a positive impact on the learning of disadvantage pupils and has helped in accelerating progress. Majority of the pupils made expected progress and some pupils made greater than expected progress. Evidence on 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.

Our internal assessment data for 2021-2022 in reading, writing and maths tells us that we are closing the gaps between our disadvantage and non-disadvantage pupils

	Expected and above		Above expected	
	Disadvantage	Non-disadvantage	Disadvantage	Non-disadvantage
Reading	72%	76%	24%	23%
Writing	75%	77%	23%	24%
Maths	77%	82%	21%	28%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted 2020-2021 and into 2022, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils. Disadvantaged pupils participated in co-curricular events and extra-curricular activities; one example being the implementation of the Zones of Regulation programme which saw pupils being able to identify their zone, possible trigger and strategies for support. This has led to pupils being able to develop greater control and increase their problem solving abilities.

Monitoring and tracking attendance, especially of disadvantage pupils was another focus area. 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. Whole School Attendance was 95.7% compared to Pupil Premium which was 94.86%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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.