

# 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	294( ex HSDN)
Proportion (%) of pupil premium eligible pupils	108 (37%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022-2023,2023-- 2024
Date this statement was published	October 2023
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Dawn Carter-Darby
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,050
Recovery premium funding allocation this academic year	£
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 budget for 2022 to 2023 was £153910.50, so there was no carry forward.
<b>Total budget for this academic year</b> <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>	£

# 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.*

*As a school we recognise that there are pupils who are eligible for Pupil Premium but are Not underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is therefore our aim to plan, adapt and prepare for any individual, or group, in which there is evidence of underperformance.*

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

- begin to embed the oracy framework so that staff and pupils understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion inspiring speech and effective communication*
- develop the adaptations made to support pupils with SEND (particularly pupils with complex needs) so that these pupils can build up and secure their knowledge from their starting points*

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

- continue to develop robust and consistent strategies that promotes increased attendance for all pupils*
- continue to formalize the school's well-being offer for pupils and ensure that the RS curriculum, in an age appropriate manner, makes pupils aware that they have the right to protect their own physical, mental and social self.*
- continue to embed the Zones of Regulation (ZOR) where pupils are supported to effectively use the different tools or strategies learnt to cope and manage their emotions*

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

- ensure that pupils have access to rich experiences in a coherently planned way, in the curriculum and through visits and visitors, that considerably strengthens the pupils' learning experiences.*
- continue the use of evidence based research to further improve the quality of teaching and learning across the school.*
- adapt the design and technology curriculum to ensure that a variety of creative and practical activities are offered so that pupils acquire the knowledge, understanding and skills needed to engage in the process of designing and making.*

## 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 begin to embed the oracy framework so that staff and pupils understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion inspiring speech and effective communication.	Staff show a deep understanding of the different talking tactics and ensure they are reinforced at all times in class in all areas of the curriculum The curriculum provides comprehensive coverage of key objectives for oracy Spoken language is assessed in line with the rest of English
To identify the attendance of different cohorts and put targeted intervention in place to support and improve attendance	Attendance for all groups improved from their starting point. There are no identified group with attendance below 95%
To adapt the design and technology curriculum to ensure that a variety of creative and practical activities are offered so that pupils acquire the knowledge, understanding and skills needed to engage in the process of designing and making.	DT projects solve 'real and relevant problems within a variety of contexts' which allows our children the opportunity to be creative and produce varied outcomes. Children complete three high quality DT projects this academic year following a cycle of plan, design, create and evaluate.

<p>To develop a whole school educational visits curriculum map that provides rich experiences that link to the learning inside the classroom.</p>	<p>Develop an educational visits/visitors curriculum map for each year group that provides varied opportunities for experiences that positively impact pupil learning and engagement with the curriculum.</p> <p>Track and respond to pupil access to extra-curricular activities in order to ensure that all pupils are experiencing a relevant, broad and balanced curriculum.</p>
<p>Disadvantage pupils with gaps in their attainment continue to receive high-quality intervention</p>	<p>Monitoring of intervention will continue to show a positive impact on the progress and attainment of disadvantage pupils.</p>
<p>To continue to develop and embed the school's well-being offer for pupils through a bespoke PSHE/RSHE/Wellbeing Curriculum</p>	<p>Create a whole school culture that supports emotional wellbeing and resilience where pupils are supported to look after their mental health, develop their coping skills and recognise the importance of this.</p>
<p>To become more secure in the developing stage for by embedding the Mastery strategies CPA Stem starters etc.</p>	<p>By embedding the Mastery strategies, all teachers will continue to innovate and transform their maths provision. Pupils will experience high quality provision on a daily basis and enjoy their maths lessons with a higher percentage achieving Mastery</p>
<p>To continue to provide an alternative more sensory curriculum that meets the needs of SEND pupils</p>	<p>Planned blocks of activities by class teachers will be delivered in the NEST by SEND support staff. This, along with the support from other agencies will enable a bespoke curriculum to be delivered through a consistent and nurturing approach.</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for developing teaching staff</p> <p>Staff Insets for the continuation of embedding strategies for the development of pupils' oracy</p>	<p>Continue the use of Ten Ten resources with staff enabling them to be highly effective in delivering the PSHE/RSE/Well-being Curriculum.</p> <p><a href="https://voice21.org/">https://voice21.org/</a></p> <p>Black History Month's celebrations will have an oracy focus.</p>	2,3 & 4
<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	2,3,5 &6
<i>Completion of a 2 year Dyslexia course</i>	<p>CPD training on spelling strategies and ICT tools to support children with SEN and literacy difficulties/Dyslexia</p> <p>Simultaneous spoken spelling and cued spelling techniques to support pupils with spelling difficulties</p> <p>Dyslexia Association-£180</p> <p>Teacher Association membership-£70</p> <p><b>£0.3K</b></p>	2,3,5 & 6
<i>Teachers and support staff trained in language intervention programme Box Clever, LEG, and Attention Autism</i>	<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>	2,3 & 6

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to build a school-wide culture of oracy through regular and sustained curricular and extracurricular opportunities for pupils</p> <p>To continue to develop a clear and consistent Maths mastery approach</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><a href="https://www.structural-learning.com/post/the-importance-of-oracy-in-language-development">https://www.structural-learning.com/post/the-importance-of-oracy-in-language-development</a></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><a href="https://www.ncetm.org.uk/media/2ljdu4kh/ncetm_primary_teachingformastery_report_july2019.pdf">https://www.ncetm.org.uk/media/2ljdu4kh/ncetm_primary_teachingformastery_report_july2019.pdf</a></p>	<p>2,4,5&amp;6</p>
<p><i>Diagnostic Standardised Assessment</i></p>	<p><b>PUMA, PiRA, GaPS</b> -Assessments to determine whether individual pupil should receive a Reading or Maths intervention</p> <p><b>£4k</b></p>	<p>2,3,5&amp; 6</p>
<p><i>To provide whole school targeted structured interventions to pupils</i></p> <p><i>Intervention Groups for years 1 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"> <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> <p><b>Interventions - ½ day every day</b></p> <p><b>£66.5k</b></p>	<p>2,3,5 &amp;6</p>

<p><i>After school clubs in Maths</i></p> <p><i>Extra Maths classes for Yr. 6</i></p>	<p>To provide pupils with additional support in Maths</p> <p>After school booster sessions in Maths are designed to support pupils identified as under achieving; close the gaps for those on the cusp and create regular opportunities for stretch and challenge to higher achievers.</p> <p><b>£17k</b></p>	3 & 5
<p><i>Chess lessons link to Maths lessons</i></p>	<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><a href="https://www.kidsacademy.mobi/storytime/chess-and-math/#:~:text=Because%20chess%20players%20spend%20a%20bit%20of%20logical%20thinking.">https://www.kidsacademy.mobi/storytime/chess-and-math/#:~:text=Because%20chess%20players%20spend%20a%20bit%20of%20logical%20thinking.</a></p> <p><b>£4k</b></p>	3,5 &6
<p><i>Writing wizard</i></p>	<p><b>Teach your monster to read</b>, Book creator, and other ICT tools were introduced to assist children with SEN in remaining motivated and engaged in their learning while developing their reading and writing skills.</p> <p><b>£4.5k</b></p>	2.5 &6

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ten: Ten Programme specialising in Relationship Education and Collective Worship</p>	<p>Ten: Ten Resources helps school communities grow in faith, love, understanding and compassion. We do this by creating a wide-range of unique media-rich programmes and resources, inspired by our Christian faith</p> <p><b>£1.2k</b></p>	4&5

Rainbows Bereavement Support Programme	Providing training for school staff so they can deliver support groups for children who have experienced a significant loss in their lives. <b>£0.6k</b>	1 ,2 &5
<i>Explore and implement the tools of Zones of Regulations</i>  <i>Wellbeing Resources</i>	<a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a>  Studies have shown that activities beyond the classroom can have positive effects on pupils <a href="https://childrensuniversity.co.uk/media/1476/the-impact-of-learning-beyond-the-classroom.pdf">https://childrensuniversity.co.uk/media/1476/the-impact-of-learning-beyond-the-classroom.pdf</a> <b>£1.4k</b>	2& 4
<i>Monitoring Attendance</i>	Work with the Attendance Targeted Support Service (ATSS) to further develop systems and procedures to improve attendance for all pupils  Attendance Lead Attendance Officer <b>£25k</b>	1,4,5 &6
<i>International Studies</i>	Teaching diversity exposes students to various cultural and social groups, preparing students to become better citizens in their communities.  <a href="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">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</a> <b>£2.5k</b>	5 & 6
<i>Debate</i>	Debating skills teaches children to analyse, rationalize, put forward comprehensive arguments, and disagree politely. Moreover, it helps children improve their academic performance and scores as they learn to research, prioritize and write evidence-based arguments. <b>£3.4</b>	4,5 & 6
<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 <b>BCCS:£1339.34</b> <b>Ed Psyc-£5296.60</b> <b>S&amp;L Therapist-£6270</b> <b>£13.3K</b>	2&4



<p><i>Education City</i></p> <p><i>Times Table</i></p> <p><i>Rock Stars</i></p>	<p>To develop learning and parental involvement in learning</p> <p><b>Education City-</b></p> <p><b>TT Rock Starts-</b></p> <p><b>£1.3k</b></p>	<p>3,5 &amp;6</p>
<p><i>Provide bespoke experiences beyond the home</i></p>	<p>Support for pupils to access external activities during school visits</p> <p>A specific space of the school is developed as a sensory area to enhance the outdoor opportunities for pupils</p> <p><b>£14.45k</b></p>	<p>1,2,4 &amp;5</p>
<p><i>Opportunities for pupils to fully experience the Art and DT curriculum</i></p>	<p>Whole school DT spend</p> <p><b>£0.6k</b></p>	<p>4,5&amp;6</p>

**Total budgeted cost: £160.05k**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

*Our internal data for 2022/23 showed that we are making progress in closing the gaps in the attainment between disadvantage and non-disadvantage pupils. We continued to deliver a curriculum designed to improve the range and quality of the overall learning experience for all with a special focus on disadvantaged pupils.*

*Monitoring of the high-quality intervention continues to show that there is positive impact on the progress and attainment of our disadvantage pupils. Data shows that in some areas they are above or on par but there are areas where there are still concerning gaps.*

### Key Stage 1 Teacher Assessment

Year 2 (KS1)	No. of pupils AA/PPG	Age Related Expectations All%	Age Related Expectations PPG%	Greater Depth All %	Greater Depth PPG %
Reading	54/24	74%	63%	24%	29%
Writing		72%	62%	19%	17%
Maths		72%	62%	20%	16%
Combined		70%	58%	15%	13%

*In cases there are still gaps, the KPIs from the previous year will be addressed as a part of daily learning in the current year.*

### Pupil Premium Teacher Assessment

Year	No.	End of Year Target			End of Year achievement 2023		
		Reading ARE/GD	Writing ARE/GD	Maths ARE/GD	Reading ARE/GD	Writing ARE/GD	Maths ARE/GD
1	18	88%/25%	81%/25%	81%/25%	83.3%/38.9%	61.6%/33.3%	66.7%/50%
2	24	69%/32%	69%/32%	74%/32%	50%/37.5%	54.2%/39.2%	45.8%/29.2%
3	10	56%/54%	56%/54%	56%/54%	80%/40%	80%/30%	70%/20%
4	22	64%/27%	64%/32%	64%/36%	71.4%/38.1%	61.9%/28.6%	61.9%/42.9%
5	17	60%/50%	60%/50%	60%/50%	82.4%/58.8%	82.4%/35.3%	76.5%/23.52%
6	18	70%/44%	70%/44%	70%/44%	72.2%/66.7%	66.7%/38.9%	77.8%/55.6%

*Some positive changes have been evident through the use of the Wellbeing /RSE programme. Zones of Regulation has provided scheduled opportunities for Pupils to talk to an adult if and when the need arises; pupils becoming more aware of their behaviour and the effect this has on not only others but their learning as well. Pupils have also recognised the importance of self-regulating and have adopted and adapted strategies learnt to support themselves both in and outside of school.*

*The establishment of the Nest arose out of the need for non-verbal SEND pupils, who were unable to access the curriculum even with adaptation. With planned blocks of learning, along with support from the Speech and Language Therapist as well as Newham Music, there has been some amount of success with this project as within this setting pupils are beginning to regulate and access a range of activities. This will continue for the 2023/2024 academic year to ensure these pupils can access a curriculum which is relevant and also suitably challenging.*

*A termly targeted support audit with the Local Authority Attendance Targeted Support Service (ATSS) was held in June and at the time of the meeting the whole school attendance was 95.6% which was above nation average. PAs was 8.27% (22) of which (72.7%) was disadvantage pupils.*

## 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)

*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***

<b>The impact of that spending on service pupil premium eligible pupils</b>



## 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.*