

# Pupil Premium Strategy Statement

This statement details our 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 CE Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn Term 2022
Statement authorised by	James Kewley, Headteacher
Pupil premium lead	Catherine Foster, Deputy Headteacher
Governor / Trustee lead	Andrea Glynn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,625
Recovery premium funding allocation this academic year	£4,640
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	£50,265

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Inclusive Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<u>Narrowing the attainment gap in reading, writing and maths</u>

	Due to the disadvantages our pupils face, there can be gaps in attainment in comparison with their non-disadvantaged peers nationally.
2	<u>Increasing the capacity for pastoral and emotional support</u> Low emotional resilience, self-esteem and wellbeing results in pupils requiring targeted support to overcome barriers which can affect their levels of focus in the classroom.
3	<u>Increasing attendance and punctuality</u> Some of our families who have limited aspirations/expectations of children may not see the importance of education.
4	<u>Improving aspirations and life chances</u> Some of our children would not be able to take part in extra-curricular and enrichment activities without additional financial support. Some of our children would not have a breakfast without attending our Breakfast Club.

## 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 attainment among disadvantaged pupils.	Achieve national average progress scores in KS2 Reading
Disadvantaged children achieve national average expected standard in PSC	Achieve national average expected standard in PSC
Improved writing attainment among disadvantaged pupils at the end of KS2.	Achieve national average progress scores in KS2 Writing
Improved maths attainment for disadvantaged pupils at the end of KS2.	Achieve national average progress scores in KS2 Maths
Improved ELG outcomes for EYFS children	Achieve ELGs in the prime areas

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improve attendance of disadvantaged pupils to national average (96%)</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: £25,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continuous Professional Development</b></p> <p>Instructional coaching and practice clinics to be implemented for all teaching and support staff to further develop teaching and learning across the school, ensuring that the Teaching and Learning Policy is fully embedded and followed consistently by all.</p> <ul style="list-style-type: none"> <li>- Initiate practice clinics of instructional pedagogy routines and culture routines</li> <li>- Complete daily SLT walk around schools – capture practice and complete live coaching / coaching sessions as required during Autumn term</li> <li>-</li> <li>- In Spring and Summer term, complete fortnightly coaching sessions with all members of staff.</li> </ul>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching:</p> <p>Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.</p> <p>Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p>	<p>1, 4</p>
	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	<p>1</p>

	<p>inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Ensure all staff are kept up-to-date with their Little Wandle Letters and Sounds phonics training and are embedding the strategies consistently across school</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4
<p>Reading for Pleasure training to be attended by the Reading Lead</p>	<p>Dr Alice Sullivan analysed data to explore how reading for pleasure effects cognitive development.</p> <p>Her ground-breaking finding shows that encouraging a love of reading in childhood reaps significant benefits that extend into later life. Children who read for pleasure aged 10 make more progress in both vocabulary and maths by age 16 than children who rarely read while growing up. “This is true even after taking account of social background,” Professor Sullivan explains. “Having highly educated parents has traditionally been recognised as the largest social predictor of a child’s progress. But we show the combined effect on children’s learning of reading books often, going to the library regularly and reading newspapers, to be four times greater than the advantage children gain from a parent having a degree.”</p>	1, 2, 4
<p>One-to-one tutoring training to be attended by relevant staff</p>	<p>“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 areas.” <a href="#">EEF</a></p>	1, 4
<p>Training for all staff following the Learning Outside the Classroom strategies</p>	<p>There is an abundance of research that suggests good quality learning outside the classroom adds significant value to young people’s learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills. Effective learning outside the classroom</p>	1, 2, 4

	<p>relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people.</p> <p><a href="#">H Prince – Journal of Adventure Education and Outdoor Learning states:</a></p> <p>Evidence from four retrospective empirical research studies on lasting impacts (&gt; 12 months) of outdoor residential experiences for young people in the UK since 2015 are examined through a form of systematic review of papers and datasets. Thematic and comparative analysis identified lasting impacts as: self-confidence, independence and communication. Respondents also identified confidence, teamwork, life skills, intra-personal skills and the take up of new opportunities/activities as the impacts of use in young people's lives since their residential experience. A steps of change process within a theory of change model is used to examine the causal chains and attributes influencing outcomes.</p>	
<p>ELSA training update for relevant staff member;</p> <p>DSL training for the new DSL</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	2, 3, 4

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

Budgeted cost: £18,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics and/or reading practice sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	1

collaboration with our local English hub.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

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

Budgeted cost: £6,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of further developing our pupil culture across school using the STOP acronym.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4
Set up regular visits to the local library for each class, to promote Reading for Pleasure	Research shows that reading for pleasure can promote better health and wellbeing, aids in building social connections and relationships with others and is associated with a range of factors that help increase the chances of social mobility. <a href="#">Research commissioned by the Museums, Libraries and Archives Council carried out by The Reading Agency and the Department of Information Science at Loughborough University (LISU)</a>	1,2



<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Such contingencies include financial support for breakfast club, instrumental tuition, visits and school trips etc.</p>	<p>All</p>

**Total budgeted cost: £50,625**

# 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.

### **Aims and Success criteria:**

#### **1. Universal:**

- a) Purchase the following training for all staff:
  - General good practice phonics teaching through LCC consultants
- b) Purchase the following training for identified staff supporting early reading
  - Bounce back phonics
  - Fast track phonics
- c) Purchase synthetic phonics reading books for independent and instructional reading.
- d) Purchase PM benchmark kit for baseline and benchmarking though the academic year

#### **Outcomes:**

- a) EYFS staff completed training with LCC.
- b) All staff identified to deliver phonic catch-up sessions were given training via LCC consultants for Bounce Back phonics. This saw a better consistency and focus.
- c) Completed – this gave great ability to match books to GPC knowledge.
- d) Completed – this supported the benchmarking process and did show some inconsistencies. Difficult to work with from a phonics perspective as not fully decodable. This will be addressed next year.

EYFS: 85% achieved reading GLD

EYFS: 85% achieved phonics phase 3 or above

EYFS: 74% applied their phonics knowledge to phase 3 reader or above.

Year 1: 80% achieved EXP+ in reading

Year 1: 84% achieved phase 5+

Year 1: 84% achieved mock PSC

Year 1: 83% achieved phase 5+ reader

Summary: Clear focus on our youngest children and their early reading, including phonic knowledge has been successful.

#### **2. Universal:**

- a) Creation of Early Reading consistencies and involvement from all staff supporting early readers

- b) Standardised phonics assessments.
- c) Phonics assessments split to decoding and encoding to analyse gaps and possible barriers to learning.
- d) Pupil Progress Meeting
- e) Staff time to deliver regular assessments
- f) Monitoring of whole class phonics teaching – the whole approach to early reading.
- g) Development of timetables to support the teaching of early reading.

**Outcomes:**

- a) Completed – made available on our school website.
- b) Completed through one phonics assessment for decoding skills.
- c) Complete – this supported the ability to see discrepancies. We found it was more difficult to support children apply their phonics knowledge into writing during periods of isolation.
- d) Completed.
- e) Completed – where it was most successful, it was the class teacher administering. This will be a fixed process moving forward.
- f) Difficult due to COVID, however, completed as best as possible within restrictions. Internal training offered to support quicker pace within a 20 minute phonic session – ensuring apply section completed.
- g) Complete – TA time focused on increasing reading attainment of the most vulnerable children.

**3. Universal:**

- a) Mental health training for all staff
- b) PSHE (inc. statutory RHE) taught regularly
- c) Interactions in line with school's vision and values and training around ACEs.
- d) Include pupil voice to support evaluation of this area.
- e) Include communication with regards to emotional health to parents/carers

**Outcomes:**

- a) This has been a gradual roll out and needs planning for next year.
- b) Completed.
- c) Complete – behaviour audit highlights this.
- d) Complete – this is evident and a cross-section of children chosen. Difficult to manage with restrictions.
- e) Complete.

**4. Universal:**

- a) Disseminated messages from the Outstanding teacher Programme embedded
- b) School project (TLR) focussing on the development of metacognition through curriculum mapping.

**Outcomes:**

- a) Complete – DR ICE model used. Focus on granular feedback has begun.
- b) Project started. To be completed into next academic year due to disruptions.

**1. Targeted:**

- a) Pupil Progress Meetings
- b) Provision Map
- c) Monitoring support staff delivery of phonics and other early reading learning.
- d) Support staff time to deliver small group interventions for those children identified.
- e) PPA time for support staff

**Outcomes:**

- a) Completed.
- b) Bought and started to use, however, provision significantly disrupted due to COVID-19. Completed as best as possible given the restrictions. Training given to further upskill staff's delivery of phonics.
- c) Completed in line with Bounce Back phonics training.
- d) Given – this provided rich time for support staff to better prepare phonics sessions.

**2. Targeted:**

- a) Monitoring of CPOMS to identify children in need.
- b) DSL supervision time to review children's emotional health.
- c) ELSA time – group work and/or 1:1 work
- d) Lunchtime club – supporting behaviour/emotional wellbeing
- e) Parental contact – ensuring school and home are working together. CoN utilised as appropriately.

**Outcomes:**

- a) Complete – Regular DSL supervision supported this action.
- b) Wellbeing support significantly disrupted due to COVID-19 restrictions in the attempt to limit bubble closures.

**c) School has been awarded the following:**



This is to certify that

St Francis Primary School

has been awarded a

**Young Carers in Schools  
Covid Award**

for their incredible support of  
young carers during the  
Covid-19 pandemic.

**Thank you** for being there  
for young people.

**d) Lunchtime support – significant improvement in active play, resulting in better regulation for some of our most vulnerable children.**

**1. Wider Strategies:**

- a) DSL Supervision
- b) Attendance monitoring – office staff
- c) Regular contact with parents/carers
- d) Engagement with LA EWOs / CADS as required

**Outcomes:**

- a) Completed.
- b) Completed. Working with LA EWO continued.
- c) Completed as best as possible, however, monitoring of attendance made difficult with some COVID-19 narratives.

**2. Wider Strategies:**

- a) Allocation of money in the yearly budget to support with individual family needs.
- a) Successful use as required. Allowing access for some children to a wider variety of activities that they would not have been able to without this funding.

## Externally provided programmes

Programme	Provider