## Pupil Premium Strategy Statement

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 |
|---|---|
| School name | St Francis CE Primary School |
| Number of pupils in school | 179 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025<br>This academic year: 2023-2024<br>Reviewed academic year: 2022-2023 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | Autumn Term 2024 |
| Statement authorised by | James Kewley, Headteacher |
| Pupil premium lead | Catherine Foster, Deputy Headteacher |
| Governor / Trustee lead | Debby Lyndsay |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £63,710 (2022 – 2023) |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £63, 710 |

## 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.

We place a high importance on continuous professional development of our staff so our disadvantaged children are taught by highly skilled staff.

As part of our ambition, we are working hard to ensure that our disadvantaged children leave Year 2 being able to decode, having passed the phonics screening check.

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.

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| 1 | <u>Narrowing the attainment gap in reading, writing and maths</u><br>Due to the disadvantages our pupils face, there can be gaps in attainment in comparison with their non-disadvantaged peers nationally. |

| Challenge number | Detail of challenge |
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| 2 | Increasing the capacity for pastoral and emotional support<br>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 | Increasing attendance and punctuality<br>Some of our families who have limited aspirations/expectations of children may not see the importance of education. |
| 4 | Improving aspirations and life chances<br>Some of our children would not 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 ELG outcomes for EYFS children | Achieve ELGs in the prime areas |
| Disadvantaged children achieve national average expected standard in PSC | Achieve national average expected standard in PSC |
| Improved reading attainment among disadvantaged pupils at end of KS2. | Achieve national average progress scores in KS2 Reading |
| 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 |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Tool to audit wellbeing purchased and being used. Training completed in relation to Executive Functions. |

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| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Improve attendance of disadvantaged pupils to national average (96%) |

## 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: £23,649

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| **Continuous Professional Development for High Quality Teaching**<br><br>Instructional coaching and practice clinics to continue 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.<br><br>- The DHT is now teaching in Y4 for three days a week, but there is scope for some of her other two days to support with this activity<br><br>- Continue practice clinics of instructional pedagogy routines and culture routines<br><br>- Continue fortnightly coaching sessions with all members of staff.<br><br>- Kagan strategies have been introduced across school to increase opportunities for collaborative learning | 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.<br><br>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:<br><br>Cognitive strategies include subject specific strategies or memorisation techniques such as methods to solve problems in maths.<br><br>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.<br><br>There is research around cognitive load, retrieval practice and instructional teaching that has shaped our teaching and learning policy. | 1, 4 |

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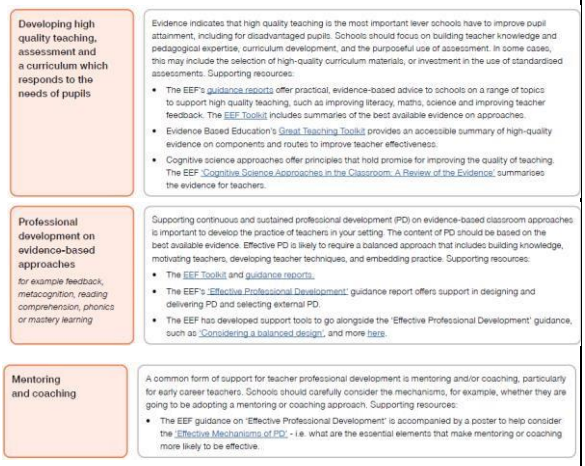
| | this supports our children who are disadvantaged with SEND.<br><br>https://www.greatteaching.com/<br>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send<br><br>  <br><br><br>There is research to show the impact of collaborative learning for disadvantaged children "by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion." EEF | |
| **SLCN – WellComm Primary**<br><br>Wellcomm was introduced last acadmiec year and continues to be used to screen our disadvantaged children and those deemed as vulnerable. Wellcomm data is used to target areas of learning needed, for individuals. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br>Oral language interventions \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br> <br> | 1, 2, 4 |
| **Phonics**<br><br>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<br><br>Introduction of the new (Sept 2022) 7+ Rapid Catch-up | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading<br>(though not necessarily comprehension), particularly for disadvantaged pupils:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br> <br> | 1 |

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| Introduce the Fluency element of Little Wandle, particularly within Y2 and Y3 | | |
| **Reading for Pleasure**<br><br>Continue to ensure Reading for Pleasure strategies are embedded within the timetabled day | Dr Alice Sullivan analysed data to explore how reading for pleasure effects cognitive development.<br>Her findings show 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<br>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.” | 1, 2, 3 |

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| **Executive Functions Training**<br><br>Complete Executive Functions training with an Educational Psychologist<br><br>The purpose is to support disadvantaged children to better organise their thoughts to support their writing and maths learning. | "When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits. These skills are crucial for learning and development.<br>Executive function and self-regulation skills depend on three types of brain function: working memory, mental flexibility, and self-control.<br>These functions are highly interrelated, and the successful application of executive function skills requires them to operate in coordination with each other.<br>The successful application of executive function skills requires them to operate in coordination with each other.<br>Each type of executive function skill draws on elements of the others.<br>Working memory governs our ability to retain and manipulate distinct pieces of information over short periods of time. Mental flexibility helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.<br>Self-control enables us to set priorities and resist impulsive actions or responses.<br>Children aren't born with these skills— they are born with the potential to develop them. Some children may need more support than others to | 1, 2, 4 |

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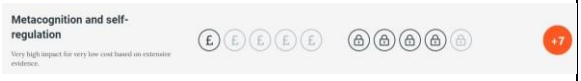
| | develop these skills. In other situations, if children do not get what they need from their relationships with adults and the conditions in their environments— or (worse) if those influences are sources of toxic stress—their skill development can be seriously delayed or impaired. Adverse environments resulting from neglect, abuse, and/or violence may expose children to toxic stress, which can disrupt brain architecture and impair the development of executive function.<br><br>Providing the support that children need to build these skills at home, in early care and education programs, and in other settings they experience regularly is one of society's most important responsibilities."<br><br>https://developingchild.harvard.edu/science/key-concepts/executive-function/<br><br>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.<br>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.<br>Self-regulated learning can be broken into three essential components:<br>cognition – the mental process involved in knowing, understanding, and learning<br>metacognition – often defined as 'learning to learn'; and<br>motivation – willingness to engage our metacognitive and cognitive skills.<br>  <br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching- | |

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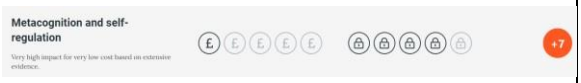
| | learning-toolkit/metacognition-and-selfregulation | |
| **Further Embed Metacognition**<br><br>Continue to ensure metacognition is promoted and celebrated in class through our metacognition mascots.<br><br>The purpose is to support disadvantaged children to better organise their thoughts to support their writing and maths learning.<br>To increase resilience. | Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.<br><br>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.<br><br>Self-regulated learning can be broken into three essential components:<br><br>cognition – the mental process involved in knowing, understanding, and learning<br>metacognition – often defined as 'learning to learn'; and<br>motivation – willingness to engage our metacognitive and cognitive skills.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit<br><br>  | 1, 2, 4 |

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

Budgeted cost: £32,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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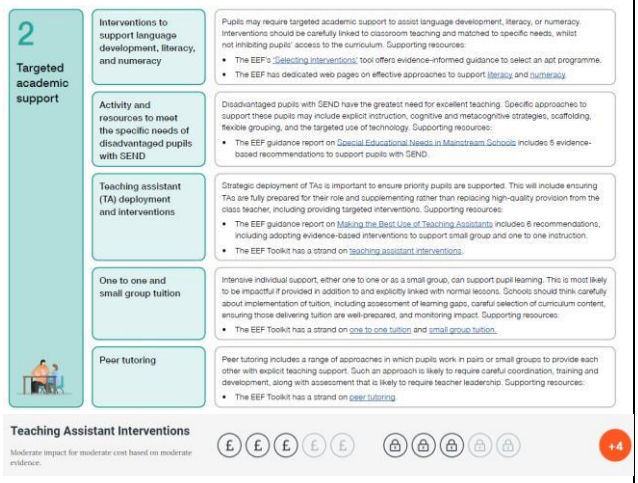
| **Targeted Reading Support – Phonics and Reading Practice**<br><br>Additional phonics and/or reading practice sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF<br> | 1 |
| **Targeted Support - Flexible Grouping**<br><br>Teachers to continually check children's understanding and therefore, create flexible grouping in the moment to support a keep-up mentality.<br><br>Additional support to pre-teach and consolidate learning.<br><br>Our analogy is ensuring everyone is on the motorway (whole class teaching and learning) but where necessary diverts to an 'A' or 'B' road for additional support; always having a view back to the motorway. | 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:<br>One to one tuition \| EEF (educationendowmentfoundation.org.uk) And in small groups:<br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF SEND in mainstream https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send<br><br>PP Menu<br>  | 1 |
| **Targeted Support – ELSA Support**<br><br>Providing a trusted, safe and trained ELSA to check-in and deliver work to support emotions, sense of belonging and regulation. | 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):<br>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) | 2, 3, 4 |

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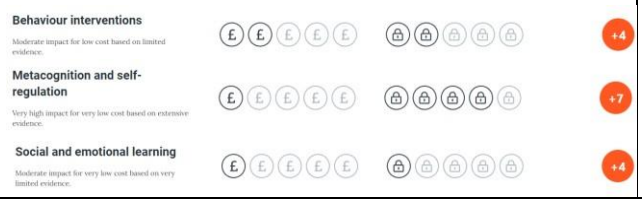
| Include within 'Inclusion Officer' role. |  | |

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

Budgeted cost: £7,361

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Re-Writing Behaviour Policy**<br><br>Re-writing behaviour policy to ensure rapid positive impact for those disadvantaged children struggling. | Both targeted interventions and universal approaches can have positive overall effects:<br>Behaviour interventions \| EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4 |
| **Community Link**<br><br>Continue 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.<br>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) | 1, 4 |
| **Attendance**<br><br>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.<br><br>Include within 'Inclusion Officer' role. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3 |
| **Music Tuition**<br><br>**Support for Educational Visits contributions** | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside | 1, 2, 3, 4 |

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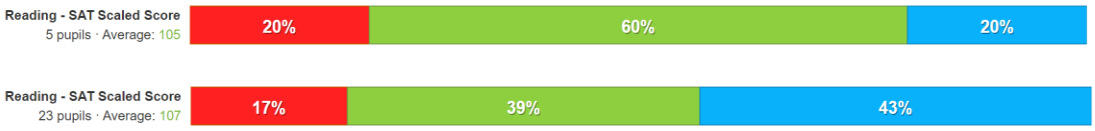
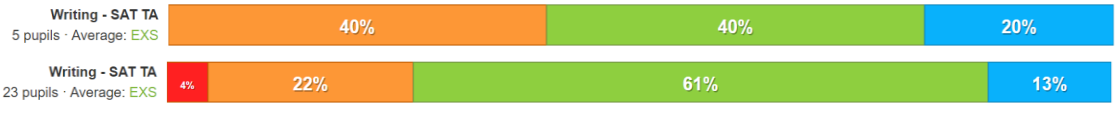
| **Support for Uniform Costs** | to respond quickly to needs that have not yet been identified.<br><br>Such contingencies include financial support for breakfast club, instrumental tuition, visits and school trips etc. | |

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 2022 to 2023 academic year.

| Intended outcome | Success criteria |
|---|---|
| Improved reading attainment among disadvantaged pupils. | **Pupil groups**<br><br>**Key stage 2**<br><br>• *No sentences about key stage 2 performance data have been generated for pupil groups.*<br><br>Reading attainment:<br>PP (top row) and non-PP<br>  <br>Area met |
| Disadvantaged children achieve national average expected standard in PSC | **Attainment in phonics - 2022**<br><br>• *There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022.* There were 4 pupil(s) that were screened in Year 2 in 2022; 4 of those met the expected standard.<br><br>Phonics Screening Check<br>PP (top row) and non-PP<br> <br>Area met |
| Improved writing attainment among disadvantaged pupils at the end of KS2. | **Pupil groups**<br><br>**Key stage 2**<br><br>• *No sentences about key stage 2 performance data have been generated for pupil groups.*<br><br>Writing attainment – SATS TA<br>PP (top row) and non-PP<br>  |

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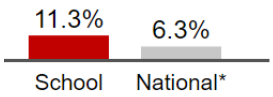
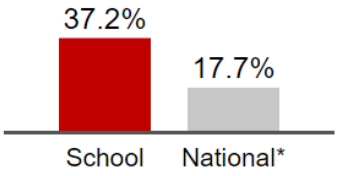
| | Area met - careful monitoring of PP writing attainment needed this academic year. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | **Pupil groups**<br>**Key stage 2**<br>• *No sentences about key stage 2 performance data have been generated for pupil groups.*<br><br>Maths attainment<br><br>PP (top row) and non-PP<br> <br><br>Area met |
| Improved ELG outcomes for EYFS children | PP (top row) and non-PP<br> <br><br>Area met |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Wellbeing survey not yet undertaken |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Improve attendance of disadvantaged pupils to national average.<br><br>Details from Dec 23 IDSR:<br><br>- based on 2021-2022 data<br><br>**FSM**<br>Persistent absence — Highest 20%<br><br>- based on school's own absence data from 2022-2023 for Pupil Premium children:<br><br>Absence: |




| | School | National* |
|---|---|---|
| Overall absence rate | 11.3% | 6.3% |
| - Authorised absence rate | 7.7% | 4.8% |
| - Unauthorised absence rate | 3.6% | 1.5% |

School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

Persistent Absence:




Area not met