

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.

Our full Pupil Premium Strategy can be accessed at the following location: [template for statement of pupil premium strategy – primary schools \(st-francis.leics.sch.uk\)](https://st-francis.leics.sch.uk/statement-of-pupil-premium-strategy-primary-schools)

School overview

Detail	Data
School name	St Francis RC Primary Melton
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	22% (46 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	26/11/21
Date on which it will be reviewed	Sept 2022
Statement authorised by	Gosia Brown
Pupil premium lead	Hannah Griffiths/Gosia Brown
Governor / Trustee lead	Helen Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,945
Recovery premium funding allocation this academic year	£5, 426
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,371

Part A: Pupil premium strategy plan

Statement of intent

At St Francis we have the highest expectations of all our pupils academically and socially. We understand that they bring with them a wide range of experiences and needs which can affect their attainment and will work tirelessly to remove barriers that could inhibit children making progress and reaching their full potential.

Getting the maximum benefit from the pupil premium funding is vital, therefore our decisions on how it is spent are based on sound research alongside our knowledge and understanding of our own children's needs.

Many of the key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium; they incorporate children who are disadvantaged or vulnerable in other ways, for example young carers or children that have or have had a social worker.

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.

We know from EEF research that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' so ensuring that teaching is of a consistently high standard across all subjects is a key priority.

We also know that building cultural capital is particularly important for children who are disadvantaged so we have ensured that our curriculum is broad and balanced and provides many opportunities for children to develop their cultural capital. In addition to this, we will provide targeted support by offering a range of activities outside school hours.

We continually look at various sources of data to ensure that support is directed effectively. All targeted interventions are monitored closely. When looking at academic progress data, we ensure that the progress of disadvantaged pupils is carefully tracked and discussed during pupil progress meetings. Our analysis of attendance data highlighted areas where action was needed and funding has been targeted to address punctuality and attendance.

From analysis of our own data we recognise that a number of our disadvantaged children also have some social and emotional needs, some SEND needs or are being supported by Early Help or social services. We are committed to working effectively with other professionals and parents to ensure the best outcomes for our children. We will allocate staff so they can do this.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3.4% lower than for non-disadvantaged pupils.</p> <p>21% of disadvantaged pupils have been 'persistently absent' compared to 2% of their peers during that period.</p> <p>There is also an issue with punctuality.</p>
2	<p>Our assessments/observations and discussions with pupils and families have identified social and emotional and mental health issues for many disadvantaged pupils alongside a number whose families have accessed support from Social services or Early Help</p>
3	<p>Internal monitoring suggests that almost one third of disadvantaged children do not complete homework or engage in other home learning activities e.g. times tables rock stars, spelling practice</p>
4	<p>Assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
5	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>

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>Improved provision for children with SEMH will improve behaviour, self-regulation, children's mental wellbeing and ability to engage in learning</p>	<p>Children's engagement in class will improve</p> <p>SDQ and Boxall scores will improve, behaviour related incidents will decrease.</p>

<p>To raise % of children entitled to PP achieving expected and exceeding in reading and writing</p>	<p>Children's NFER scores, accelerated reader scores and PM benchmark scores will show progress</p> <p>All pp children will pass phonics screen</p> <p>Children will be keen to read in and out of school</p> <p>Children's engagement in writing will improve – evident in quantity and quality of writing improvement.</p>
<p>Targeted interventions will help children make progress</p>	<p>Pre and post intervention assessment will show progress</p>
<p>All PP children will stay above the 95% (excl. GRT children) attendance target. Children will be in school at the start of the school day and be ready to learn</p>	<p>Lateness will decrease</p> <p>Attendance % will stay at school target</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.</p>	<p>Teaching is observed to be good in all classes</p> <p>Teachers have a bank of strategies which they routinely use and these are observed during learning walks/pupil interviews, planning samples.</p>

Activity in this academic year

This details how we intend to spend our recovery premium **this academic year** to address the challenges listed above. Our Pupil Premium Strategy details how we will spend our Pupil Premium funding, this is a separate report on our website.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £150 for coaching CPD

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching CPD to support teachers to effectively manage learning environment	Learning environment evidenced to have impact on quality of teaching and learning. Teachers play a key role in supporting and promoting positive pupil attitudes to learning.	4. 5.

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

Budgeted cost: £3, 628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted lunchtime interventions (cost for additional adult and resources) to support pupils in their interactions with their peers.	Social and emotional learning programmes, such as Lego Therapy, are seen to have positive outcomes and can add 4 + months in academic outcomes as well as improving self-regulation.	2
School led- tuition with a focus on precision teach to support pupils with gaps in phonics and key maths concepts.	Small group tuition can have good outcomes for pupils. In particular, approaches such as precision teach can show positive effect sizes.	4. 5

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

Budgeted cost: £1,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional HLTA Assistant hours to support inclusion work.</i>	Parental Engagement. Impact of attendance and punctuality on outcomes.	1, 3.

Total budgeted cost: £5,031 (£395 contingency)

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.

Please see separate document with full evaluation of PP strategy from previous academic year. Follow this link:

[template for statement of pupil premium strategy – primary schools \(st-francis.leics.sch.uk\)](https://www.st-francis.leics.sch.uk)

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

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?	