

Pupil premium strategy statement

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.

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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 RC Primary Melton
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2025
Statement authorised by	Gosia Brown
Pupil premium lead	Gosia Brown
Governor / Trustee lead	Helen Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,047
Recovery premium funding allocation this academic year	£5,800
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	£65,847
10k carry forward- £500 for playground resources.	

Part A: Pupil premium strategy plan

Statement of intent

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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.

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Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 0.8% lower than non-PP pupils 18.75% of disadvantaged pupils have been persistently absent. There is also an issue with punctuality.
2	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.
3	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
4	Assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	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.

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 provision for children with SEMH will improve behaviour, self-regulation, children's mental wellbeing and ability to engage in learning.	Children's engagement in class will improve SDQ and Boxall scores will improve, behaviour related incidents will decrease.
To raise % of children entitled to PP achieving expected and exceeding in reading and writing.	Children's NFER scores, accelerated reader scores and PM benchmark scores will show progress

	<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>
Targeted interventions will help children make progress	Pre and post intervention assessment will show progress
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>Lateness will decrease</p> <p>Attendance % will stay at school target</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
To improve the quality of learning and teaching to ensure consistently high standards of instruction and delivery.	<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 pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching CPD to support teachers and teaching assistants to effectively manage learning environment. HT to use the modules from the Exemplary Leadership Programme	Learning environment evidenced to have impact on quality of teaching and learning. Teachers and teaching assistants play a key role in supporting and promoting positive pupil attitudes to learning HT time for attendance at ELP	4, 5.
Staff training: - Instructional Coaching delivered to all staff and revisited at INSET throughout the academic year through a planned cycle of CPD.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. EEF	4,5
Develop subject leaders and teachers' knowledge of vocabulary so teaching of vocabulary is structured and planned	Children with poor vocabulary can do well with reading up to about age 8 years then drop rapidly as they do not have the vocabulary to comprehend well. (source: A Quigley, Closing vocabulary Gap) Curriculum Leader CPD	4,5
Subject leaders given release time to improve their own understanding in this area. Subject leaders to deliver inset training to colleagues on the use of assessment in their subject across the school. Standardisation folders will be implemented in the wider curriculum across the school Data is moderated by subject	Assessment is established in maths, English and RE but not in foundation subjects. This was also identified by ofsted in the school's previous inspection as an area for development	4,5

<p>leaders following the three data drops over the year Subject leaders will produce a termly report on the strengths and development areas in their subject</p>		
<p>Children are given rich and sustained opportunities to develop their cultural capital</p>	<p>Pierre Bourdieu first set out the idea that “cultural capital” facilitated educational inequality and that certain children are at an advantage at school because they have greater access at home to cultural knowledge and experiences. Nick Gibb and Michael Gove stress importance of ensuring that disadvantaged children are exposed to cultural experiences and background knowledge that those from better-off homes take for granted”.</p>	<p>5</p>
<p>Phonics scheme deployed across the school alongside targeted interventions for lowest 20% of readers.</p>	<p>DFE research stresses the importance of having validated phonics scheme, that helps all children progress in early reading. The EEF have completed a project with LEXIA which is showing some promising results.</p>	<p>4</p>
<p>SENCO to support teachers to use tools to support reluctant writers. Colourful semantics grids, technology such as speech to text tools. Handwriting interventions to support formation and fluency.</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidencebased recommendations to support pupils with SEND.</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

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

Budgeted cost: £40,376

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
Children with SEND/PP will receive support in specific areas of need either through Quality interventions or in class support	Staff absences have sometimes meant that LSAs are needed to cover classes, sometimes resulting in interventions not being completed. Children who may not currently have additional hours allocated through SEND top up funding but need extra support in lessons will have support when they need it.	4,5
New ELSA to be trained and made available for drop-in sessions and intervention. HLTA employed to work in a family support worker role. Behaviour HLTA employed to support with behaviour and train other support staff/MSAs	Over half the children on the school's safeguarding monitoring are entitled to PP. All the children with SEND support plans for SEMH category are entitled to PP. I	2
Before and after school learning opportunities help children in targeted areas. Homework club will support children with out of school self -study	EEF research shows that pre-teaching is powerful intervention in improving confidence and attainment. Many of the children not completing homework, not learning spellings and timetables are children entitled to PP. Homework club can help develop good homework habits.	3

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

Budgeted cost: £11,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
HLTA working as family support worker will monitor punctuality with head teacher and be able to offer families support with issues around punctuality and attendance	Parental Engagement. Impact of attendance and punctuality on outcomes.	1,3
Enhance lunchtime provision, including ongoing training for all Midday Supervisors, as well as equipment and resources. (Happy lunchtimes) Training for LSA on friendship intervention and Lego therapy.	Many children on our SEND register for SEMH and behaviour difficulties are entitled to PP and need to develop skills in these areas. Most behaviour incidents occur during this time as it is a long period of unstructured time. Some children find this time challenging, either because of poor social skills or difficulties with self-regulation. Giving children focussed activities would help with this.	
Wrap around care facilities for targeted families	The benefits of quality care for children and living with working parents is proven to enhance life chances and opportunities. Provision of care enables parents to work and have consistent employment. Wrap around care safeguards children. Children are able to engage in paired reading during this session.	9 children (PP) attending out of 30 total to morning reading club.
Hardship fund for families who are experiencing specific difficulties; this money would	"There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation."	2 PP pupils supported to access residential.

be used to purchase equipment for school, uniform and other essential items.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/schooluniform/	
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Total budgeted cost: £65,847

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 2021 to 2022 academic year.

Disadvantaged pupils at St Francis' experience quality first teaching and enjoy the full breadth of the curriculum.

Overall Outcomes for PP pupils 2021/22

67% of PP achieved the ELG in reception which is -2% compared to not PP children. Overlap with PP and SEND in this year group.

83.3% of PP children achieved a pass in the Y1 phonics screen which is in line with their peers.

In Y2 4/6 PP children achieved ARE in Reading, 4/6 ARE in Writing and 3/6 met ARE in Maths. They made good progress from EYFS starting points.

In Y6, 72% of PP children achieved ARE in Reading, 66% achieved ARE in Writing and 72% in Maths. 6/11 pupils were receiving SEND support and case studies show the strong progress made in relation to SEND targets.

Across the school PP children make at least 6 steps progress- in line with not PP children. This shows that PP children make good progress at St Francis.

Evaluation against PP strategy aims:

To raise % of children entitled to PP achieving expected and exceeding in reading and writing.

- Rapid catch up was put into place for all PP children with Local Led Tuition supplementing QFT of phonics and catch- up sessions for the weakest pupils. As a result: 67% of PP achieved the ELG in reception which is -2% compared to not PP children. 83.3% of PP children achieved a pass in the Y1 phonics screen which is in line with their peers.
- In Y2 4/6 PP children achieved ARE in Reading and made good progress from EYFS starting points. Lexia interventions supported rapid progress for PP children, but a barrier remains that some PP children do not engage in learning outside of school. As a result, additional Lexia groups will be put on in school for PP children in the new academic year.

- PP children with Lexia access were all given time in school to access Lexia and complete lessons. All PP children were able to access TT rockstars and this was monitored well by teachers to ensure maximum engagement.

Improved provision for children with SEMH will improve behaviour, self-regulation, children's mental wellbeing and ability to engage in learning

- ELSA support was particularly effective and supported children with PP with SEMH needs well. These pupils were seen to improve with self-regulation but also within their relationships with peers.
- Learning walks and class visits show that cold calling and retrieval are routinely used with all pupils. This ensures engagement is high from all pupils. Staff are routinely using mini quizzes and are beginning to use flashbacks across the curriculum which is supporting all pupils to know more and remember more.
- Classroom visits show that PP children are engaged in learning and that they are displaying positive attitudes. Learning environments are positive and teacher interactions with pupils show strong relationships and behaviour is well managed.
- Homework club is targeted at PP children, and this is well attended. Paired reading in the morning also supports PP children who 3 11 are regularly attending. This is to be extended to a permanent offer to all pupils from September of next academic year. 22 Pupil Premium children attending reading club each morning; 10 PP children attended homework club.
- There is a whole school map for developing cultural capital with inclusivity at the centre of this. An emphasis on trips and activities across the year ensured that children had access to a broad range of opportunities. PP children were subsidised and as such all Y6 children were able to attend an end of year residential, warning zone trip and walk around the local park for geography topics in school. All children across the school engaged with at least 1 out of school trip.
- Behaviour incidents for PP children reduced significantly this academic year- only 3 significant incidents were related to PP children. A higher proportion of HSB related incidents 24 incidents out of a total of 52. Almost all of these were isolated incidents which involved the use of inappropriate language.

Improved oral language skills and vocabulary among disadvantaged pupils.

- Classroom visits evidenced an increased focus on oracy and for all children, including PP children. All children are encouraged to use key vocabulary related to the area of study.
- This work is early in its development due to other priorities (particularly writing) taking precedence. Approaches have been trialled in some subjects and these

will be upscaled in the new academic year following further trialling. This will continue to be a target in the new academic year. Conferencing with pupils showed that vocabulary retention was developing but that some key vocab still needed embedding. In response to this, subject leaders have slimmed down the key vocabulary within their subject areas to support with cognitive load.

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.

- HLTA and HT met with attendance officer and a clear revised policy was put into place with clear procedures to manage attendance. Attendance for PP children remains below that of non-PP children 93.49% and PA for PP children was 18.75% which was a slight reduction from the previous academic year. This remains a focus for the new academic year.

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?	

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.