

## 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	202
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	Mary Barber

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,564
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	£53, 564

# Part A: Pupil premium strategy plan

## Statement of intent

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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	Assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
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	Analysis of behaviour records shows that Social and Emotional and Mental Health impacts on children's behaviour and concentration in class.
4	Attendance for disadvantaged pupils continues to be lower than that for 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  All pp children will pass phonics screen

	<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: £10,087.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching CPD to support teachers and teaching assistants to effectively manage behaviour in the learning environment.	<p>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.</p> <p>Senior leadership time for coaching teachers and support staff.</p> <p>Taken from staffing costs: £38,800</p>	1,3
Staff training: - Instructional Coaching delivered to all staff and revisited at INSET throughout the academic year through a planned cycle of CPD.	<p>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</p> <p>Taken from staffing costs: £38,650</p>	1,5
Develop subject leaders and teachers' knowledge of vocabulary so teaching of vocabulary is structured and planned	<p>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)</p> <p>Curriculum Leader CPD</p>	1,5
Subject leaders given release time to improve their own understanding in this area. Subject leaders to deliver inset	<p>Assessment is established across the curriculum and the School Improvement Plan is now prioritising the use of termly assessments</p>	1,5

<p>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 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>to support pupils to retain and recall information across the academic year.</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>Whole school opportunities to broaden cultural capital: £724</p> <p>£1,000 Additional staffing for sporting fixtures</p> <p>£2,000 contribution to sports coach</p> <p>Warning Zone: £500 contribution towards coach costs</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>Targeted interventions for lowest 20% including reading catch up sessions:</p> <p>Taken from staffing costs: £38,650</p>	<p>1</p>
<p>SENCO to support teachers to use tools to support reluctant writers. Colourful semantics grids, technology such as speech to text tools. Handwriting</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</p>	<p>1,5</p>

<p>interventions to support formation and fluency.</p>	<p>targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Taken from staffing costs. £38,650</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted lunchtime interventions (cost for additional adult and resources) to support pupils in their interactions with their peers.</p>	<p>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.</p> <p>Taken from staffing costs. £38,650</p> <p>Additional MSA to oversee nurture provision at lunchtimes.</p>	<p>2</p>
<p>School led- tuition with a focus on precision teach to support pupils with gaps in phonics and key maths concepts.</p>	<p>Small group tuition can have good outcomes for pupils. In particular, approaches such as precision teach can show positive effect sizes.</p> <p>Teacher-led intervention sessions.</p> <p>Taken from staffing costs. £38,650</p>	<p>4.5</p>
<p>Sensory Circuits embedded within the school day as part of a sensory diet within the timetable.</p>	<p>Additional TA hours £4590</p>	
<p>Children with SEND/PP will receive support in specific areas of need either through</p>	<p>Staff absences have sometimes meant that LSAs are needed to cover classes, sometimes resulting in interventions not being completed.</p>	<p>4,5</p>



Quality interventions or in class support	<p>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.</p> <p><b>SALT specialist support</b> £1750</p> <p>Additional LSA support. <b>Taken from staffing costs: £38,650</b></p>	
HLTA employed to work in a family support worker role. Behaviour HLTA employed to support with behaviour and train other support staff/MSAs	<p>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.</p> <p><b>Inclusion HLTA hours:</b> <b>Taken from staffing costs: £38,650</b></p>	2
Before and after school learning opportunities help children in targeted areas.	<p>EEF research shows that pre-teaching is powerful intervention in improving confidence and attainment.</p> <p>Many of the children not completing homework, not learning spellings and timetables are children entitled to PP.</p> <p><b>Taken from staffing costs: £38,650</b></p>	3

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

Budgeted cost: £12,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	<p>Parental Engagement. Impact of attendance and punctuality on outcomes.</p> <p><b>Inclusion HLTA hours: Taken from staffing costs: £38,650</b></p>	1,3
Enhance lunchtime provision, including ongoing training for all Midday Supervisors, as well as equipment and resources. (Happy lunchtimes)	<p>Many children on our SEND register for SEMH and behaviour difficulties are entitled to PP and need to develop skills in these areas.</p> <p>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</p>	3,

<p>Training for LSA on friendship intervention and Lego therapy.</p>	<p>difficulties with self-regulation. Giving children focussed activities would help with this.</p> <p><b>Nurture Club resources:</b></p> <p><b>Playground resources:</b></p> <p><b>Training time for midday supervisors to support in their role: £300 over academic year</b></p>	
<p>Wrap around care facilities for targeted families</p>	<p>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.</p> <p><b>Reading Club: Taken from staffing costs: £38,650</b></p>	1
<p>Hardship fund for families who are experiencing specific difficulties; this money would be used to purchase equipment for school, uniform and other essential items.</p>	<p>“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.”</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/schooluniform/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/schooluniform/</a></p> <p><b>£500- Uniform</b></p>	2,3
<p>Team Teach training extended to wider team to ensure that all have de-escalation strategies to support PP pupils with challenging behaviour.</p>	<p>“Training teachers in classroom management practices can improve pupil behaviour in the classroom—and not just for those pupils most likely to misbehave.” EEF Guidance <a href="https://www.eef.org.uk/evidence/improving-behaviour-in-schools">Improving Behaviour in Schools Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Team Teach Training will enhance teachers and teaching assistants’ bank of strategies to support pupils with challenging behaviour needs.</p> <p>Classroom Cover to release teachers for training for team teach. £500</p>	3

**£49,790**

**Total budgeted cost: £53,564**

**£3.5k to allocate**

## 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 2023-2024 academic year.

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

Disadvantaged pupils regularly access school clubs and wider provision.

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

#### Overall Outcomes for PP pupils 2023/24

Measure	% PP 2023	% Not PP 2023	Difference	% PP 2024	% Not PP 2024	Difference
Achieving Phonics Pass Rate Y1	100%	91%	+9%	33% * note 3 children	86.2%	-53.2%
Meeting EXS or above at KS1- Reading	50%	73.5%	-23.5%	66.7%	62.1%	+4.6
% achieving GDS in reading at KS1	16.7%	14.3%	+2.5%	0%	6.9%	-6.6%
Meeting at or above EXS in KS1- Writing	50%	52.9%	-2.9%	33%	55.2%	-22%
& achieving GDS in Writing at KS1	16.7%	9.5%	+7.2%	0%	0%	0%
Meeting EXS or above at KS1- Maths	67%	76%	-9%	55.6%	60%	-5%
% achieving GDS in Maths in KS1	33.3%	14.3%	+19%	11.1%	15%	-4%
Meeting EXS or above at KS2- Reading	70%	81%	-9%	72.4%	81.4%	
% achieving GDS in reading at KS2	27%	14%	-13%			-13%
Meeting at or above EXS in KS2- Writing	86%	81%	+5%	71.4%	82.4%	+5%

% achieving GDS at KS2 in Writing	0%	15.4%	-15.4%	14.3%	17.6%	-15.4%
Meeting EXS or above at KS2- Maths	57%	73%	-16%	71.4%	70.6%	+0.8
% achieving GDS in Maths	28.6%	15.4%	-2%			+14%

A slight dip in outcomes can be seen from the previous academic year but this is cohort specific and because of SEND/PP children overlap. Some cohorts have very small numbers so progress measures are more reliable. Good progress was made but there is a difference in attainment. PP pupils attained well compared to PP pupils nationally. RAG rating shows the comparison from last year.

### Reading

- 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 in KS1 and KS2. As a result, of non-SEND PP pupils, 100% achieved the ELG in reception. 100% of PP children achieved a pass in the Y1 phonics screen which was better than not PP children.
- PP children achieved better outcomes than their peers in reading due to an increased focus on reading and additional reading practice sessions.
- In Y6 outcomes of PP children were in line with national. 71% of PP pupils achieved ARE in Reading, compared to 80% of not PP (children who did not achieve ARE achieved scaled scores in the high 90s and made considerable progress from starting points). Overall in KS2, progress measures for PP children were close to 0 and many children made very positive progress. When these figures are compared to the local authority outcomes, progress for PP pupils at St Francis was significantly better. Where children did not make progress, case studies can identify the support that has been provided and the reasons why this support had limited impact.

### Writing

- At KS1 % of pupils achieving ARE in writing was close to national but still below that of non-PP children. % achieving GDS was above that of non-PP.
- At KS2 In Y6 Local Led Tuition supported PP children to achieve ARE in writing through targeted sessions to raise attainment through directly teaching gaps identified through ongoing assessment. As a result 66.7% of PP children achieved ARE in writing which is +4% compared to national.

### Mathematics

- EYFS- All PP children achieved a good level of development in Maths  
KS1- 60% of PP children achieved ARE in Maths compared to 55% of not PP
- KS2- 66.7% of PP children achieved ARE in Maths which is +7.6% compared to national.

### Years 1,3,4 and 5

In Y1-6, in addition to support put into place for phonics, keep up sessions were also put into place to support reading. CPD around whole class reading was delivered and the model rolled out across the school.

Year 3- There was a high level of mobility in this year group with 40% of PP children being new to the school during this academic year. 30% of PP children achieved ARE.

In Year 4 the number of PP children is very small and this overlaps with the SEND register- good progress was made from starting points.

In Year 5, 40% of PP children achieved ARE and whilst this is below that of not PP children, the pupils all made expected progress from their starting points.

### 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.
  - An inclusion HLTA supports children who are dysregulated and ensures that they are able to access the full curriculum offer. Individual case studies show the impact that this is having on children's engagement and access to the curriculum.
- 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.
- A range of afterschool clubs are targeted at PP children, and these are well attended. Tracking shows that all PP children attend an afterschool club.

- Paired reading in the morning also supports PP children and 21/39 PP children are regularly attending the morning reading 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.
- A Shakespeare Day was provided for all children in school and this immersed children in texts that they were studying in class, providing crucial pre-teach. This was very successful.

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. 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.

- 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, This remains a focus as there is a 2% gap. Persistent absences for PP children are below national.

## 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
Phonics	Little Wandle
Reading	Accelerated Reader
Reading catch up	Little Wandle

## 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?	In class TA support.
What was the impact of that spending on service pupil premium eligible pupils?	Targeted support ensured that progress for these pupils was positive.

## Further information (optional)

- *Additional funding secured from the PTA ensured that all children received a subsidy towards transport for school trips.*

High levels of mobility- get across the contextual mix which is difficult.

Case studies demonstrate the impact of this.

Recognise there is still a difference in attainment.