

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 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)	
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	£53, 564

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.

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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. 45% of our PP children are on the SEND register with SEMH being the primary area of need for the majority of these pupils.
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. Suspensions 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 Children will be keen to read in and out of school Children's engagement in writing will improve – evident in quantity and quality of writing improvement.
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	Lateness will decrease Attendance % will stay at school target
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.	Teaching is observed to be good in all classes Teachers have a bank of strategies which they routinely use and these are observed during learning walks/pupil interviews, planning samples.

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
Ongoing CPD and coaching to support teachers and teaching assistants to effectively manage behaviour in the learning environment using the school's bespoke stepping stones 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. Senior leadership time for coaching teachers and support staff.	1,3
Staff training: - Instructional Coaching delivered to all staff and revisited at INSET throughout the academic year through a planned cycle of CPD within weekly briefings.	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	1,5
Develop subject leaders and teachers' knowledge of teaching of vocabulary so that it 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)	1,5
Subject leaders to be given release time to improve their own understanding in the area of assessment.	Assessment is established across the curriculum and the School Improvement Plan is now prioritising the use of termly assessments	1,5

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 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	to support pupils to retain and recall information across the academic year.	
Children are given rich and sustained opportunities to develop their cultural capital. - SLT and staff intentionally plan school trips and the personal develop curriculum to provide a broad range of opportunities.	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.	5
Phonics scheme deployed across the school alongside targeted interventions for lowest 20% of readers. Targeted interventions for lowest 20% including reading catch up sessions:	DFE research stresses the importance of having validated phonics scheme, that helps all children progress in early reading.	1
SENCO to support teachers to use tools to support reluctant writers. Colourful semantics grids, technology such	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	1,5

as speech to text tools and the use of widget. Handwriting interventions to support formation and fluency.	targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	
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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
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. Teacher-led intervention sessions.	4.5
Sensory Circuits embedded within the school day as part of a sensory diet within the timetable.	Sensory Circuits use sensory-based movement activities that help children and young people to achieve the 'just right' level of alertness they need to prepare themselves for the day's learning. The circuits are based on the theory and principles of Sensory Integration.	3
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

SLT time to support families with access to targeted support with partner agencies.	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.	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Office admin and SLT will partner to monitor attendance and 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, with additional support from a sports coach to support pupils to access team games and manage interactions during this time.	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.	3,
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.	1
Targeted referrals to support from LCH charity and St Vincent De Paul	"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."	2,3

Society to improve pupil and family access to a range of essential items as well as gifts at Christmas time. Coats, hats scarves Uniforms Christmas gifts Toiletries Stationery for secondary school	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/schooluniform/	
Team Teach training extended to wider team to ensure that all have de-escalation strategies to support PP pupils with challenging behaviour.	“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 Improving Behaviour in Schools Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net) Team Teach Training will enhance teachers and teaching assistants’ bank of strategies to support pupils with challenging behaviour needs.	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 2024/25

Measure	% PP 2024	% Not PP 2024	Difference	% PP 2025	% Not PP 2025	Difference
Achieving Phonics Pass Rate Y1	33% * note 3 children	86.2%	-53.2%	100% *1 pupil	84.2%	+15.8%
Meeting EXS or above at KS1- Reading	66.7%	62.1%	+4.6	33.3% * note 3 pupils	72.4%	39.1%
% achieving GDS in reading at KS1	0%	6.9%	-6.9%	0%	20.7%	-20.7%
Meeting at or above EXS in KS1- Writing	33%	55.2%	-22%	0%	65.5%	-65.5%
& achieving GDS in Writing at KS1	0%	0%	0%	0%	0%	0%
Meeting EXS or above at KS1- Maths	55.6%	60%	-5%	33%	82.8%	-49.5%
% achieving GDS in Maths in KS1	11.1%	15%	-4%	0%	24%	-24%
Meeting EXS or above at KS2- Reading	72.4%	81.4%	-9%	62.5%	66.7%	-4.2%
% achieving GDS in reading at KS2	27%	14%	-13%	21.8	12.5%	-9.3%
Meeting at or above EXS in KS2- Writing	71.4%	82.4%	+5%	+21.2%	58.3%	-37.1%

% achieving GDS at KS2 in Writing	14.3%	17.6%	-15.4%	12.5%	8.3%	+4.2
Meeting EXS or above at KS2- Maths	71.4%	70.6%	+0.8	62.5%	66.7%	-4.2%
% achieving GDS in Maths	27%	14%	-13%	21.2%	12.5%	+8.7%

Phonics

- Daily, high quality teaching of phonics, supplemented by rapid catch- up sessions has ensured that 85% of all pupils have met the expected standard in the phonics screening check; 100% of pupils met the expected standard.

Reading

- Attainment at the end of KS1 shows that pupils in receipt of PP did not attain as well as non-PP children. However, this is a small cohort with small numbers of PP children. PP children made good progress but due to the overlap between PP and SEND, they do not attain as well as their peers.
- Non- SEND PP children attained the ELG in reading.
- Non-SEND PP children attained expected outcomes at the end of KS1 in reading.
- In Year 6, the gap has narrowed between PP and non-PP pupils and PP pupils attain better than PP pupils nationally.
- 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

- KS1. Due to numbers of PP pupils being low and a significant overlap between PP and SEND, attainment is lower than that for non-PP pupils in writing. Case studies show the good progress individual pupils made towards their targets.
- At the end of KS2, PP children did not perform as well as non-PP pupils in writing. However, pupils made good progress from their starting points.

Mathematics

- EYFS- All non-SEND PP children achieved a good level of development in Maths
KS1- PP children did not perform as well as non-PP but, as above mentioned, there is significant overlap between PP and SEND in this cohort.

- KS2- 62.5% of PP children achieved ARE in Maths and made great progress from their starting points where only 40% of the group were at ARE at the end of Y5.
- 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 4- 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 5-The number of PP children is very small and this overlaps with the SEND register- good progress was made from starting points.

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

- The school has increased support for PP pupils with SEMH needs by providing 1-1 weekly sessions with a therapeutic sports mentor. Entry and exit data show that the pupils are making significant progress from their starting points. These pupils were seen to improve with self-regulation but also within their relationships with peers. We will continue with this strategy going forward and have shared this approach with other schools.
- Training and CPD on dysregulation, including more staff trained in Level 1 team teach, has had a positive impact. Individual case studies show the impact that the support provided 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 or extra-curricular provision across the school year.

• 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 visit the cinema at Christmas time to see a Christmas film with their class.
- PP children are targeted for access to additional activities to broaden their horizons and to give their families access to activities to improve their family recreational time. This has included; cinema trips for families, access to summer holiday residentials.

Improved oral language skills and vocabulary among disadvantaged pupils.

- Classroom visits evidence 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.

- There is a clear attendance policy, and our trust attendance lead regularly meets with the HT and SLT to discuss attendance and plan intervention and support strategies for those children with lower or declining attendance. Clear procedures are followed rigorously.
- 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.*