

Inclusion Planning Document

School: St Francis Catholic Primary School

MIF figure April-August 2026: £4750

August 2026-March 2027: £6650

What are the key barriers which learners at different stages of the assess/plan/do/review process face in your setting?

- Speech and language: children in EYFS 30% come in with speech and language which is significantly below national on entry and then at least 30% of children in each year group continue to need support with speech and language. Some of this need has an EAL link.
- Pupils also come into EYFS with low personal, social and emotional skills (21% of this year's cohort was below age related expectations on entry).
- Pupils who are disadvantaged, including those who are known to social care, have higher levels of persistent absence and there is an anxiety around school attendance for many of these pupils, even if they are attending more regularly.
- Some pupils have complex SEMH needs and this impacts on their ability to engage in education.
- In year admissions of pupils who have low prior attainment or have not previously been in education or have arrived from abroad. 6% of the school roll this year.

How do you currently use your notional budget to address these areas?

1. Leadership and governance that embeds inclusion in planning and review- the funding supports us to release staff and leaders to complete 3 x annual pupil progress meetings. Funding supports us to have a SENCO 0.2 a week to lead send and analyse approaches to inclusion. We have more leadership release time to support attendance, behaviour and pastoral.
2. Evidence based early intervention- notional funding is used for phonics interventions and ongoing phonics training.
3. Quality first teaching approaches- notional funding supports us to maintain a one form class structure throughout KS1 despite our on-roll numbers being below pan and to have a TA within year 1. This forms part of our strategy for supporting strong foundations for all.
4. Enriching provision beyond the classroom (personal development)- notional funding supports our extra-curricular offer and enables us to have TA support for children accessing offer where this is needed.
5. Safe and respectful culture of belonging and attendance- we use notional funding to support administration work on attendance to reduce barriers. We have pastoral support available one afternoon per week.

6. Strong partnerships with families/ services, particularly around transition- We run additional transition sessions for pupils with SEND and support pupils with SEND to attend extended transition sessions at secondary schools, providing additional staffing.

7. Inclusive physical environments. We have invested in a range of physical resources which are used in our classrooms and we also use hessian backed low impact displays. We use the notional budget to support us to maintain the nurture space- the learning hub, as well as our retreat room.

How do you propose using your IMF to reduce barriers?

Pentecost 26:

- TA led intervention two afternoons per week so that pupils can complete communication and language interventions and reduce barriers to learning.
- Widget package and training for staff in the use of widget to support all pupils.
- NELI training for staff who will be overseeing and delivering language interventions

Academic year 2026-27

- Continue with TA led intervention package as above but increase this to ensure that there are interventions led on 5 afternoons per week to support SALT and to provide pastoral support.
- Continue with Widget resource throughout school- QFT.
- Communication package to support pupils with limited communication.