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 for the 2024/25 academic year 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	196
Proportion (%) of pupil premium eligible pupils	18.88%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	Sept 2026
Date on which it will be reviewed	Sept 2029
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	£50,112
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	£50,112

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 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 as well as access to a range of in-school extra-curricular opportunities.

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, partner agencies, 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 and mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Our assessments/observations and discussions with pupils and families have identified social, financial, and emotional and mental health issues for many disadvantaged pupils and their families. A number of our PP families have accessed support from Social Services or Early Help.
3	Analysis of behaviour records shows that Social and Emotional and Mental Health, including emotional based school avoidance, impacts on children's behaviour, engagement and attentiveness in class.
4	Attendance for disadvantaged pupils continues to be lower than that for non-disadvantaged pupils. Persistent absence for this group, although lower than national, is higher than for non-PP 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, writing and maths.	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
Coaching CPD to support teachers and teaching assistants to effectively manage behaviour in the learning environment.	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.	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 vocabulary so teaching of vocabulary is structured and planned through an oracy curriculum.	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 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	Assessment is established across the curriculum and the School Improvement Plan is now prioritising the use of termly assessments to support pupils to retain and recall information across the academic year.	1,5

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		
Children are given rich and sustained opportunities to develop their cultural capital through a planned and evaluated offer for personal development and enrichment.	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. This highlights the 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.	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.	1
SENCO to support teachers to use tools to support reluctant writers. Colourful semantics grids, technology such as speech to text tools and the use of Widgit. Direct teaching of handwriting to support formation and fluency.	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: The EEF guidance report on Special Educational Needs in Mainstream Schools	1,5

	includes 5 evidence-based recommendations to support pupils with SEND. Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)	

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. Use of a therapeutic sports coach, sports coach and additional Midday supervisor to support and develop positive interactions.	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 can improve attention and reduce disruptive behaviour in children, particularly those with sensory processing difficulties or ADHD. The physical activities help children to regulate arousal levels, making them more ready to engage in classroom learning.	4, 5
Children with SEND/PP will re-	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

ceive support in specific areas of need either through Quality interventions or in class support		
Training for staff around Emotional Based School Avoidance and strategies to support pupils in the classroom	All the children with SEND support plans for SEMH category are entitle to PP. There are children who attend school regularly but still present with EBSA around certain aspects of school life.	2
Before and after school learning opportunities help children in targeted areas.	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.	3

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

Budgeted cost: £12,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
School office and SLT will work together to monitor punctuality and be able to offer families support with issues around punctuality and attendance Targeted support meetings Liaison with targeted family help workers.	Parental Engagement. Impact of attendance and punctuality on outcomes.	1,3
Fortnightly analysis of attendance trends and identification of specific actions to prevent decline and support early intervention.	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 to support creative outdoor play.	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
Liaison with other agencies who can provide support for families who are experiencing specific difficulties; this money would be used to purchase equipment for school, uniform and other essential items.	"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." https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/schooluniform/	2,3
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. Classroom Cover to release teachers for training for team teach. £500	3

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 2025-26 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. This is monitored through carefully tracking of who attends clubs, activities and access to additional responsibilities/opportunities within the school community.

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

Overall Outcomes for PP pupils 2025/26

Measure	% PP 2025	% Not PP 2025	% PP 2026	% Not PP 2026	Local Authority Outcomes diff	National comparison
Achieving Phonics Pass Rate Y1	100% *1 pupil	84.2%	92.5%	81%	+ 17%	
Meeting EXS or above at KS1- Reading	33.3% * note 3 pupils	72.4%	67% *note 3 pupils	69%	-2%	
% achieving GDS in reading at KS1	0%	20.7%	0% *note 3 pupils	35%	-35%	
Meeting at or above EXS in KS1- Writing	0%	65.5%	67%	61%	+6%	
& achieving GDS in Writing at KS1	0%	0%	0%	5%	-5%	
Meeting EXS or above at KS1- Maths	33%	82.8%	67%	74%	-7%	
% achieving GDS in Maths in KS1	0%	24%	0%	9%	-9%	

Meeting EXS or above at KS2- Reading	**62.5%**	**66.7%**	**33%**	**79.3%**	**61.2%**	
% achieving GDS in reading at KS2	**21.8**	**12.5%**	**0%**	**34.5%**	**15.1%**	
Meeting at or above EXS in KS2- Writing	**+21.2%**	**58.3%**	**33%**	**72.4%**	**57%**	
% achieving GDS at KS2 in Writing	**12.5%**	**8.3%**	**0%**	**79.3%**	**0%**	
Meeting EXS or above at KS2- Maths	**62.5%**	**66.7%**	**33%**	**72.4%**	**59.5%**	
% achieving GDS in Maths	**21.2%**	**12.5%**	**17%**	**0%**	**0%**	

EYFS Good Level of Development

1 out of 3 PP children achieved a good level of development. 2 pupils have significant SEND needs.

Phonics

80% of PP children achieved the phonics screening pass mark. This compares positively to the local authority average of 61.9%. This demonstrates strong outcomes for PP children in their phonics screening check.

Year 2 phonics pass rate- 60% of eligible PP children passed the phonics screen by the end of Y2. 2/5 of the pupils made demonstrable progress and have additional SEND needs.

KS2 data outcomes

A 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 in 2024/25 with a letter received from the DFE to show that attainment was in the top percentages nationally. In 2025/26, 5 out of the 6 KS2 cohort for SATs in Y6 were PP children new to the school in Y5 onwards. Therefore, it is not possible to make comparisons between previous years. If we consider pupils who have been at St Francis since KS1, the data set is only 2 pupils.

<u>Reading</u>

- Rapid catch up was put into place for all PP children with targeted interventions and reading catch up sessions for the weakest pupils in KS1 and KS2. The GLD for PP children was 33%. There are low numbers of PP children in EYFS and there is an overlap with SEND and other complex factors. Individual case studies demonstrate the strong progress made.
- At the end of KS1, 67% of PP children achieved the expected standard in reading compared to 70% of not PP children, showing a narrowing gap.
- In Y6 outcomes of PP children were likely below national and it must be noted that a high proportion of the pupils were new to the school in Y5. Progress for pupils who were at the school since KS1 and PP is close to 0, which is in line with national. Progress for this group overall is -5.72, and therefore reading will continue to be a focus on our PP strategy.
- 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.
- In Y1-6, in addition to support put into place for phonics, keep up sessions were also put into place to support reading. Whole class reading is now embedded as a strategy, and this has supported reading attainment.

<u>Writing</u>

- In EYFS 33% of PP pupils achieved a GLD in writing. The children who did not achieve share other vulnerabilities impacting their attainment.
- At KS1 % of PP pupils achieving ARE in writing was in line with non-PP children. At KS2, 33% of PP children achieved ARE in writing. As above, progress for this group overall is below that of their non-PP peers and continues to be a focus for the PP strategy.
- 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.

<u>Mathematics</u>

- EYFS- 33% of PP children achieved a good level of development in Maths
- The gap between PP children and not PP children is -8% and this is something that will continue to be supported through the PP plan.
- KS2- 33% of PP children achieved ARE in Mathematics. As above, progress for this group is overall below that of non-PP and attainment for reading, writing and maths will continue to be a focus.
- Multiplication Check in Y4- PP children outperformed non-PP children and their average score was in line with the national average.

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

- One to one TAs have had additional training on de-escalation and how to provide support for learners who have SEMH needs has supported their inclusion within the classroom.
- Partnership work with parents has also supported the families who struggle with challenging behaviour in the home.
- Nurture timetables and the 'Stepping Stones to Success', a bespoke behaviour support plan, has aided children who struggle to regulate to access their learning and be successful.
- 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.

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.
- Drama workshops were 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 and will be built on this academic year.
- A range of afterschool clubs are targeted at PP children, and these are well attended. Tracking shows that all PP children attend a club or have a leadership opportunity over their time in KS2 and we work to increase this so that they access multiple offers.

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.

- Regular attendance figure review ensures that families are supported from an early stage where attendance is seen to be declining.
- Attendance for PP children remains below that of non-PP children, This remains a focus as there is a 2% gap. Attendance and 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
Communication and Language	NELI
Phonics	Little Wandle
Reading	Accelerated Reader
Reading catch up	Little Wandle Rapid Catch Up/Keep up sessions

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.* - *Additional funding from SVP society ensured that targeted families received additional food vouchers, book vouches and vouchers to buy school shoes at a reduced price.* - *Targeted families received a school coat for their child as well as gloves/scarves.* - *Through partnership with a local charity, we were able to nominate PP children and other vulnerable families to access cultural experiences within the community at no charge.*

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.