

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 CE VA Primary School
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	3.8%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Hester Millsop
Pupil premium lead	Phil Jones
Governor / Trustee lead	Linda Pope

Funding overview

Detail	Amount
Pupil premium funding allocation this year (Mar-Apr)	£ 28,893
Recovery premium funding allocation this year	£ 2,936
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this year (Based on financial Year)	£ 31,829

Part A: Pupil premium strategy plan

Statement of intent

At St Francis CE Primary School all members of staff, along with the Governors, accept responsibility for all pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected, and entitled to develop to their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who work with social care partners, have recognised SEND and/ or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus

on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our parent support advisor and staff actively engaging with families to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Over 30% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At St Francis Primary we know children must be ready to learn by ensuring their personal, social, emotional, and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. This early intervention helps to remove barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes effectively deploying our Parent Support Advisor and buying in a TaMHS worker (Targeted Mental Health Service) both of whom work in close partnership with the pastoral lead in school.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes Information and analysis about pupil's attainment and progress suggests that some pupils are making too slow progress, and this is impacting their attainment in Reading, Writing and Maths. Many PP pupils entered school with attainment levels below that of their non-PP pupils. A significant number of pupils have specific academic barriers to learning. These have

	been explored so that learning is bespoke to their needs.
2	Low Attendance and Punctuality Analysis of data shows that at least 8 pupils are not attending regularly, which has meant they do not have the same opportunity to progress as frequent attendees.
3	SEND Analysis and information show that SEND needs are primarily SpLD, SALT and SEMH needs which require carefully devised and targeted provision. 11 of 21 pupils identified have SEND with two pupils <u>having EHCPs</u>
4	Pastoral and SEMH needs Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. (2022-23: 6 pupils (2 of whom are disadvantaged) currently require additional support with social and emotional needs, with 12 (2 of whom are disadvantaged) receiving small group interventions).
5	Access to wider opportunities Some PP pupils do not have access to clubs and trips and this impacts their development and awareness of the world around them

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 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils will meet the expected standard. Reading: Expected 87.5% (12.5% Greater depth)

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 75% of disadvantaged pupils will meet the expected standard. 2022-23 KS2 outcomes: 75% GPAS: 75% (25% - Greater Depth)
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2023/24 show that more than 75% of disadvantaged pupils will meet the expected standard. 2022-23 KS2 outcomes: 75%
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Raise aspirations and enrich children's learning experience	Sustained high levels of wellbeing by 2023/24 demonstrated by: • qualitative data from pupil voice, parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Ensure SEND needs met promptly and accurately	SEND needs are identified early and appropriate provision is put in place. Pupil's progress is in line with their non-PP SEND peers.
Achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2023/24 demonstrated by: • the overall absence rate for all pupils being no more than 95%. • pupils' punctuality is consistent and therefore they are ready to learn each morning.

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: £ 17,910 (contribution to the following whole school CPD/foci)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils. Leadership for Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Introduction of Little Waddle through Early Years & Reception Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Development of Oracy program. EYFS staff attending training for NELI and implementing NELI in EYFS. Also, using Wellcom	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF SDP written and followed by all staff Assessment and intervention	1 and 3

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Ensuring all Staff have access to high quality CPD to ensure Maths No Problem is embedded. We will fund teacher release time to embed key elements of guidance in school and to access Maths (Leadership time). Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1 and 3
Enhance the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4 and 3

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

Budgeted cost: £ 11,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 3
Targeted TA and CT intervention focused	1-2-1 or small groups in class support through designated TA allows targeted	1 and 3

on specific barriers for learning and progress	support to meet the PP needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Additional Reading support targeted at disadvantaged pupils who require further comprehension support	Daily reading for PP pupils focussed on developing comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 and 3

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

Budgeted cost: £ 2,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a wide variety of extra-curricular activities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Embedding further the principles of metacognition throughout the school. Continued CPD for all staff and dedicated quality first teaching to embed culture across the school and the wider community – to include leadership time for JB	Both targeted interventions and universal approaches can have significant positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	All
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to continue to develop and implement procedures such as EHR and TAF	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have	All

	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 31,510

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. This will continue to be monitored closely during 2022/23.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including those periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy as well as the resourcefulness and tenacity of staff to engage those whose involvement waned.

Attendance of some disadvantaged pupils has dropped off significantly over the first part of 2021/22 (86% for PP pupils compared with 94.6% for the whole school!) Therefore, attendance is a focus of our current plan. Unfortunately, one parent was fined for poor attendance. For 2022/23, we are determined to improve attendance of all children through greater analysis and improving Teacher/Parent communication.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in 2022-21, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. A particular concern is the lack of confident and competent swimmers in Years 3 & 4. Additional swimming lessons may be needed in Year 5 for each which need to be budgeted.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Detail	Data
School name	St Francis CE VA Primary School
Number of pupils in school	450
Proportion (%) of Forces eligible pupils	5.5%
Pupil premium funding allocation this academic year	£ 7,792

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Ms Harvey continues to be employed to be dedicated to the emotional wellbeing and academic achievement of service children. The dedicated time was focused on group sessions for academic and social aims including delivery of the Remembrance assembly. We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Forces' pupils are brought together within a common group where needs are similar, and they can talk about their difficulties with parental absence etc. Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)