

St Francis of Assisi Catholic Primary School

Pupil Premium Strategy Statement 2023-24

This statement details our school's use of Pupil Premium funding (and Recovery Premium funding for the 2023-24 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 of Assisi Catholic Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	39 for funding but 41 (9.53%) Sept 23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Felicity Hope, Headteacher
Pupil premium lead	Claire Furness, Assistant Headteacher
Governor / Trustee lead	Andrew Parle (Chair of Governors)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	34 pupils at £1,455 = £49,470 + 1 LAC £2,530 + 4 Service = £1340
Recovery Premium funding allocation this academic year	£0

Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£53,340

Part A: Pupil Premium Strategy Plan

Statement of intent

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are part of an FSP, EHAP or 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 most support. This is proven to have the greatest impact on closing the gap and at the same time will benefit non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved and sustained alongside progress for their disadvantaged peers. We also continue to develop our curriculum to provide one that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Our strategy is also integral to wider school plans for education recovery 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 assumption about the impact of disadvantage, and outstanding adaptive teaching. 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 (scaffold work appropriately ,adopt flexible groupings in all lessons, careful deployment of TAs and adapt direct instruction.)*
- *Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	Assessments (WELLCOMM) observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.

2	Our assessments, observations and discussions with pupils and families have identified that social and emotional issues impact on the academic progress of pupils eligible for Pupil Premium. Teacher referrals for support have markedly increased since the Pandemic. These findings are supported by national studies.
3	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, reading fluency and prosody than their peers. This negatively impacts on their development as readers.
4	Internal and external (where available) assessments indicate that maths attainment to a greater extent and writing and reading attainment to a lesser extent among disadvantaged pupils is below that of non-disadvantaged pupils. This is particularly evident in our current Year 6 for Maths and Writing, Year 5 for Maths, Year 4 for Reading, Writing and Maths, Year 2 for Reading, Maths and Writing and Year 1 for Phonics and Speech and Language.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2% lower than non-disadvantaged pupils (92.25 % compared to Non PP 94.25% . PP Attendance 93.72% = (21/22 =92.25%) so 2% improvement NPP Attendance 95.79 % (21/22 =94.25 %) 1.54 % improvement Total Persistent Absenteeism = 27 (6.3%) PP 9/50 children - 18% ; (21/22 = 22 %) so 4% improvement NPP = 24/381 = 6.3% (21/22 = 12%) so 5.7% improvement
6.	Ensuring lack of technology and/or parental understanding does not prevent children meeting expected standard.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether or not they have been achieved.

Intended outcome	Success criteria
Improve oral language skills and vocabulary skills amongst disadvantaged children	WELLCOMM/NELI and TALKBOOST assessments will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, phonics/reading lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained higher levels of wellbeing as linked to Maslow's Hierachy of Needs – pupils learn best when their emotional needs are met. Academic progress will improve as wellbeing improves. ELSA Impact Forms will evidence improvement.
Phonics knowledge and reading fluency and prosody improves for all children but particularly disadvantaged children.	Phonics Tracker/Phonics Screening and Reading Tests show improvement in knowledge and application of phonic skills.
Maths attainment for all children but particularly disadvantaged (especially in years 1,2,3 and 5) improves	Children who are below age-related expectations have increased their standardised scores and 85% have met standardised scores.
That disadvantaged pupils' attendance continues to be 95% or more and persistent absenteeism amongst PP drops.	Sustained high attendance with attendance level of disadvantage pupils be as good as or better than their non-disadvantaged peers. Attendance

	data will be analysed monthly and action will be taken if there is a drop in attendance.
All disadvantaged pupils will access and complete homework and parental support will increase at home.	Academic achievement in homework will be as good in disadvantaged pupils or better than their non-disadvantaged peers.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD on Adaptive Teaching – focus on scaffolding	https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4
Implementation of Trust Assessment & Adaptive Teaching Projects using Lesson Study approach x 3 half-termly. Maths and Writing will be focus for half of the year. Adaptive Teaching focus on flexible groups, scaffolding and TA deployment.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	4
<p>Robust half-termly analysis of phonics results and provision by Lit and Phonics and EYFS lead to ensure progress alongside Phonics Mastery approach.</p> <p>Training Teachers and TAs in Reading Fluency/Maths Mastery by Literacy and Maths Lead.</p> <p>CPD Writing Programme for whole Trust and School – focus on Year 3</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1667137707 <p>Phonic approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Reading fluency supports bottom 20% of readers and disadvantaged pupils</p>	3

<p>Continuous CPD programme of SEND training throughout year; liaison with outside agencies including the Norfolk Inclusion Team.</p> <p>Continued Monitoring and Coaching of Reading by Literacy Lead</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the outcomes of disadvantaged children in KS2, particularly Year 6, by providing laptops for use at home if needed and meeting with parents to ensure home engagement – contracts signed.</p>	<p>Ability to research and access homework through technology increases engagement of pupils. Home engagement supports pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6
<p>Provide high quality support from TAs in class and support groups and offer in-house CPD</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF 3 tier approach. 1) Teaching 2) Targeted Academic Support 3) Wider Strategies</p>	4
<p>Small Group pre-teaching and ‘scoop and group’ in adaptive teaching</p>	<p>Targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF guidance is based on a range of the best evidence available</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	4
<p>Provide boosting and extra support for disadvantaged children in KS2 to</p>	<p>EEFS Guide to Pupil Premium 3 tiered approach</p>	4

reach ARE and/or targets using forensic analysis of tests and pupil progress meetings.	<p>1) Teaching 2) Targeted academic support 3) Wider strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attainers, particularly disadvantaged pupils.</p>	
Provide high quality support for learning in Reception and Year 1 through a continued provision/enquiry led learning, particularly supporting those with S&L and vocabulary needs. High staff to pupil ratio. Speech and language needs are identified, early and consistent interventions are put in place to close gaps; that advice from speech therapists is enabled in school through deployment of skilled Speech and Language Lead and Assistant; that a robust tracking system of interventions is put in place and reviewed regularly. Timetabling of The Talk and The Nest Support from Lead up to Year 6	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	1

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three ELSAs each working one afternoon a week with extra planning time. Rainbows support weekly by Wellbeing Lead.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>Maslow's Hierachy of Needs – pupils learn best when their emotional needs are met.</p>	2
Parent Support Workers (Rowena Cove and Lydia Wild) to support children and families 1 ½ days a week. Drop-Ins, planned appointments, EHAPS, FSPS, home visits, weekly coffee	<p>EEF – lack of parental engagement in learning is a key indicator in underachievement of young people.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2

morning drop in, meeting with pastoral team fortnightly.		
Emotional Coaching	Training for 2 members of staff to become emotional coaches in line with support given in SRBs.	2
Fortnightly DSL meetings to discuss and challenge behaviour and pastoral needs.	https://educationendowmentfoundation.org.uk/new/prioritise-social-and-emotional-learning	2
Continue the "Fizzy Club" Open Arms to support self-regulation. Weekly timetable	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
Behaviour Lead support: To provide training. Boxall Profiles used to identify support for regulation, support in Behaviour Plans. Use of The Nest and Reset Room.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
Monthly analysis of attendance and parents informed immediately if there is a fall in attendance and action taken.	DFE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5
Provide private trauma responsive support for children in crisis	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1635355221	2
MSA continued CPD on Zones of Regulation to support outside behaviour/ monthly meetings and MSA Guide	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
Provision for disadvantaged children to participate in trips, clubs, music lessons and before and after school care.	https://educationendowmentfoundation.org.uk/public/files/Projects/learning_about_culture_overarching_evaluators_report.pdf Evidence proves that participation in the arts and experiencing other cultural experiences improves academic performance and life outcomes.	4

Total budgeted cost: £ 53,340

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 2022/23 academic year.

Leavers Year 6 2022/23			
Subject	Number of PP Pupils 22-23	SATS Attained (NPP Attainment)	Attained (NPP Attainment) 21-22
Reading	6	100% (87%)	100% (69%)
Writing		100% (85%)	75% (64%)
Maths		83% (87%)	75% (69%)

Year 5 2022/23			
Subject	Number of PP Pupils 22-23	TA Attained (NPP Attainment) 22-23	Attained (NPP Attainment) 21-22
Reading	3	100% (89%)	67% (78%)
Writing		67% (84%)	67% (83%)
Maths		67% (79%)	67% (83%)

Year 4 2022/23			
Subject	Number of PP Pupils 22-23	TA Attained (NPP Attainment)	Attained (NPP Attainment) 21-22 (8)
Reading	9	78% (79%)	88% (83%)
Writing		78% (75%)	88% (87%)
Maths		67% (79%)	63% 79%

Year 3 2022/23			
Subject	Number of PP Pupils	Attained (NPP Attainment)	Attained (NPP Attainment) 21-22 (6)
Reading	7	43% (84%)	33% (69%)
Writing		29% (80%)	33% (69%)
Maths		43% (82%)	33% (69%)

Year 2 2022/23			
Subject	Number of PP Pupils	Attained (NPP Attainment)	Attained (NPP Attainment) 21-22 (2)
Reading	4	75% (73%)	50% (67%)
Writing		75% (74%)	50% (69%)
Maths		75% (75%)	50% (80%)

Year 1 2022/23			
Subject	Number of PP Pupils	Attained (NPP Attainment)	
Reading	5	40% (60%)	
Writing		40% (66%)	
Maths		80% (83%)	

EYFS 2022/23			
Subject	Number of PP Pupils	Attained (NPP Attainment)	
Phonics > Phase 4	7	0% (47%)	
WELLCOMM > 7		71% (91%)	

The assessments above clarify where support is needed to ensure the performance of all disadvantaged pupils is at least equal to others. Many Pupil Premium children have met or exceeded their targets and further support will be given as indicated in the new 2023-24 plan. The support put in place for our Year 6 disadvantaged pupils and others was effective and ensured both groups made good progress.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted since Covid 19 and the extra wellbeing support has had a positive impact in school attendance and attainment for those pupils.

Our current Year 2 cohort (Year 1 data above) were impacted the greatest by Covid 19 and we are building on behaviour and nurture support implemented through continued necessity into the new plan.