St Francis of Assisi Catholic Primary School

Pupil Premium Strategy Statement 2026-2027

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 of Assisi Catholic Primary School
Number of pupils in school	422
Proportion of pupil premium eligible pupils	36
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	September 2027/September 2027/September 2028/September
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 £1,515	£55800
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	£55800

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 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 – (discussing need and adjustments in weekly MBUTA meetings)*

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. This has greatly increased in the Autumn 2026 Wellcomm assessments
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. We have an increase in children identified as Young Carers
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. Reading Diary data evidences that they do not get the same reading opportunities at home.
4	Internal and external data indicates that focus must go on reading and writing specifically for the PP children and maths and writing for the children in Year 4 2026-2027. Maths and Writing general focuses are also required in line with the Implementation Plans for these subjects and sustaining previous plans. Arrows identify if PP children have increased percentage of expected achievement in the year. **Data from Summer 2026 SATs for Year 6 and Teacher Assessment for EYFS to Year 5**

Autumn 23			Summer 24			Autumn 24			Summer 25			Autumn 25			Summer 26			Autumn 26		
	Number	%	Rag Rating (EY8)	Number	%	RAG rating (EY8)	Number	%	RAG rating (EY8)	Number	%	Rag rating (EY8)	Number	%	Rag Rating	Number	%	RAG Rating	Number	%
Red	36	58%	Red	9	15 %	Red	34	63%	Red	3	5.5%	Red	10	11.9%	Red	2	4	Red	19	34
						Amber	1	1.85%	Amber	6	11%	Amber	15	26.8%	Amber	11	20	Amber	20	36
Green	26	42%	Green	53	85 %	Green	19	35%	Green	43	79.6%	Green	31	55.4%	Green	41	76	Green	17	30%

PP Pupils	Reading PP %	Reading NPP %	Writing PP %	Writing NPP %	Maths PP %	Maths NPP %
EYFS (4)	75	85	75	84	25	87
Year 1(5)	40	75	40	69	80	81
Year 2 (5)	60	87	60	78	60	82
Year 3 (7)	57	89	14	63	29	84
Year 4 (6)	60	89	60	66	80	83
Year 5 (7)	71	91	86	89	71	83
Year 6 (7)	43	84	29	81	43	82
Phonics Year 1	80	92				

READING

Summer Main Assessment 24			Summer Main Assessment 25			Summer Main Assessment 26		
PP Pupils	Reading PP %	Reading NPP %	PP Pupils	Reading PP %	Reading NPP %	PP Pupils	Reading PP %	Reading NPP %
						EYFS (4)	75 ⬆	85
			EYFS (2)	50 %	72%	Year 1(5)	40	75
EYFS	45	76	Year 1(5)	0	71	Year 2 (5)	60 ⬆	87
Year 1	17	72	Year 2 (7)	43 ⬆	91	Year 3 (7)	57 ⬆	89
Year 2	83	84	Year 3 (5)	83 =	81	Year 4 (6)	60	89
Year 3 (7)	33	74	Year 4 (5)	71 ⬆	82	Year 5 (7)	71 =	91
Year 4 (9)	33	79	Year 5 (7)	50 ⬆	87	Year 6 (7)	43	84
Year 5 (10)	90	91	Year 6 (9)	78 ⬆	80%			
Year 6 (3)	100	88	Phonics Year 1	60%	87%	Phonics Year 1	80	92

Writing

Summer Main Assessment 24			Summer Main Assessment 25			Summer Main Assessment 26		
PP Pupils	Writing PP %	Writing NPP %	PP Pupils	Writing PP %	Writing NPP %	PP Pupils	Writing PP %	Writing NPP %
						EYFS (4)	75 =	84
			EYFS (2)	50%	75%	Year 1(5)	40	69
EYFS	29	69	Year 1(5)	20	69	Year 2 (5)	60 ⬆	78
Year 1	33	74	Year 2 (7)	29	79	Year 3 (7)	14	63
Year 2	33	77	Year 3 (5)	50 ⬆	57	Year 4 (6)	60 ⬆	66
Year 3 (7)	57	68	Year 4 (5)	71 ⬆	75	Year 5 (7)	86 ⬆	89
Year 4 (9)	44	82	Year 5 (7)	63 ⬆	85	Year 6 (7)	29	81
Year 5 (10)	80	83	Year 6 (9)	89 ⬆	84			
Year 6 (3)	33	86						

Maths

Summer Main Assessment 24			Summer Main Assessment 25			Summer Main Assessment 26		
PP Pupils	Maths PP %	Maths NPP %	PP Pupils	Maths PP %	Maths NPP %	PP Pupils	Maths PP %	Maths NPP %
						EYFS (4)	25	87
			EYFS (2)	0%	81%	Year 1(5)	80	81
EYFS	29	75	Year 1(5)	40	85	Year 2 (5)	60	82
Year 1	50	83	Year 2 (7)	43	91	Year 3 (7)	29	84
Year 2	50	83	Year 3 (5)	67	83	Year 4 (6)	80	83
Year 3 (7)	28	64	Year 4 (5)	57	79	Year 5 (7)	71	83
Year 4 (9)	44	83	Year 5 (7)	25	85	Year 6 (7)	43	82
Year 5 (10)	60	85	Year 6 (9)	55	81			
Year 6 (3)	100	83						

Year 4 Multiplication Test 2026		
National Average Score	PP average score	School Average Score
21.6	40	28.8

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Our attendance data over the last five years shows an improvement and then a slight dip in attendance for PP children last year. There continues to be a gap in attendance for PP children, particularly in persistent absenteeism which the school will continue to try to eliminate.

	21/22	22/23	23/24	24/25	25/26
PP Attendance	92.25%	93.72%	95.98%	95%	93.8%
NPP Attendance	94.25%	95.79%	98.76%	96.5%	96.3%
PP Persistent Absenteeism	22%	18%	12%	12.2%	17.5%
NPP Persistent Absenteeism	12%	6.3%	4.2%	4.5%	4.7%

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. ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities (clubs, musical instruments, school representation and recognition) particularly among disadvantaged pupils
Systematic Synthetic Phonic knowledge and reading fluency and prosody improves for all children but particularly disadvantaged children.	Phonics Tracker/Phonics Screening and various Reading Tests show improvement in knowledge and application of phonic skills.
The gap in attainment between pp and non pp children reduces with 80% or more meeting expected standardised scores or higher.	Children who are below age-related expectations have increased their standardised scores and 80% have met standardised scores.
That disadvantaged pupils' attendance to return to 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD on SEND and Inclusion; KS1 Adapting to Speech and Language, Communication and Autism KS2 Cognition and Development	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send The EEF Guide to Inclusive Teaching	4
Continue to have MBUTA meetings weekly to ensure deployment and support is at its most effective.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4
Robust half-termly analysis of phonics results and provision by Lit and Phonics and EYFS lead to ensure progress. Phonics Quality Assurance half termly. (25-28) Phonics lessons quality assurance twice half termly (phase based) Robust half termly analysis of Reading Fluency and Reading Interventions by Literacy lead. Continued and iterative training for Teachers and TAs in Reading Fluency/ Maths Mastery by Literacy and Maths Lead. (25-28). CPD Writing moderation Meetings half termly with Literacy Lead and Senior Assistant Head	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 The EEF Guide to Reading Comprehension 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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

Time allocated for year groups to make amendments to Writing Curriculum alongside Literacy Lead in response to Writing Moderation. Literacy Lead to continue soft monitoring in Leadership time. Regular writing staff meetings in line with Writing Implementation Plan - designed to support disadvantaged pupils. (25-28). Literacy Lead supporting Year 3 writing by planning, co planning and QA throughout the year. Year 1 attending Sentence to Scribble CPD to add transcription and support development of improvement Early Writing pathway. Continued monitoring of reading opportunities and reading attainment by Literacy Lead. EYFS Talk Team continue to support WELLCOMM Amber and Red pupils. Interactive Reading with Volunteer. Maths leads to have weekly morning leadership time to support maths across the school in line with Maths Implementation Plan (25-	https://numbersensemaths.com/blog-and-research/mathematical-routines-in-year-1	

28). Extra quality assurance for Year 3 Maths. Use of diagnostic tool SANDWELL in Maths to identify particular gaps trained by SENCO. Continue to track Maths Fluency – Number Sense and implement intervention in response. CPD on set plays – waiting time/show me/stretch it/no opt out/thinking time. All disadvantage children to have ISPS to recognise adaptations and involvement in school life/enrichment. Assess Plan Do Review QA. Regular reading screening with YARC and Reading Speeds. Weekly MBUTA time used to discuss disadvantage barriers and attainment. Continuous CPD programme of SEND training throughout year; liaison with outside agencies including the Norfolk Inclusion Team. Class Teachers given time half termly to writing conference with disadvantaged children. PP Lead to monitor learning half termly adaptations in line with ISPs.		

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

Budgeted cost: 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality support from TAs in class and support groups and offer in-house CPD	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF 3 tier approach. 1) Teaching 2) Targeted Academic Support 3) Wider Strategies	4
Small Group pre-teaching and 'scoop and group' in adaptive teaching	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF guidance is based on a range of the best evidence available https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	4
Provide boosting and extra support for disadvantaged children in KS2 to reach ARE and/or targets using forensic analysis of tests and pupil progress meetings.	EEFS Guide to Pupil Premium 3 tiered approach 1) Teaching 2) Targeted academic support 3) Wider strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attainers, particularly disadvantaged pupils.	4
Provide high quality support for learning in Reception and Year 1 through a continued	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1

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. Ensure that a robust tracking system of interventions is maintained and reviewed regularly. Timetabling of The Talk and The Nest Support from Lead up to Year 6. This support continues into KS2 with Wellcomm Primary Assessment and support.		

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

Budgeted cost: £25,800

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.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning Maslow's Hierachy of Needs – pupils learn best when their emotional needs are met.	2
Parent Support Workers (Rowena Cove) to support children and families 1 day a week. Drop-Ins, planned appointments, EHAPS, FSPS, home visits.	EEF – lack of parental engagement in learning is a key indicator in underachievement of young people. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2
2 x half termly meetings to discuss and challenge behaviour and pastoral needs.	https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	2
Behaviour Lead support: To provide training. TAs given time to access The Nest as CPD. Boxall Profiles used to identify support for regulation, support in	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2

Behaviour Plans. Use of The Nest.		
2 x half termly 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
Educational Psychologist Assessments	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2, 4
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: £ 55,800

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.

		Year 6 25-26					
Subject	**Number of PP pupils**	**TA SATS attacined (NPP) 26**	**TA attained (NPP (Year 5) attained) 25**	**TA attained (NPP (Year 4) attained) 23-24**	**TA attained (Year 3) (NPP attained) 22-23**	**SATS attained (Year 2)(NPP attained 21-22**	
Reading	7	43% (84%)	50% (87%)	33% (79%)	43% (84%)	33% (69%)	
Writing		29% (81%)	63% (85%)	44% (82%)	29% (80%)	33% (69%)	
Maths		43% (82%	25% (85%)	44% (83%)	43% (82%)	33% (69%)	
		Year 5 25-26					
Subject	**Number of PP pupils**	**TA attained (Year 5) (NPP attained)26**	**TA attained (Year 4) (NPP attained 24-25**	**TA attained (Year 3) (NPP attained) 23-24**	**SATS attained (Year 2) (NPP attained) 22-23**	**TA attained (Year 1)(NPP attained 21-22**	
Reading	7	71% (91%)	71% (82%)	33% (74%)	75% (73%)	50% (67%)	
Writing		86% (89%)	71% (75%)	57% (68%)	75% (74%)	50% (69%)	
Maths		71% (83%)	57% (79%)	28% (64%)	75% (75%)	50% (80%)	

		Year 4 25-26				
Subject	**Number of PP pupils**	**TA attained (Year 4) (NPP attained)26**	**TA attained (Year 3) (NPP attained) 24-25**	**TA attained (Year 2) (NPP attained) 23-24**	**TA attained (Year 1) (NPP attained) 22-23**	
Reading	6	60% (89%)	83% (81%)	83% (84%)	40% (60%)	
Writing		60% (66%)	50% (57%)	33% (77%)	40% (66%)	
Maths		80% (83%)	67% (83%)	50% (83%)	80% (83%)	
		Year 3 25-26				
Subject	**Number of PP pupils**	**TA attained (Year 3) (NPP attained) 26**	**TA attained (Year 2) (NPP attained) 24-25**	**TA attained (Year 1) (NPP attained) 23-24**		
Reading	7	57% (89%)	43% (91%)	17% (72%)		
Writing		14% (63%)	29% (79%)	33% (74%)		
Maths		29% (84%)	43% (91%)	50% (83%)		
		Year 2 25-26				
Subject	Number of PP Pupils	**TA attained (Year 2) (NPP**	TA attained (Year 1) (NPP	ELG Attained (NPP Attained)		

		attained)26	attained) 24-25			
Reading	5	60% (87%)	0% (71%)	ELG 43% (76%)		
Writing		60% (78%)	20% (69%)	29% (69%)		
Maths		60% (82%)	40% (85%)	29% (75%)		
		Year 1 25-26				
Subject	**Number of PP pupils**	**TA attained (Year 1) (NPP attained)26**	**ELG attained (NPP attained)**			
Reading	**5**	**40% (75%)**	**50% (72%**			
Writing		40% (69%)	50% (75%)			
Maths		80% (81)	0% (81%)			
Phonics		80% (92%)				
		EYFS 25-26				
Subject	**Number of PP pupils**	**ELG attained (NPP attained)**				
Reading	**4**	**75% (85%)**				
Writing		**75% (84)**				
Maths		**25% (87%)**				

The assessment information presented above provides a clear indication of the areas requiring continued focus to ensure that the attainment and progress of disadvantaged pupils are at least in line with those of their peers. Across the majority of year groups, outcomes for pupils eligible for Pupil Premium funding have shown a positive trend, with attainment percentages increasing year-on-year across core subjects.

Although the support implemented for disadvantaged pupils in Year 6 was comprehensive and of a high quality, the cohort presented with multiple and complex barriers to learning. A significant proportion of pupils experienced dual or multiple disadvantages, including additional educational needs and wider contextual factors, which impacted upon outcomes. Consequently, Key Stage 2 SATs attainment for disadvantaged pupils in 2025-2026 was lower than that achieved by previous Year 6 cohorts. Despite this, pupils made individual gains from their starting points and benefitted from targeted academic, pastoral and wellbeing support. Current cohort data and internal assessments indicate that outcomes for disadvantaged pupils in 2026-2027 are likely to be significantly stronger.

Ongoing assessment and monitoring have identified speech, language and communication as a continuing area of need within the Early Years Foundation Stage. In response, targeted interventions and enhanced provision have been implemented to develop pupils' vocabulary, communication skills and confidence. Alongside this, there has been a sustained focus on improving pencil grip, fine motor development and the automaticity of transcription skills to strengthen early writing outcomes and readiness for learning.

Assessment findings have also informed curriculum and organisational developments within Lower Key Stage 2. Adjustments have been made to timetabling, teaching approaches and intervention provision in Mathematics, Reading and Writing to better address identified learning needs. In Year 3 particularly, bespoke adaptations to the teaching of Writing and Mathematics have been introduced to ensure that the curriculum is appropriately matched to pupils' starting points and learning profiles. These changes are intended to accelerate progress, close attainment gaps and secure stronger outcomes for disadvantaged learners over time.

Through regular assessment, careful monitoring and targeted deployment of Pupil Premium funding, the school remains committed to reducing barriers to achievement and ensuring that disadvantaged pupils are equipped to achieve their full academic and personal potential.

This document has been quality assured by the Deputy Director of Norfolk Research School.

Mrs Claire Furness

Senior Assistant Headteacher and Pupil Premium Champion