

Pupil premium strategy statement St. Francis' Catholic Primary School 2025-2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	9/104=8.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 to 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	S.Deakin
Pupil premium lead	S.Deakin
Governor / Trustee lead	M.Blair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£13,935
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£13,935

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all children, irrespective of their background or the challenges they face, develop into confident, resilient and determined learners prepared for the next stages in their learning. We hold high aspirations and are ambitious for all learners in all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including securing excellent 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 and young carers. Pastorally, we know our families and children well and swift action is taken to identify and support all children who have barriers to learning throughout their time with us. We use our partner agencies and specialist teachers to support children with barriers to learning and include all within our curriculum enrichment opportunities.

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.

Once we have assessed the performance of our disadvantaged pupils against national benchmarks, we examine what could be hindering the attainment and progress of those pupils who are below age-related expectations or any higher attainers who could be extended further. This will involve diagnosis of academic challenges, for example, identifying which pupils require additional support to develop literacy skills and in which specific areas.

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

We consider:

- attendance data and levels of persistent absence, including internal absence from lessons;
- attainment and programmes data;
- teacher feedback on pupils' levels of engagement and participation;
- behaviour incidences and exclusions data;
- pupil and parent/carer feedback;
- reviews of pupil learning and social interaction;
- information on wellbeing, mental health, and safeguarding; and
- information on access to technology and curricular materials.

We will consider all the challenges faced by our vulnerable pupils. The activities we have outlined in this statement are 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.

As a school, we keep a live database to monitor our pupil premium children's needs, progress, attainment, social, emotional and mental health needs and to track attendance. This is centralised and supports our senior leadership conversations in supporting the right support for our children.

Our strategy supports:

- Closing the attainment gap between disadvantaged pupils and their peers

- Ensuring all children receive quality first teaching each lesson
- Providing targeted academic support for children who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external assessments indicate that reading attainment among some disadvantaged pupils is below that of non-disadvantaged pupils. Writing and GPS was 100% expected for disadvantaged with 50 Greater depth for GPS in KS2 SATs.</p> <p>At the end of Key Stage 2, 50% achieved expected level. This gap remains steady to the end of KS2.</p>
2	Limited access to extra-curricular and enrichment clubs – our pupil surveys indicate that a high percentage of our pupil premium eligible children do not access extracurricular clubs and activities.
3	Internal and external assessments indicate that maths attainment among some disadvantaged pupils is below that of non-disadvantaged pupils. At the end of Key Stage 2, 50% achieved expected level.
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional and mental well-being support is necessary for a growing number of pupils</p> <p>SLT referrals for support remain relatively high. 78% currently require additional support with social and emotional needs, receiving small group interventions and specialist SEMH teacher support from the Inclusion Hub.</p>

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
The social and emotional needs of PP children are met so that they can thrive in the playground; in the classroom, home and make the transition to the next stage of their education successfully.	<p>PP children interacting well within social groups. PP children becoming more independent, resilient and confident over time. PP children able to share feelings and emotions with school staff.</p> <p>Experienced professionals work with our children to develop emotional literacy and resilience, supporting with counselling packages and family support.</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Increased opportunities and aspirations for PP children.	<p>Increasing range and take up of opportunities offered. Increase in self-esteem/self-belief of identified PP children.</p> <p>Increasing take up of opportunities offered</p>

	<p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Increase in self-esteem/self-belief of identified PP children</p> <p>PP children will enjoy music provision offered and develop their confidence through music and arts.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1,3
Quality first teaching CPD for teaching staff including metacognition, key learning,		1,3,

sticky learning and assessment	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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: Mathematics guidance: key stages 1 and 2</p> <p>Mrs Rossall to continue engagement with the NW Maths Hub, team teaching and monitoring maths as subject lead.</p> <p>Whiterose maths training for all staff throughout the year contributes to teaching styles and CPD.</p>	3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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 Teaching and Learning Toolkit EEF</p>	1
<p>Sequential and cyclical teaching including CPD and use of assessment to ensure knowledge is retained.</p> <p>To develop metacognition in the classroom.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p> <p>Rosenshine's Principles as part of our School Development Plan</p>	1,2,3

	Professional discussions Formative and summative assessment. Ofsted research review series for all subjects	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 Teaching and Learning Toolkit EEF	1

<p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions</p> <p>Additional TA support in each class to ensure access for PP children to quality first teaching</p>	<p>There is strong evidence to enable the best use of teaching assistants to support and enhance what the teacher provides in class and to deliver high quality interventions where connections are made between everyday learning in class and the interventions provided by the TA. https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/teachingassistants/TA_Recommendations_Summary.pdf?v=1635870535</p> <p>Additional TA support in each class to ensure access for PP children to quality first teaching.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	1, 2, 3, 4
<p>In school interventions</p> <p>One to one /small group</p> <p>A wide variety of interventions</p>	<p>Targeted reading aloud and book discussion with young people explicitly extends children's vocabulary. Metacognition to be developed by the use of structured approach to reading comprehension</p> <p>Accelerated progress evidenced by teacher assessment and SATS</p> <p>EEF research</p>	1, 2, 3, 4

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Additional support staff for wellbeing support and to support children's confidence in lessons.</p> <p>Daily nurture check ins and work with families</p>	<p>There is strong evidence to enable the best use of teaching assistants to support and enhance what the teacher provides in class and to deliver high quality interventions where connections are made between everyday learning in class and the interventions provided by the TA.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/teachingassistants/TA_Recommendations_Summary.pdf?v=1635870535</p>	
<p>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</p> <p>Supporting social, emotional and behavioural needs through extracurricular activity-music lessons</p> <p>School purchases musical instruments for PP children and provides free weekly music lessons and school band/choir.</p>	<p>EEF</p> <p>School observations</p> <p>Ofsted research reviews</p> <p>Children's feedback</p> <p>Anna Freud wellbeing assessment</p> <p>Lists show a high percentage of children engaging in social activities and enrichment opportunities after school.</p> <p>Instruments purchased for children.</p>	2
<p>Designated adult for weekly drop ins and</p>	<p>Strong support for children with EHA plans and CFW service involvement</p>	4
<p>Breakfast club and meal provision</p>	<p>EEF</p> <p>Pupil voice</p> <p>Parent voice</p>	2,4
<p>REACH behaviour support</p>	<p>PP children able to share feelings and emotions with school staff</p>	4

Total budgeted cost: £13.610

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

EYFS:NA

Year 1 Phonics: 100% Pass

Key Stage 1:

50% PP children Age related

Key Stage 2:

100% GPS, 50% Reading, 50% Maths, 100% Reading

71% performed in the school band and confidently participated in concerts and productions out of school.

89% attend weekly choir sessions

89% attend Glee and take part in concerts and community events.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
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Weekly counselling, behaviour support and family support/home visits.	REACH behaviour support
NELI	Nuffield
Project X	Oxford University Press
Spelling support	Nessy Learning
Dyslexia support	BEAT dyslexia
Number mastery	NCTEM
Toe by Toe	Keda Cowling, Harry Cowling

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

2 children for after school club wellbeing provision

The impact of that spending on service pupil premium eligible pupils

Children attended additional after school club working alongside others and gaining access to social activities. Their wellbeing needs are being met in school.

