

# Pupil premium strategy statement – St Francis of Assisi Catholic School

This statement details our school's use of pupil premium (and recovery 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	139
Proportion (%) of pupil premium eligible pupils	55.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	Termly
Statement authorised by	Ann Naylor
Pupil premium lead	Ann Naylor/Claire Latham
Governor / Trustee lead	Cath Eglin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,570
Recovery premium funding allocation this academic year	£10,513
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£5,715 (Recovery Premium)
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£129,798

# Part A: Pupil premium strategy plan

## Statement of intent

At St Francis of Assisi Catholic School it is our aim to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that all pupils can achieve their full potential as long as the provision meets their needs. Using research conducted by EEF to support our strategy, we ensure that decisions about using our Pupil Premium funding consider common barriers to learning as well as contextual challenges.

Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that although all children have been impacted, disadvantaged pupils have fallen further behind. In this context, it is more important than ever to focus our efforts on what evidence tells us is most likely to be effective in diminishing this gap.

We have high expectations of all of our pupils and believe that this is key to achieving the highest possible standards. 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. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of the progress of all children and that gaps are closed between disadvantaged and non-disadvantaged pupils.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

School leaders will continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to EYFS in all areas

2	Poor language and communication skills
3	Attendance issues
4	Gaps in learning due to Covid disruption
5	Mental health and resilience affected by Covid disruption

## 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
Improve oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language
Progress in Reading	Achieve increased national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve increased national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve increased national average progress scores in Mathematics (0)
Phonics	Achieve national average expected standard in PSC
To achieve and sustain improved attendance	Sustained high attendance by 2024/2025 Whole school pupil absence to be under 5% and persistent absence to be under 15% to be more in line with national averages

## 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: £75,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to high quality CPD to ensure	<a href="#">Effective Professional Development   Education Endowment Foundation   EEF</a>	1,2,4

<p>systematic practice across the school.</p> <p>High quality teaching.</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>NPQ opportunities taken by staff where possible and appropriate (NPQLTD) as well as ongoing CPD through SHARES, LA and the Archdiocese.</p>	
<p>Retention of small class sizes and therefore high pupil:staff ratio.</p>	<p><b>Small class sizes +2mths</b></p> <p><a href="#">Small Class Sizes   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase as the number of pupils per teacher becomes smaller.</p>	1,2,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Nurture provision in place where appropriate.</p> <p>Pupil Support Worker working with small groups/1-1.</p>	<p><b>Social and Emotional Learning +4mths</b></p> <p><a href="#">EEF Social and Emotional Learning.pdf (EEF)</a></p> <p>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)</p>	5
<p>Embed the <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. (Bug Club Phonics)</p>	<p><b>Phonics +5 mths</b></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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.</p>	1,4
<p>Teachers and support staff to develop and plan for maximising communication and language.</p>	<p><b>Oral language interventions +6mths</b></p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	1,2,4

	<p>inexpensive to implement with high impacts on reading:</p>	
<p>Maths Mastery approach embedded across school from Reception to Year 6.</p>	<p><b>Mastery learning +5mths</b>  <a href="#">Mastery Learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p>	<p>1,4</p>
<p>Focus on teaching Reading across school. Purchase of quality reading materials for all year groups.</p>	<p><b>Reading comprehension strategies +6mths</b>  <a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups.</p>	<p>1,2,4</p>

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

Budgeted cost: £51,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide tuition from an Academic Learning Mentor to pupils whose education has been most impacted by the pandemic.</p>	<p><b>Small groups tuition +4 mths</b>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>            Evidence shows that small group tuition is effective. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. School uses the ratio 1:3 as a model of best practice when carrying out tuition led by the Mentor.</p>	<p>1,2,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils needing further support.</p>	<p><b>Phonics +5 mths</b>  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>            Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	<p>4</p>
<p>Structured group interventions across all year groups 1-6.</p>	<p><b>Interventions +4 mths</b>  <a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>            Teaching assistants can provide a large positive impact on learner outcomes where teaching assistants are trained to deliver an intervention to small groups or individuals.</p>	<p>1, 2, 4</p>
<p>Speech and language intervention for small groups and 1-1 (NELI, Wellcomm)</p>	<p><b>Oral language interventions +6mths</b>  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>            The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.            Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	<p>1,2,4</p>

Behaviour interventions in order to maximise access to the curriculum for those children requiring them.	<p><b>Behaviour interventions +4mths</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance.</p> <p>Member of SLT to oversee attendance.</p> <p>Involvement of PAST (SLA) to support school with PA</p> <p>SHARES Attendance Project</p> <p>Families supported to enable regular attendance ie free school uniform for new starters, free book bags etc.</p>	<p>Embedding the principles of the DfE's <a href="#">Working together to improve school attendance</a> advice will significantly reduce levels of absence thus ensuring use of Pupil Premium funding will not be undermined.</p>	1,2,3,4,5
<p>Mental Health Support: Trained Mental Health Champion/Pupil Support Worker to improve the mental health of our pupils and increase their readiness to learn.</p>	<p><b>Social and Emotional Learning +4mths</b></p> <p><a href="#">EEF Social and Emotional Learning.pdf (EEF)</a></p> <p>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)</p>	1,2,4,5

Enhancement of cultural capital within and outside of the curriculum.	<a href="#">EEF  Arts Education Review</a> EEF state that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Arts education itself directly improves pupil attainment.	1,2,4,5
Enhancement of PE curriculum to include wellbeing strategies such as Mindful Movement.	<b>Physical activity +1mth</b> <a href="#">Physical activity   Toolkit Strand   Education Endowment Foundation   EEF</a> Physical activity has important benefits in terms of health, wellbeing and physical development. There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £141,539**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 Key Stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish Key Stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from KS1 and KS2 tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2021/22 was above LA and national outcomes despite the ongoing impact of COVID-19. This suggests that some of the approaches we used to boost outcomes for disadvantaged pupils had the impact we anticipated.

KS1 2021-2022 (DISADVANTAGED)	Reading (Exp+)	Writing (Exp+)	Maths (Exp+)
School	71.4%	78.6%	78.6%
LA	47.5%	36.7%	47.9%
England	51.6%	41.4%	52.2%

KS2 2021-2022 (DISADVANTAGED)	Reading (Exp+)	Writing (Exp+)	Maths (Exp+)	GPS (Exp+)
School	80%	60%	73.3%	60.0%
LA	59.8%	52.5%	51.8%	57.2%
England	62.2%	55.5%	56.3%	58.6%

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. Mental health and well-being remains a focus for our school.

## Externally provided programmes

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

Programme	Provider

## 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***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

We have utilised the Department for Education [grant](#) (DfE) of £1,200 for eligible state-funded schools and colleges in England to train a senior mental health lead to develop and implement a whole school or college approach to mental health and wellbeing. This training is not compulsory, but it is part of the government's commitment to offer this training to all eligible schools and colleges by 2025.