

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

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	112 R-Y6 30 (Pre-School)
Proportion (%) of pupil premium eligible pupils	58% (R-Y6)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	Ann Naylor
Pupil premium lead	Ann Naylor
Governor / Trustee lead	Alan Horridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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>	£128,375

## Part A: Pupil premium strategy plan

### Statement of intent

At St Francis of Assisi Catholic School, our aim is to ensure that no pupil is disadvantaged because of their socio-economic context. We believe that every child can achieve their full potential when the provision is tailored to meet their needs.

Our Pupil Premium strategy is informed by research from the Education Endowment Foundation (EEF), ensuring that decisions about funding address common barriers to learning as well as contextual challenges. We also recognise that some pupils receiving Pupil Premium funding may be higher attaining and require appropriate challenge to reach their full potential.

We have high expectations of all pupils, as we believe this is key to achieving the highest possible standards. High-quality teaching sits at the heart of our approach, with targeted support in areas where disadvantaged pupils need it most. This strategy not only helps close the attainment gap but also benefits all learners across the school. To achieve this, all teaching staff are involved in analysing data and identifying pupils, ensuring they are fully aware of progress and committed to closing gaps between disadvantaged and non-disadvantaged pupils.

In making provision for socially disadvantaged pupils, we acknowledge that not all pupils who receive free school meals are socially disadvantaged, and not all socially disadvantaged pupils qualify for free school meals. We therefore reserve the right to allocate Pupil Premium funding to support any pupil or group of pupils identified as being socially disadvantaged.

School leaders will continually monitor and evaluate the impact of the Pupil Premium strategy, adapting our approach whenever necessary to ensure the best outcomes for all pupils.

### Likely 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 in disadvantaged pupils
5	Poor mental health and a lack of resilience

## 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 2026/2027 Whole school pupil absence to be under 5% and persistent absence to be under 15% to be more in line with national averages
Increased levels of resilience in pupils	Children are equipped with the skills that allow them to become more confident and resilient

## 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: £88,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to high quality CPD to ensure systematic practice across the school.</p> <p>High quality teaching.</p>	<p><a href="#">Effective Professional Development   Education Endowment Foundation   EEF</a></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 as well as ongoing CPD through SHARES, LA and the Archdiocese.</p> <p>School engagement with Maths and English Hubs and the Early Years Professional Development Programme.</p>	1,2,4
<p>To continue to 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="#">Improving Social and Emotional Learning in Primary Schools   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> consistently 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>EEF/LANCS Communication and</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>Language in the Early Years Project.</p> <p>SHARES Oracy Project</p>	<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></p> <p><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 +7mths</b></p> <p><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: £33,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted structured small group and 1-1 interventions.</p> <p>Past engagement 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></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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 ratio1:3 as a model of best practice when carrying out tuition led by the Mentor.</p>	1,2,4
<p>Additional phonics sessions targeted at disadvantaged pupils needing further support.</p>	<p><b>Phonics +5 mths</b></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	4
<p>Structured group interventions across all year groups 1-6.</p>	<p><b>Interventions +4 mths</b></p> <p><a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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>	1, 2, 4
<p>Speech and language intervention for small groups and 1-1 (NELI, Wellcomm)</p>	<p><b>Oral language interventions +6mths</b></p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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.</p>	1,2,4

	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	
Behaviour interventions in order to maximise access to the curriculum for those children requiring them.	<p><b>Behaviour interventions +3mths</b></p> <p><a href="http://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

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

Budgeted cost: £16,432

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>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="#">Improving Social and Emotional Learning in Primary Schools   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

<p>Enhancement of cultural capital within and outside of the curriculum.</p>	<p><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.</p>	<p>1,2,4,5</p>
<p>Enhancement of PE curriculum to include wellbeing strategies such as Mindful Movement.</p>	<p><b>Physical activity +2mths</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.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £138,941**

## 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 2024/25 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

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.

When planning, teaching and assessing, disadvantaged pupils are highlighted. Interventions have taken place and teachers have analysed data to discuss at pupil progress meetings and to share with governors.

School works closely with the LA Attendance Officer in order to improve the attendance of identified families including those who are disadvantaged.

Y1 2023-2024 (DISADVANTAGED)	Phonics
School	57.1%
LA	64.2%
England	68.4%
Y1 2024-2025 (DISADVANTAGED)	Phonics
School	70%
LA	61.9%
England	66.7%

KS1 2023-2024 (DISADVANTAGED)	Reading (Exp+)	Writing (Exp+)	Maths (Exp+)
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School	55.6%	44.4%	77.8%
LA	52.8%	43.5%	55.5%
England	58.4%	48.6%	59.0%
KS1 2024-2025 (DISADVANTAGED)	Reading (Exp+)	Writing (Exp+)	Maths (Exp+)
School	42.9%	28.6%	71.4%
LA	53.0%	45.3%	54.8%
England	58.8%	49.9%	59.8%

KS2 2023-2024 (DISADVANTAGED)	Reading (Exp+)	Writing (Exp+)	Maths (Exp+)	GPS (Exp+)
School	64.3%	71.4%	64.3%	64.3%
LA	60.5%	55.7%	56.5%	57.1%
England	62.0%	58.0%	59.0%	59.0%
KS2 2024-2025 (DISADVANTAGED)	Reading (Exp+)	Writing (Exp+)	Maths (Exp+)	GPS (Exp+)
School	15.8%	15.8%	15.8%	21.1%
LA	58.9%	54.4%	57.5%	56.8%
England	72.0%	70.0%	74.0%	75.0%

## 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

## 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**

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*