

Pupil premium strategy statement St Francis CofE Primary School and Nursery

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	217
Proportion (%) of pupil premium eligible pupils	12% (25 pupils)
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)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jess Mattocks
Pupil premium lead	Steph Hurved
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,875

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£37,875

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Plan (3-Year Framework)

1. Statement of Intent

At our school, we are committed to ensuring that every child, regardless of background, has the opportunity to thrive academically, socially, and emotionally. We recognise that disadvantaged pupils may face additional barriers to success, and our strategy ensures targeted support is in place to address these challenges and close the attainment gap.

Our ultimate objective is that disadvantaged pupils:

- Achieve at least in line with national expectations in reading, writing, and mathematics.
- Develop a love of learning and the resilience to persevere.
- Experience high levels of attendance, engagement, and wellbeing.
- Access a broad, rich curriculum and enrichment opportunities to build cultural capital.
- Leave our school fully prepared for the next stage of education, equipped with the skills, confidence, and ambition to succeed.

Our approach is rooted in evidence-based practice and tailored to the needs of our pupils and community. It is underpinned by the principles of high expectations, early intervention, and sustained support.

2. Challenges

We have identified the following key barriers faced by disadvantaged pupils:

1. Attainment gaps in reading, writing, and mathematics.
2. Language and communication delays, particularly on entry to school.
3. Attendance and punctuality issues that impact learning time.
4. Wellbeing and emotional needs that can affect behaviour and readiness to learn.
5. Limited access to enrichment opportunities and cultural experiences.
6. Parental engagement barriers in supporting learning at home.

3. Intended Outcomes

By the end of the 3-year strategy, we intend to:

- Narrow the attainment gap so that disadvantaged pupils achieve outcomes at least in line with peers nationally.
- Improve oral language and communication skills across EYFS and KS1.
- Raise attendance for disadvantaged pupils to be in line with school averages.
- Ensure disadvantaged pupils demonstrate improved wellbeing, resilience, and behaviour.
- Provide access to a wide range of enrichment activities, raising aspirations and broadening horizons.
- Strengthen parental engagement to better support learning at home.

4. Implementation Plan

A. Teaching and Learning

- Prioritise high-quality first teaching, with targeted CPD on adaptive teaching, feedback, and inclusive practice.
- Use rigorous assessment to identify gaps and inform planning.
- Embed phonics and reading interventions to accelerate early literacy.
- Strengthen maths mastery approaches to deepen understanding.

B. Targeted Academic Support

- Deploy evidence-based interventions (small group tuition, 1:1 support) for identified pupils.
- Provide speech and language support in EYFS/KS1.
- Use structured, monitored interventions for pupils not meeting age-related expectations.

C. Wider Strategies

- Invest in pastoral care, mentoring, and counselling to support wellbeing.
- Implement an attendance strategy with early identification and intervention for persistent absence.
- Ensure access to enrichment (clubs, trips, music, cultural events) to build confidence and aspiration.
- Strengthen parental engagement through workshops, communication, and support with home learning.

5. Monitoring and Evaluation

- Half-termly reviews of pupil progress and intervention impact.
- Termly Pupil Premium reports to governors.
- Pupil voice surveys to measure wellbeing and engagement.
- Attendance tracked weekly, with swift action taken for concerns.
- Annual review of strategy to ensure funding is directed where it makes the most difference.

6. Measuring Impact

Impact will be measured through:

- End of Key Stage attainment and progress outcomes.
- Internal tracking of reading, writing, and mathematics attainment.
- Phonics screening, multiplication check, and SATs results.
- Improved attendance figures.
- Behaviour logs showing reduced incidents and improved engagement.
- Participation rates in enrichment activities.
- Parental engagement levels in school events and workshops.

7. Key Principles

- Equity, not equality: providing additional support where needed.
- Evidence-informed practice: guided by EEF research and school data.
- Whole-child approach: addressing academic, social, and emotional needs.
- Sustainability: building capacity through staff development and systemic approaches.
- High aspirations: ensuring disadvantaged pupils are given every opportunity to achieve excellence.

3 Year Strategy 2025 - 2028

Year	Focus Areas	Key Milestones
2025–26	Secure consistency in phonics teaching. Embed new maths scheme. Launch StepLab coaching and pupil mentoring.	90% disadvantaged pupils meet Year 1 phonics threshold. Maths scheme embedded across all year groups. Coaching cycles established.
2026–27	Extend phonics success into reading/writing fluency. Deepen maths reasoning and problem-solving. Strengthen subject leader roles in non-core subjects.	KS1 disadvantaged pupils reading fluently. KS2 disadvantaged pupils show strong progress in maths reasoning. Subject leaders publish progression maps.
2027–28	Sustain strong phonics and reading. Focus on writing outcomes across KS2. Subject leaders fully embedded. StepLab supports leadership development.	KS2 disadvantaged writing outcomes match national averages. Coaching model extended to middle leaders. Strong curriculum monitoring in all subjects.

Challenges

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

Challenge number	Detail of challenge
1	Reading: Quality First Teaching & Targeted Intervention
2	Implement a New Writing Scheme of Work
3	High-Quality Teaching & Assessment Across the Curriculum
4	Mentoring & Coaching Using StepLab
5	Incidentals

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
<p>Closing the attainment gap</p> <ul style="list-style-type: none"> Raise the academic achievement of disadvantaged pupils so they perform in line with (or better than) their peers. 	<ul style="list-style-type: none"> Disadvantaged pupils' attainment in reading, writing, and maths matches or exceeds national averages. The gap between disadvantaged pupils and non-disadvantaged peers within school is narrowed year on year.
<p>Improved progress across subjects</p>	<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress, with a significant proportion making better-than-expected progress.

<ul style="list-style-type: none"> • Ensure disadvantaged pupils make good or better progress in core subjects (reading, writing, maths) as well as the wider curriculum. 	<ul style="list-style-type: none"> • Internal assessments and tracking show improved outcomes across the wider curriculum, not just English and maths.
<p>Equality of opportunity</p> <ul style="list-style-type: none"> • Provide access to enrichment, cultural capital, and experiences that pupils might otherwise miss (trips, clubs, arts, sports). 	<ul style="list-style-type: none"> • All disadvantaged pupils have access to enrichment activities (clubs, trips, cultural visits). • Uptake rates for extracurricular opportunities among disadvantaged pupils are at least in line with peers.
<p>Improved wellbeing and engagement</p> <ul style="list-style-type: none"> • Support pupils' social, emotional, and mental health needs to remove barriers to learning. 	<ul style="list-style-type: none"> • Pupil surveys show improved wellbeing and confidence. • Reduction in referrals for behaviour or social/emotional support. • Increased participation and engagement in lessons (measured through observations and work scrutiny).

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.

Priority One: Reading; Quality First Teaching & Targeted Intervention

Budgeted cost: £ 11,883.50

Activity	Evidence that supports this approach	Funding Allocated	Monitoring/ Success Criteria
CPD and refresher training to ensure fidelity to chosen phonics scheme.	EEF research shows systematic phonics has strongest evidence for early reading.	£2,000	Lesson visits, staff feedback, phonics assessments.
Purchase/update of phonics resources (decodable books, sound mats, intervention packs).	Ensures disadvantaged pupils access high-quality, decodable texts.	£1,500	Pupil progress data, book audits, phonics screening outcomes.
Daily small-group or 1:1 phonics interventions led by trained TAs.	Targeted support shown by EEF to accelerate progress.	£6,000	Half-termly phonics assessment data, intervention tracking.
Ongoing assessment to track gaps and adapt interventions.	Ensures provision matches pupil needs.	£1,000	Intervention records, data analysis.
<p>Lexia Core5 Reading Intervention: personalised, adaptive programme to improve phonics, fluency, vocabulary, and comprehension. Used regularly in school and at home, with teacher dashboards for targeted support.</p>	<p>EEF guidance highlights the importance of high-quality, targeted literacy interventions. Lexia provides ongoing assessment and scaffolding, enabling precise support for struggling readers. Research shows adaptive programmes accelerate reading progress for disadvantaged pupils.</p>	<p>£1,383.50</p>	<p>Teachers track usage and progress through Lexia's online dashboard.</p> <p>Termly assessments measure reading age and standardised scores.</p> <p>Impact evaluated by comparing disadvantaged Lexia users with peers.</p> <p>Reading attainment and engagement monitored through class data, surveys, and pupil voice</p>

Priority Two: Implement a new English scheme of work

Budgeted cost: £3,054

Activity	Evidence that supports this approach	Funding Allocated	Monitoring/Success Criteria
<p>Purchase and implementation of new English curriculum mapped to ambitious texts and cultural capital.</p>	<p>EEF (Education Endowment Foundation) identifies high-quality teaching, vocabulary development, and exposure to challenging texts as key drivers for disadvantaged pupils' progress.</p> <p>Research shows that broadening cultural capital improves comprehension, motivation, and engagement.</p>	<p>£1,054</p>	<p>Lesson observations and book looks focusing on pupil engagement with ambitious texts.</p> <p>Tracking reading outcomes, progress in comprehension, and vocabulary acquisition.</p> <p>Pupil voice surveys to assess cultural exposure and enjoyment.</p> <p>Improved attainment and progress in reading and writing for disadvantaged pupils.</p> <p>Evidence of enriched vocabulary and cultural knowledge in pupils' work.</p> <p>Positive feedback from pupils on text engagement and confidence in English.</p>

CPD for staff on effective teaching of reading comprehension and extended writing.		£2,000	
--	--	--------	--

Priority Three: High-Quality Teaching & Assessment Across the Curriculum

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Funding Allocated	Monitoring/Success Criteria
Whole-school CPD to embed new maths scheme.	Mastery approaches close disadvantage gap (EEF).	£2,500	Staff confidence surveys, lesson monitoring.
Purchase manipulatives and resources to support disadvantaged pupils.	Practical tools enhance conceptual understanding.	£2,000	Maths assessments, pupil voice.
Release time for subject leaders in non-core subjects.	Leadership capacity vital for curriculum depth.	£6,000	Subject leader reports, curriculum monitoring.
CPD for subject leaders (foundation subjects).	Deepens knowledge and ensures progression for disadvantaged pupils.	£2,500	CPD records, pupil outcomes in wider curriculum.
Development of knowledge organisers and retrieval practice strategies.	Supports memory and vocabulary for disadvantaged pupils.	£2,000	Pupil books, lesson visits, pupil voice.

Priority Three: Mentoring & Coaching Using StepLab

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Funding Allocated	Monitoring/Success Criteria
StepLab subscription for structured coaching platform.	Evidence shows coaching improves teacher quality, greatest impact on disadvantaged pupils.	£2,000	StepLab engagement data, staff feedback.
Release time for staff mentors/coaches.	Time investment ensures consistent coaching cycles.	£4,000	Appraisal outcomes, lesson monitoring.
Training for staff mentors.	Builds capacity for sustainable coaching model.	£1,500	CPD evaluations, coaching logs.

Priority Four: Incidentals

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Funding Allocated	Monitoring/Success Criteria
School Trips and Residentials: A portion of the pupil premium funding is allocated to covering the costs of school trips and residential experiences. This ensures that all children, regardless of financial background,	Research from the Education Endowment Foundation (EEF) suggests that enrichment opportunities (like trips and	£3,000	Attendance records for PP pupils on trips (aim for 100% participation).

<p>can participate in these enriching activities.</p>	<p>cultural capital experiences) can positively influence engagement, aspirations, and social skills.</p> <p>Ofsted highlights the importance of cultural capital and equal access to broad experiences in raising outcomes for disadvantaged pupils.</p> <p>Removing cost barriers ensures PP pupils are not excluded, which supports inclusion, confidence, and peer relationships.</p>		<p>Pupil voice surveys before/after (confidence, enjoyment, sense of belonging).</p> <p>Staff feedback on impact (engagement, curriculum links).</p> <p>Tracking whether participation supports engagement in linked curriculum work (e.g., quality of written reflections, projects).</p>
<p>Music Tuition: The funding supports access to music tuition, enabling pupils to explore and develop their musical talents without financial barriers.</p>	<p>EEF evidence suggests arts participation can have a positive impact on academic outcomes and wider skills (e.g., self-confidence, creativity, motivation).</p> <p>Music participation fosters discipline, resilience, and opportunities for performance, all of which contribute to pupil wellbeing and aspiration.</p> <p>Ensures equality of opportunity—many disadvantaged pupils might not otherwise access private tuition.</p>	<p>£2,000</p>	<p>Uptake rates of PP pupils in music tuition (target increased participation).</p> <p>Pupil voice (enjoyment, aspiration, confidence).</p> <p>Performance opportunities taken (assemblies, concerts).</p> <p>Teacher observations of increased confidence and engagement in school.</p> <p>Where relevant, assessment in music skills/grades.</p>

<p>One-Off Items: The funding is also used for one-off purchases such as clothing and essential resources. This ensures students have what they need to fully engage in school life, both academically and socially.</p>	<p>DfE and EEF highlight that addressing barriers to attendance and participation (such as uniform, PE kit, or learning equipment) is essential for disadvantaged pupils to engage fully.</p> <p>Removing these barriers reduces stigma and ensures equity of experience.</p> <p>Supports safeguarding and wellbeing by ensuring children feel included and confident.</p>	<p>£3,000</p>	<p>Records of requests granted (tracked discreetly).</p> <p>Attendance and punctuality data for PP pupils.</p> <p>Teacher feedback on readiness to learn (having correct uniform/equipment).</p> <p>Pupil voice on sense of inclusion and belonging.</p>
---	--	---------------	--

Total budgeted cost: £ 37,437

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:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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)

<i>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</i>
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.