



# St Francis CE Primary School & Nursery

## Pupil Premium Strategy Statement

2023 to 2025

This statement details our school's use of pupil premium to help improve the attainment of our disadvantaged children.

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 CE Primary School & Nursery
Number of children in school	225
Proportion (%) of pupil premium eligible children	11%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	17.7.23
Date on which it will be reviewed	7.7.24 and 7.7.25
Statement authorised by	Jess Mattocks
Pupil premium lead	Steph Hurved
Governor lead	Susan Pallister

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year based on 25 children	£41,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,010

# Part A: Pupil premium strategy plan

## Statement of intent

At St Francis, all members of staff and the governing board accept responsibility for socially disadvantaged children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. This reflects our vision of enabling all children to experience God's vision of 'Life in all its fullness' John 10:10 through being their best. We also strive to develop spirituality, ambition, and an appreciation of our diverse world for all.

## Challenges

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

Challenge number	Detail of challenge: in-school barriers
1	<b>Communication and Interaction</b> – our children's main areas of need are managing and regulating emotions and behaviours and understanding and using appropriate social/communication skills. Support needed includes emotion coaching including trusted adult or emotional support, development of strategies for regulating and managing emotions, development of social use of language and play based skills e.g., turn taking, problem solving, outcome-based intervention programmes.
2	<b>Cognition and Learning</b> – some of our children have moderate cognition and learning difficulties and require individual targets or a personalised curriculum. Some children also have difficulties with engagement and application of learning, requiring a higher level of support to enable them to engage in their learning. Support needed includes regular learning mentor input, outcome-based intervention programmes, adapted curriculum, visual and concrete resources, external agency support.
3	<b>Social, Emotional and Mental Health</b> – a significant proportion of our children require regular in school behaviour support. A much larger number require daily support with managing routines, expectations, and emotional regulation. Support needed includes some 1 to 1 support for behaviour management, SLT behaviour lead, de-escalation strategies, input from Beacon school support services, EP support, CAT support, behaviour plans, CPOMS behaviour tracking, and guidance recommended by Forward Thinking
4	<b>Physical/Sensory</b> – Some of our children have sensory processing difficulties which impact on their daily functioning. Support needed includes adult support as required, learning mentor support, sensory integration equipment, movement breaks.

Challenge number	Detail of challenge: external barriers.
5	<p>Access to and provision for external agency support including health and social care involvement.</p> <p>28% of disadvantaged children have SEND/learning difficulties requiring additional support through an EHCP or IEP.</p> <p>Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium children (93.1%) but we are aiming for 96%. Attendance for non-disadvantaged children is 98%. A slightly higher percentage of PP children are late to school than non-Pupil Premium children.</p> <p>21% of disadvantaged children have attendance of less than 90%, compared to 3.4% of non-disadvantaged children.</p> <p>42% of disadvantaged children have additional SEMH or safeguarding vulnerabilities.</p> <p>Pupils are still presenting with difficulties linked to development and mental health which correlate with the effects of covid. Pupils basic emotional and social needs may not be currently met due to family pressures and thus mean they are not able to make accelerated progress.</p>
6	Parental engagement and support.

## 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><b>1:</b> All staff are using a range of strategies to allow the children to develop a good understanding and application of appropriate social and communication skills which help to build resilience and emotional regulation.</p> <p>(Challenges 1 &amp; 3)</p>	<p>Support staff and teachers have a comprehensive timetable of CPD throughout the year, meeting the needs of key children.</p> <p>Individual needs are supported, and <b>adaptations</b> are made to meet individual social needs.</p> <p><b>Consistent</b> messages and expectations from all staff.</p> <p>Social issues are identified, and appropriate interventions are provided in partnership with <b>parents</b>.</p> <p>All staff consistently use <b>behaviour strategies</b> to de-escalate and support emotional/dysregulation needs.</p> <p>All staff use <b>restorative conversation</b> techniques to support children with understanding their actions and thinking about future choices.</p> <p>All staff model appropriate social interaction skills when possible.</p> <p>Children are using the school rules and speaking to each other in a respectful manner.</p> <p>Children can <b>take turns</b> when playing games and respond to each other in a calm positive manner.</p> <p>Children can identify and respond to problems such as bullying pro-actively, using strategies from KIVA lessons.</p>

	<p>The learning mentor uses <b>emotion coaching</b> to support key children.</p> <p>All children are screened using WELCOMM in Nursery and Reception to identify gaps in speech and language development by the communication champion who will then put interventions in place or make referrals.</p> <p>Teachers will deliver whole class listening and focus skill development programme</p> <p>The Learning Mentor will deliver specific social skill sessions to key children.</p> <p><b>Referrals</b> for further internal or external support with speech and language needs are made which are evidenced by implementation of additional support or interventions which are <b>tracked and evaluated</b>.</p>
<p><b>2:</b> The cognition and learning needs of the children are identified and shared through pupil progress meetings, SMART targets set and provision developed to allow for individual progress.</p> <p>(Challenge 2 – attainment and progress)</p>	<p>Challenge is given to multi agency providers and the SEN team to ensure EHCPs and IEPs reflect pupil need.</p> <p><b>Provision map</b> is used to evaluate intervention and pupil progress.</p> <p>Advice from external agencies is implemented to support individual children where appropriate.</p> <p><b>SMART targets</b> allow individual progress of children to be measured.</p> <p>Progress of all children including vulnerable groups is <b>tracked</b> through pupil progress meetings termly.</p> <p>Pupil voice is gained through learning walks and individually for IEP/EHCP targets. Summative assessment is used to identify specific areas of need for groups of children and interventions/teaching adapted to support progress.</p> <p>Planned environments and bespoke break out spaces which consider sensory and executive functioning barriers, allow children to access learning effectively.</p>
<p><b>3:</b> Children are engaged in their learning and demonstrate this through their actions, written work and verbal feedback.</p> <p>(Challenge 2 - engagement)</p>	<p>Children are <b>engaged and motivated</b> by a stimulating curriculum which is underpinned by a focus on <b>development of spirituality, ambition, an appreciation of diversity and SMSC opportunities</b>.</p> <p>Staff have increased opportunities to discuss, review and implement a range of <b>pedagogical</b> approaches relevant to all the children’ needs.</p> <p>All staff contribute to evaluation and future planning and development of the curriculum.</p> <p>Progress to individual pupil outcomes (linked to EHCP/IEP) is maximised.</p>
<p><b>4:</b> Emotional well-being and mental health for children is developed throughout school, encouraging self-regulation, positive self-esteem and appropriate behaviours.</p>	<p>A comprehensive support and training package is in place for all staff in relation to managing <b>emotions and behaviours</b>.</p> <p>Emotional well-being and mental health are delivered as an integral part of <b>CPD</b>.</p> <p>The curriculum is designed to incorporate teaching and learning about emotional well-being and mental health.</p>

(Challenge 3 & 4)	<p>Children are supported effectively to <b>reduce challenging behaviour</b> and <b>engage fully</b> in opportunities for learning and personal development, including use of <b>sensory integration</b> strategies.</p> <p>A range of external agencies support children and families with identified mental health needs.</p>
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## Activity in this academic year

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

## Teaching (including CPD, recruitment and retention)

Budgeted cost: £6,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality first teaching</b> To ensure quality of teaching and learning for Pupil premium children is consistently good across the school and over time.</p> <ul style="list-style-type: none"> <li>➤ CPD training schedule designed in response to monitoring, evaluation &amp; needs identified by staff delivered both in house and by external specialists</li> <li>➤ Walk-Thru training for all teachers</li> <li>➤ Beacon Behaviour support training for teaching staff</li> <li>➤ SENCO works with, and train staff to enable effective identification of needs, completion of EHCP and IEP targets &amp; tracking of interventions</li> <li>➤ Assessment Package</li> <li>➤ Subject Leader release for curriculum development; ensuring curriculum is well balanced and sequenced and allows for cultural development and real experiences.</li> </ul>	<p>Improvements in quality first teaching have the greatest impact on children' progress.</p> <p><a href="#">WELCOME — WalkThrus</a></p> <p><a href="https://www.suttontrust.com/research-paper/great-teaching/">https://www.suttontrust.com/research-paper/great-teaching/</a></p> <p>The EEF guide to supporting schools 2020-21: High quality assessment is essential</p>	<p>2,3</p> <p>1,2,3</p> <p>1,2,3,4</p> <p>1,2,3</p> <p>1,2,3,4</p> <p>1,2,3,4</p>
<p><b>TA CPD</b> To review current skills of TAs and further develop support staff to improve outcomes for pupil premium children</p>	<p>Noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources, such as TAs, without significant additional expenditure.</p>	<p>2,3</p>

<ul style="list-style-type: none"> <li>➤ Programme of CPD for TAs includes Maximising Practice of Teaching Assistants run by BEP</li> <li>➤ Training a TA in Lexia intervention</li> <li>➤ To upskill support staff with appropriate approaches and pedagogy to teaching interventions</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	
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## Targeted academic support (including one-to-one support, small group, structured interventions)

Budgeted cost: £18,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged children</p> <p>To ensure that disadvantaged children obtain the required attainment outcomes against their peers nationally, based on the Phonics Check, KS1, and across KS2</p> <ul style="list-style-type: none"> <li>➤ Work with English and Maths co-ordinators to ensure all progress scores for disadvantaged pupils are above zero at the end of KS2 in Reading, Writing and Maths</li> <li>➤ Teachers to track and work with SENCO and TAs to evaluate effectiveness of interventions</li> <li>➤ Tutor led maths programme 'Third Space Maths Learning'</li> </ul>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition#security">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition#security</a></p> <p>Studies in England have shown that children eligible for free school meals typically receive additional benefits from small group tuition.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2,3
<p>To raise the profile of and embed a culture of reading across the school</p> <ul style="list-style-type: none"> <li>➤ Co-ordinator to monitor and ensure regular reading opportunities are being seen</li> <li>➤ Daily reading for those who didn't reach ARE last year</li> <li>➤ To celebrate reading at home with a half termly award in assembly and by giving prizes of books</li> <li>➤ To provide an engaging range of decodable readers</li> </ul>	<p>Targeted reading strategies on average, reading comprehension approaches deliver an additional six months' progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>Targeted reading strategies. On average, reading comprehension approaches</p>	2,3

<ul style="list-style-type: none"> <li>➤ To analyse summative assessment data and identify the children who require catch up</li> <li>➤ To track book bands carefully in Y2 upwards and ensure progress is being made through phonic phases of decodable readers</li> <li>➤ To promote a love of reading throughout school</li> <li>➤ Reading and phonics training for staff on implementing the 'Literacy Leaves' scheme</li> </ul>	<p>deliver an additional six months' progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	
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## Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: **£13,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Sensory Integration</b> Increased engagement and focus in learning for identified children by developing self-regulation strategies to support sensory processing difficulties.</p> <ul style="list-style-type: none"> <li>➤ CPD &amp; resources for staff</li> <li>➤ Resources for children</li> </ul> <p><b>Emotional Well-Being</b> Increased positive emotional well-being for identified children by developing appropriate de-escalation and behaviour management responses and strategies in addition to social skills development</p> <ul style="list-style-type: none"> <li>➤ Resources &amp; staff training</li> <li>➤ Support from learning mentor</li> <li>➤ CPOMS</li> </ul> <p><b>Enrichment and personal development</b> To ensure disadvantaged children have opportunities to attend extra-curricular clubs, have music lessons, and attend residential</p> <p><b>Attendance</b> To reduce the absence (&amp; persistent absence) of our children. Raise attendance of disadvantaged children to 92%.</p> <ul style="list-style-type: none"> <li>➤ Help with the cost of before/after school club</li> </ul>	<p>Sensory environment does not just mean the physical environment in the school; it refers to the activities that children take part in and the interactions they have with staff and other children.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p>Behaviour Interventions: 3 months' additional progress when successful.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a></p> <p>Parental Engagement Strategies: 3 Months additional progress</p> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a></p> <p>Attendance</p>	<p>1,4, 5, 6</p> <p>1,4</p>

<ul style="list-style-type: none"> <li>➤ School based early-help strategies eg. Increased teacher support, emails, phone calls, timetables and check lists, daily check-ins with teacher/TA</li> </ul> <p><b>Curriculum development</b></p> <ul style="list-style-type: none"> <li>➤ Release time for co-ordinators to develop clear priorities for subject development</li> <li>➤ Staff – time to incorporate vision for all across the curriculum and develop planning further with a focus on engagement and progression of knowledge</li> </ul>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	
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## Projected Spending

Budget cost breakdown	Strategy	Cost	Total
<b>Quality First Teaching (including CPD, recruitment and retention)</b>	CPD	£1000	
	Professional growth meetings & training	£1000	
	SENCO (training & support for staff)	£1000	
	New literacy scheme and resources	£2,500	£6,250
<b>Targeted academic support (including one-to-one support, small group, structured interventions)</b>	NFER & pupil progress meetings	£2000	
	English specific resources for new scheme	£200	
	Parent meetings & workshops	£1000	
	Insight tracking	£1000	
	Book prizes	£100	
	TA led interventions	£7000	
	Lexia Third Space Learning	£3,850 £3,571	£18,721
<b>Wider strategies (attendance, behaviour, wellbeing)</b>	Rewards, positive incentives	£100	
	Learning mentor – check ins & small group interventions related to behaviour & attendance	£4000	
	Financial support for clubs, before/after school clubs, music lessons and attendance at residential and educational visits	£3200	
	Beacon Behaviour support – online resources to use in partnership with parents	£1000	
	SENCO/DSL team reviews	£2000	
	CPD – staff curriculum development & pedagogy		
	Pastoral support for parents to help improve Attendance	£500	
	CPD – mental health & well-being, emotion coaching	£1000	
	Sensory resources	£200	
	Additional PE activities (emotional wellbeing)	£500	
		£200	
		£1000	

			£13,700
<b>Total projected spend</b>			<b>£38,671</b>

## 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 children in the 2021 to 2022 academic year.

#### Quality First Teaching

A programme of professional development linked to Walk Thrus- instructional coaching. This has included training led by the SENCO and DSL on supporting SEND, including early identification, anxiety and mental health and ACES. Training in coaching and professional growth for staff, with planned time for review, has enabled the staff to focus on areas for their development and to ensure quality first teaching for all.

Tutoring and booster clubs have provided additional teaching time to help close the gap in UKS2. Where children have SEN, Staff continued to review and incorporate the most relevant and up to date information into termly and annual review meetings. As a consequence, EHCP and IEP outcomes are fit for purpose and inform provision for all children.

#### Impact:

Attainment in Reading and GPS are above national average for 2023 with a significant number of children also achieving greater depth.

#### Targeted Academic Support

Termly pupil progress meetings have taken place between each teacher and members of the SLT. During these meetings, progress for each child has been tracked and interventions have been assessed to ensure the most effective support is provided, both academic and personal. Teaching assistants' hours and roles have then been directed in response to these needs and their hours and roles. Question level analysis of assessment papers has helped teachers address any trends or gaps. This information has then been communicated to parents during parents' evenings, with an overview of progress and ways in which they can further support their children. Use of our new assessment system, Insight, has provided an efficient way for teachers to analyse the attainment of progress of children over time and quickly respond to any decline.

#### Wider Strategies

Enrichment opportunities have included a week-long drama residential and writing stimulus by a theatre company, trips to places of worship and sporting workshops. Malachi family support and our learning mentor have contributed to implementing strategies to support children's SEMH needs alongside advice from external agencies and our SENCO and DSL. Our learning mentor has worked with the majority of children in receipt of pupil premium directly and has supported children and families to improve attendance.

Resources to promote positive attitudes to learning, including sensory resources, have also been purchased.

Behaviour management strategies continued to be embedded in line with whole staff training based on the Pivotal approach. This together with PSHE activities and promoting pupil well-being continued to support and further consolidate behaviour management strategies during 2021-22. A new behaviour policy has been produced to launch in July '23. Number of behaviour incidents have decreased through the spring and summer terms.

Financial support was also offered to address individual needs, including bursaries for trips, clubs and residentials.