

St Francis Catholic Primary School
Pupil Premium Strategy Statement 2026-2027



*Recognising Christ in
Everyone*

A good school provides a rounded education for the whole person. And a good Catholic school, over and above this, should help all its students to become saints."

(Pope Benedict XVI, 2010)

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.

School overview

Detail	Data
School name	St Francis Catholic Primary
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	1.19%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	October 2026
Date on which it will be reviewed	Termly – - December 2026 - March 2027
Statement authorised by	Mrs Miccoli
Pupil premium lead	Mrs Miccoli
Governor / Trustee lead	Mr Elwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 6215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 6215

Part A: Pupil premium strategy plan

Statement of intent

At St Francis Catholic Primary School, we are whole-heartedly devoted to giving every single child the best possible start in life, ensuring they have every opportunity to discover their unique, God-given gifts and reach their full potential. We hold beautiful, high aspirations for all our children and truly believe there are no limits to what they can achieve. We know that a child's background does not define their future; rather, it is their natural curiosity, love for learning, and dedication that paves the way for their growth and success.

To make sure we are providing the right care and support, our approach at St Francis is guided by a deep and regular understanding of where each child is in their learning journey. We combine this careful, personal attention with gentle, proven educational research—especially from the Education Endowment Foundation (EEF)—to build a warm, encouraging environment where every pupil can thrive.

We thoughtfully structure our support around three core areas, ensuring we nurture the whole child in line with our school's ethos:

- **High-Quality Teaching:** Supporting our wonderful staff with ongoing training so they can deliver a rich, engaging curriculum that meets every child exactly where they are.
- **Targeted Learning Support:** Offering gentle, small-group or one-to-one guidance to help children build their confidence and catch up quickly whenever they feel stuck.
- **Wider Care and Strategies:** Looking after everything that surrounds a child's learning. This means fostering a welcoming atmosphere that encourages good attendance, providing strong pastoral care for their emotional well-being, and weaving mental health support directly into our RE and RHE lessons. We also love providing enriching, creative, and sporting activities that extend far beyond the classroom, ensuring everyone can participate.

While this funding is specially allocated to support children eligible for the Pupil Premium grant, we know that challenges can touch any family at any time. At St Francis Catholic Primary School, we always look at the individual needs of every child, and we gladly use our flexibility to wrap support around any child who needs a helping hand. Finally, we keep a dedicated contingency fund tucked aside so that we can step in quickly and compassionately to help our families with unexpected hardships or unforeseen needs as the year unfolds.

Challenges

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

Challenge	Detail of challenge
1	Gaps in Foundational Writing Skills - Internal evaluations show that a gap remains in independent writing stamina and SPAG (Spelling, Punctuation, and Grammar) attainment among our disadvantaged pupils
2	Navigating Transitions in Temporary Accommodation - Disadvantaged children often experience heightened anxiety during environmental disruptions and changes to physical spaces. Adapting to a temporary outdoor learning environment and new physical spaces can temporarily disrupt learning routines. Vulnerable children require extra pastoral care and carefully structured continuous provision to maintain their learning momentum and feel completely safe and settled.
3	Early Mathematical Fluency (EYFS Number Focus) - School data highlights a need to continue strengthening foundational number skills and mathematical fluency within our Early Years cohort. Disadvantaged children frequently enter school with fewer opportunities for early mathematical play. A weaker grasp of early number concepts acts as a barrier, preventing children from meeting the Mathematics Early Learning Goals (ELGs) and smoothly accessing more complex mathematical problem-solving as they move into Key Stage 1.
4	Overcoming Social Pressures & Building Accountability Our pastoral monitoring shows a subtle but important barrier regarding pupil attitudes: some vulnerable children face peer pressures, including a fear of negative labelling or ridicule when trying to voice concerns or speak to a trusted adult. This specific social dynamic can cause children to internalise anxieties. It stands in the way of them developing the complete honesty, accountability, and positive peer relationships that align with our school values of Respect and Kindness.

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 (What success looks like by Summer 2027)
1. To narrow the attainment gap in writing and SPAG for disadvantaged pupils	• Targeted reviews of the DfE Writing Framework ensure classroom provision is deeply responsive to individual needs. • Disadvantaged pupils demonstrate increased confidence, a positive writing culture, and steady progression in their work scrutiny. • Handwriting expectations are consistently met, showing clear pride and care in written work from Reception to Year 4.
2. To ensure Early Years disadvantaged pupils build strong foundational number skills, securely achieving their mathematical goals.	• Exemplary continuous provision in the mathematical environment directly supports independent, hands-on learning. • Embedded tracking shows that successful math strategies result in a higher percentage of disadvantaged children meeting the Mathematics Early Learning Goals (ELGs).
3. To provide a safe, stable, and welcoming learning environment that protects the well-being of vulnerable children during the school rebuild.	• Disadvantaged children in EYFS and Key Stage 1 settle beautifully into our high-quality temporary accommodation on the field. • Children show deep engagement in the revised RHE curriculum (<i>Life to the Full</i>), demonstrating a strong sense of emotional well-being and spiritual resilience. • The temporary physical spaces warmly reflect our school's Catholic ethos and commitment to a stimulating education.
4. To cultivate a nurturing school culture where vulnerable children feel safe, confident to express concerns, and deeply connected to school values.	• Peer relationship monitoring demonstrates that negative labelling or social anxieties are actively challenged and reduced. • Pupil voice reveals that children feel safe, valued, and highly confident in speaking to trusted adults at St Francis. • Daily school life beautifully reflects our four new values: kindness, perseverance, compassion, and respect.

5. To maintain exceptional attendance for disadvantaged pupils, ensuring learning continuity is preserved.

- Attendance for our disadvantaged cohort remains robust, contributing to the whole-school goal of staying at least 2% above the national average.
- Our close, supportive partnerships with families and the Education Welfare Officer (EWO) mean any hidden barriers to attendance are tenderly identified and supported early.

Activities in this academic year

High Quality Teaching

School-wide teaching practices refined to ensure that disadvantaged children receive the absolute highest standard of daily instruction, preventing gaps from opening in the first place

Activity	Evidence that supports this approach	Challenge number(s) addressed
Principles of Instruction for Disadvantaged Learners: Train staff to apply agreed pedagogical "non-negotiables" (scaffolding, frequent check-ins, chunking information) specifically to support disadvantaged children during writing and math lessons.	EEF Toolkit - Metacognition and Self-regulation (+7 months): Explicitly teaching disadvantaged children how to plan and monitor their own work provides them with the tools to become confident, independent learners, narrowing the achievement gap.	Challenge 1: Writing & SPAG Gaps Challenge 3: EYFS Math Fluency
Disadvantage-Focused Curriculum Design: Conduct deep-dive audits of our Primary Knowledge Curriculum (History, Geography, Art, and Science) to explicitly build background knowledge and rich vocabulary that disadvantaged children might not experience outside of school.	EEF Toolkit - Reading Comprehension Strategies (+6 months): Explicitly teaching high-level vocabulary and background concepts within a sequenced curriculum directly unlocks reading comprehension and writing stamina for vulnerable cohorts.	Challenge 1: Writing & SPAG Gaps
Removing Barriers to Writing Composition: Implement the DfE Writing Framework whole-school training, focusing heavily on a positive, inclusive writing culture and consistent handwriting progression from Reception to Year 4.	EEF Writing Guidance: Automatically mastering transcription skills (like handwriting and spelling) frees up a disadvantaged child's working memory, letting them focus beautifully on creative composition without getting frustrated.	Challenge 1: Writing & SPAG Gaps

Targeted Academic Support

Bespoke, structured learning interventions that act as a gentle safety net, giving disadvantaged children the extra time and care they need to catch up.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Phonics Intervention Mastery: Provide whole-school <i>Read Write Inc.</i> fidelity training to ensure that any disadvantaged pupil who falls behind with early reading receives immediate, compassionate daily 1-to-1 catch-up.	EEF Toolkit - Phonics (+5 months): Systematic phonics interventions provide immense security for disadvantaged learners, ensuring they quickly secure the foundational decoding skills needed to read for pleasure.	Challenge 1: Writing & SPAG Gaps
Bespoke Writing Provision for Disadvantaged SEND & Summer-Born Pupils: Deliver highly tailored small-group SPAG and writing sessions guided by our SENDCo's Individual Support Plans (ISPs), tracking our summer-born and vulnerable learners meticulously.	EEF Toolkit - Small Group Tuition (+4 months): Small-group support allows educators to offer highly precise, gentle feedback in a low-stakes environment, rapidly boosting the confidence of disadvantaged pupils working towards age-related expectations.	Challenge 1: Writing & SPAG Gaps
Nurturing Math Fluency in the Temporary EYFS Space: Enrich our outdoor continuous provision on the field with heavily resourced, interactive number zones designed to boost mathematical vocabulary and concrete number play for disadvantaged Early Years children.	EEF Toolkit - Early Years Toolkit (+6 months): Providing communication-rich, structured early math experiences within daily continuous provision successfully overcomes early math gaps, giving vulnerable children a flying start.	Challenge 2: Temporary Accommodation Challenge 3: EYFS Math Fluency

Wider Strategies

Looking after the whole child. These strategies heal non-academic barriers, looking after the spiritual, emotional, and social well-being of our disadvantaged children and their families.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social & Emotional Safety Nets via 'Life to the Full': Embed the revised RHE curriculum with an emphasis on creating a welcoming space where disadvantaged children feel completely safe to speak up, challenge peer pressure, and share worries with trusted adults.	EEF Toolkit - Social and Emotional Learning (+3 months): Explicitly teaching self-regulation and emotional resilience directly translates into better focus in class, protecting disadvantaged children from emotional distress.	Challenge 2: Temporary Accommodation Challenge 4: Social Pressures
Compassionate Family Support for Regular Attendance: Deploy localized family outreach and work side-by-side with our Education Welfare Officer (EWO) to identify and softly dismantle the distinct financial, emotional, or practical barriers causing persistent absence among our disadvantaged families.	EEF Toolkit - Parental Engagement (+4 months): Building a warm, trusting partnership between the school and disadvantaged homes significantly improves attendance rates and helps ensure learning is never fragmented.	Challenge 2: Temporary Accommodation Challenge 5: Attendance Barriers
Ethos-Driven Inclusion & Financial Subsidies: Intentionally engage disadvantaged children in co-designing our new values displays (<i>kindness, perseverance, compassion, respect</i>), while fully subsidizing enrichment activities, sports clubs, and trips to ensure complete equity of experience.	EEF Guidance Report - Behaviour Interventions (+4 months): A school culture deeply rooted in lived values of kindness and mutual respect builds a profound sense of school belonging, neutralizing negative labelling and shielding vulnerable pupils	

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 pupils in the 2025 to 2026 academic year.

Part B: Review of outcome in previous academic Year 2024 -2025

Pupil Premium strategy outcomes

Objectives	Outcomes
Teaching Assistant led structured and targeted interventions for one-to-one and small group support.	To ensure all PPG pupils are working at the expected standard or at greater depth for their year group at the end of each year in reading, writing and maths. In Year 6 all our disadvantaged children achieved expected or greater depth in Reading, Writing and Maths. With one child achieving greater depth in all areas. Two children achieved greater depth in Reading, another child greater depth in Writing and Maths. Across the school the achievement for our disadvantaged children compared to non-disadvantaged is shown below.
Teacher led structured/targeted interventions for one-to-one and small group support.	To ensure all PPG pupils are working at the expected standard or at greater depth for their year group at the end of each year in reading, writing and maths. In Year 6 all our disadvantaged children achieved expected or greater depth in Reading, Writing and Maths. With one child achieving greater depth in all areas. Two children achieved greater

	depth in Reading, another child greater depth in Writing and Maths. Across the school the achievement for our disadvantaged children compared to non-disadvantaged is shown below.
St Francis School has an excellent teaching assistant to remove any emotional barriers to learning. ELSA Support for all that require it.	It is important that our pupils are not hindered due to lack of self-esteem, confidence or due to social problems such as abuse or bullying. To improve the emotional well-being of pupils, families, teachers and staff. All children achieve age related expectations in their core subjects. Our ELSA worked with children throughout the year.
Programme of educational visits for all classes to provide access to a wide range of learning experiences. This funding will ensure that all children can participate, regardless of financial circumstances.	To ensure all pupil premium children have access to all educational experiences. All pupil premium children participated in all learning experiences.
Teaching Assistant led structured and targeted interventions for one-to-one and small group support.	EEF states that teaching assistants should be used to add value to what the teacher does. Where TAs are working individually with low attaining pupils the focus will be on retaining access to high-quality teaching, by delivering brief, but intensive, structured interventions. TAs and Teachers worked with children in small groups or targeted 1:1 support.
Teacher led structured/ targeted interventions for one-to-one and small group support	Teachers are able to follow up on any misconceptions they have noticed in a child's independent work by targeting in small group or 1:1. TAs and Teachers worked with children in small groups or targeted 1:1 support.

Programme of educational visits for all classes to provide access to a wide range of learning experiences.	To ensure access to all educational experiences, so that learning can be brought to life. All children can participate, regardless of financial circumstances. Children were also able to access 1 after school club or music lesson with Berkshire Maestros.
The school allocates funding to ensure all pupils have access to clean uniform in good condition. This has a direct positive impact on the child accessing learning and achieving.	The school allocates funding to ensure all pupils have access to clean uniform in good condition. This has a direct positive impact on the child accessing learning and achieving. Supporting parents financially with the cost of shoes and school uniform and PE Kit.

Pupil Premium	End of Year 2026		
7 children	WTS %	EXS %	Greater Depth %
Reading	0	100	14
Writing	29	71	29
Maths	29	71	29

Pupil premium	WTS %		EXS %		GD %	
	PP	NON -PP	PP	NON -PP	PP	NON -PP
Reading	0	5	100	95	14	44
Writing	29	13	71	87	29	25
Maths	29	13	71	87	29	32