

Pupil premium strategy statement – 2024 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	206
Proportion (%) of pupil premium eligible pupils	3.4%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	September 2024
Date on which it will be reviewed	Termly – • December 2024 • March 2025
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	£ 14677
National Tutoring Grant	£ 472.50
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	£ 15149.50

Part A: Pupil premium strategy plan

Statement of intent

We are determined to ensure that our children are given every chance to realise their full potential and are therefore committed to ensuring pupil premium funding is spent to maximum effect. We have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve

We strongly believe that it is not about where you come from, but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure.

Our strategy is based on robust diagnostic assessment which is reviewed and monitored regularly. We use up to date and relevant research to inform our approaches that help pupils to excel.

Our key principles are:

- Quality First Teaching
- Behavioural and Pastoral Support
- Mental Health and Well-being
- Promoting Good Attendance
- Providing Enrichment Opportunities

We aim to achieve this by

- Providing a knowledge-rich curriculum which is centred on knowing where children are in their learning so that they can all make progress
- High expectations for learning behaviour for all children. We have a strong pastoral child-centred support programme which responds to individual needs.
- Our RE and PSHE curriculum promotes well-being and allows opportunities for pupil reflection.
- Promoting the impact of good attendance with effective support in place.
- Our enrichment opportunities extend beyond the classroom to enable our children to experience a range of artistic, creative and sporting activities. This contributes to our broad and balanced curriculum which is accessible to all.

The following areas are key areas in supporting our pupil premium children, however we realise that certain unforeseen needs may arise and will support the children and their parents as these arise and detail them in our final report at the end of the year.

Challenges

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

Challenge number	Detail of challenge
1	Emotional Support – children’s emotional well-being, social and behavioural needs affecting children being a position to be able to make progress and their readiness to learn.
2	Writing – ensuring that all children achieved age related expectations, in particular writing stamina
3	Behavioural needs of two SEND children
4	Wrap around care for a child who is also involved with external agencies
5	Financial Aid for families due to high cost of living increases so that we can minimise the impact of that in their children’s education.

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
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.
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.
St Francis School has an excellent ELSA to remove any emotional barriers to learning. We provide 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.
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.
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.

Wrap around care provided for children, so that they can access breakfast and an evening snack. Homework can also be completed with an adult.	Some children's safe and comfortable place is school. In order for a child to access education they must not be hungry or feeling anxious.
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Activity in this academic year

Targeted academic support:

Budgeted cost: £ 8,340.03 + £2232.42 (SEND child 1:1)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	7 children directly but any child that requires additional 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 and by targeting	6 children directly but any child that requires additional support
1:1 support for a child in Year 2	An EHCP child that is struggling within mainstream school. We are supporting the child whilst his mother looks for an alternative school that can meet his needs.	1 child only

Wider strategies: £4102.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
St Francis School has an excellent ELSA to remove any emotional barriers to learning. ELSA Support for all that require it.	This is shown to have a positive impact on learning. Being able to effectively manage emotions is beneficial to children, if it is not seen in their academic achievement	5 children directly but any child that requires additional 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 offered afterschool enrichment clubs	7 children directly but any child that requires additional support All children have access to enrichment clubs after school.
The school allocates funding to ensure all pupils have access to	The school allocates funding to ensure all pupils have access to clean uniform in good condition. This has a direct positive	2 children directly but any child that requires additional support

clean uniform in good condition. This has a direct positive impact on the child accessing learning and achieving.	impact on the child accessing learning and achieving. Supporting parents financially with the cost of shoes and school uniform.	
Enrichment Clubs offered free to each Pupil premium child.	All our children have access to our Enrichment clubs.	Each child offered an Enrichment Club.

Total budgeted cost: £ 14 676 (£473 remaining)

Budgeted cost:

- ELSA – Daily - £69.65 (roughly 27 weeks - £1880.55)
- £400 to support educational visits for pupil premium children- residential in Year 6
- £500 put aside to support families with cost of uniform
- 1:1 Support for SEND child that is also Pupil Premium - £2232.42
- Afterschool Enrichment Clubs - £7:00 x7 = £49 (roughly 27 weeks - £1323)
- Teaching Assistants in class in the afternoons to run keep up sessions for our pupil premium children in Class 4 and Class 6 -2 TAs (£61.78 x5 =£308.89) (roughly 27 weeks £8340.03)

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 2023 to 2024 academic year.

Please see our Pupil Premium strategy outcomes

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Part B: Review of outcome in previous academic Year 2023 -2024

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. Reading -89% ARE 35% GD Writing -84% ARE 26% GD Maths – 85% ARE 27% GD Science 93% ARE 20% GD All children showed progress.
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. Reading -89% ARE 35% GD Writing -84% ARE 26% GD Maths – 85% ARE 27% GD All children showed progress.
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 child 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 and by targeting in small group or 1:1. TAs and Teachers worked with children in small groups or targeted 1:1 support.
St Francis School has one dedicated teaching assistant to remove any emotional barriers to learning. ELSA Support for all that require it.	This is shown to have a positive impact on learning. Being able to effectively manage emotions is beneficial to children, if it is not seen in their academic achievement. ELSA worked with children effectively throughout the year.
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 afterschool club or music lessons 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.

Education Endowment Foundation Evidence Brief was viewed for support in considering potential approaches for pupil premium spending.