



St Francis of Assisi Church of England Primary School

Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Francis of Assisi C of E Primary
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	7.3% (29 children)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louise Probets, Headteacher
Pupil premium lead	Mary Davies, Assistant Headteacher
Governor / Trustee lead	Mehnaz Rashid, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,865
Recovery premium funding allocation this academic year	£3,045
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	£44,910

Part A: Pupil premium strategy plan

Statement of intent

St Francis of Assisi C of E Primary School values the talents, abilities and achievements of all of our pupils. The school provides a broad and balanced curriculum which enables the celebration of the achievements of all of our pupils regardless of their background.

At St Francis of Assisi C of E Primary, we are committed to ensuring that pupils from disadvantaged backgrounds or pupils with a parent(s) in the armed forces make good progress and achieve high attainment across all subject areas.

The targeted and strategic use of the pupil premium funding allows us to support these children to overcome their barriers to learning, raise their motivation and self-esteem so that they lead happy and fulfilled lives and flourish within and beyond our school.

We will consider the challenges faced by any vulnerable pupils, including those who have a social worker, pupils who have faced adversity and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We also recognise that not all pupils that are eligible for pupil premium funding will have lower attainment than that of their peers. In these cases, St Francis of Assisi C of E Primary School is committed to ensuring these children are maximising their individual potential. Here at St Francis of Assisi, we focus on supporting all children and ensuring they achieve the highest individual levels of success.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

All staff at St Francis of Assisi C of E Primary School have made a commitment to focus on the progress and achievements of pupils in receipt Pupil Premium Funding. This is be supported by the Pupil Premium Lead. The school regularly collects data, and the monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Parents'/carers' views will also be taken on a regular basis. On a termly basis, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Numbers of disadvantaged pupils in our school remain well below national figures which is why external data does not always show a clear picture of pupils within our school.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with families indicate that social and emotional welfare and the emotional wellbeing of our children (including developmental vulnerabilities through attachment difficulties) or their ability to socialise appropriately, affects their ability to learn and make progress, supporting those children who have parents on tour/away from home. A number of pupils are unable to self-regulate and use strategies to cope in less structured situations.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> <p>A number of our disadvantaged pupils access additional support through referrals to external agencies. Seven pupils currently or have previously accessed support which is continued within small group or individual interventions.</p>
2	<p>Internal and external (where available) assessments indicate that children making accelerated progress, reaching ELGs at EYFS, achieving at least national benchmarks at KS1 and 2 are lower than those pupils who are not disadvantaged. Many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>
3	<p>Our assessments and observations of early speech and language when pupils start school, demonstrate that skills that are below age-related expectations, impacting on other areas within the EYFS curriculum and then progress in reading and writing at later years.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities (including during school closure) which impacts on pupils' social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Access to a range of activities and providing educational experiences such as trips, extra-curricular clubs, will help develop life skills, aspirations, and participation in physical activities. This supports with 'poverty proofing'. Some pupils also use these to Challenge 1 of Academic Barriers.</p>
5	<p>Our attendance data over the last 3 years indicates that persistent absence among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Within the last year, 8.7% of disadvantaged pupils have been 'persistently absent' compared to 5.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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>Pupils are able to self-regulate and use strategies to cope in less structured situations.</p> <p>Attachment principles are fully embedded throughout school.</p> <p>All members of staff understand individual needs relating to social and emotional difficulties and can implement strategies appropriate to individuals.</p> <p>Pupils are able to function in the classroom. Mental health and wellbeing has a positive impact on classroom behaviour and readiness to learn.</p>	<p>Assessments and observations indicate significantly improved engagement within lessons and during unstructured times. Attainment increases across all subject areas.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved reading and writing attainment for all pupils including those who are disadvantaged.</p> <p>Pupils are 'school ready' by the end of EYFS.</p>	<p>KS2 reading and writing outcomes each year up to and beyond 2024/25 show that disadvantaged pupils meet or exceed their targets in line with prior attainment.</p> <p>Pupils are on track in their phonics at end of EY and throughout Y1. Phonics check scores continue to improve, including resits at Y2.</p> <p>End of KS1 data continues to improve so individual children reach or exceed national benchmarks.</p>
<p>Improved oral language skills and vocabulary among all pupils including those who are disadvantaged.</p> <p>Pupils within EYFS are effectively and efficiently targeted and supported to increase their skills.</p>	<p>Assessments and observations indicate significantly improved oral language at KS1 and KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Talents, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</p> <p>Equality of access to all school led educational based activities/initiatives – in line with the school's Single Equality Policy and Charging and Remissions Policy. Improved confidence for pupils in specified areas.</p> <p>Pupils are able to participate fully in school trips and residential trips. Learning is supported by trips that</p>	<p>Qualitative data from student voice, student and parent surveys and teacher observations demonstrate high levels of wellbeing and self-confidence.</p> <p>Parents/carers understand the funding opportunities within school and utilise these.</p>

<p>are carefully planned to enhance the school's curriculum.</p>	<p>Information provided shows minimal difference in participation in enrichment activities, between disadvantaged and other pupils</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£19,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs and Teachers to access a range of training to support pupils, regular discussions across all staff including how to cater within the classroom.</p>	<p>SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>The mental wellbeing of our children needs to be at the forefront of our curriculum aims. Mental health of our children is a priority and we feel the Future Steps (STRIVE) programme and additional support in class will enhance our care and provision for vulnerable children (EEF +4 months):</p> <p>Social and emotional learning – Education Endowment Fund</p>	<p>1, 2, 3</p>
<p>Appropriate training for all staff to become ‘experts’ in phonics.</p> <p>Appropriate time for subject leaders and SLT to choose the most appropriate phonics programme for our pupils.</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> <p>Phonics – Educational Endowment Fund</p>	<p>1, 2, 3</p>
<p>Staff in EYFS to be trained as part of Nuffield Early Language Intervention (NELI) and have release time to deliver the intervention.</p> <p>Funding for resourcing will also be provided.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading (EEF +6 months):</p> <p>Oral language interventions – Education Endowment Fund</p>	<p>1, 2, 3</p>

<p>articulate key ideas, consolidate understanding and extend vocabulary.</p>		
<p>Additional TAs employed (full time in each Reception class, increased adult:child ratio in Nursery and additional support for those pupils in Y1 and Y2.</p>	<p>Teaching assistants - There is evidence that working with TAs can lead to improvements in pupils' attitudes. Research that focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p>Teaching assistant interventions – Education Endowment Fund</p> <p>Attainment - Providing vulnerable children with valuable pre-teaching strengthens confidence and resilience as a learner. Children will be better prepared for the challenges of their lessons therefore achieve better outcomes.</p> <p>Small group tuition – Education Endowment Fund</p>	<p>1, 2, 3, 4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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> <p>Social and emotional learning – Education Endowment Fund</p>	<p>1</p>
<p>Release of SENDCo to support teachers with strategies and develop EYFS practices for children needing support.</p> <p>SENDco funding/release to meet with staff to discuss needs on a termly basis and support teachers with Quality First teaching, provision mapping and interventions.</p> <p>SLT English and Maths lead release time to ensure development and progression of writing and aspects of maths throughout EYFS, KS1 and KS2.</p>	<p>There is clear importance of school leaders to develop and support staff to ensure that all pupils increase attainment regardless of whether they are disadvantaged.</p> <p>Clear leadership and focus on staff expertise and experience will further support this.</p> <p>School vision shared by all.</p>	<p>All</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>STRIVE, which is part of Future Steps, to lead weekly sessions for pupils linked to attachment, sensory or regulation needs and handwriting support(cost includes one half day each week and includes assessments, creation of programmes, meetings with staff, discussions with parents).</p>	<p>Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Social and emotional learning – Education Endowment Fund</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation – Education Endowment Fund</p>	<p>1, 2, 3</p>
<p>Additional sessions for pupils throughout school targeting gaps and increasing understanding (keep up and catch up). To be delivered by teachers and TAs.</p>	<p>Teaching assistants - Evidence that working with TAs can lead to improvements in pupils' attitudes. Research that focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p>Teaching assistant interventions – Education Endowment Fund</p> <p>Attainment - Providing vulnerable children with valuable pre-teaching strengthens confidence and resilience as a learner. Children will be better prepared for the challenges of their lessons therefore achieve better outcomes.</p> <p>Small group tuition – Education Endowment Fund</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks (EEF +5 months):</p> <p>Phonics – Educational Endowment Fund</p>	<p>1, 4</p>

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition – Education Endowment Fund And in small groups: Small group tuition – Education Endowment Fund</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>STRIVE, which is part of Future Steps to support staff and offer guidance and strategies for pupils. Funding is in Teaching Budget (see above)</p>	<p>Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Social and emotional learning – Education Endowment Fund The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation – Education Endowment Fund</p>	<p>1, 2, 4</p>
<p>Parent Information Sessions and communication initially in Nursery and Reception to inform parents of teaching methods, support at home and development of skills.</p>	<p>Association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. Parental engagement – Education Endowment Fund (EEF)</p>	<p>2, 3</p>
<p>Support for families with extra-curricular and enrichment opportunities. Time for admin staff to be able to resource and discuss with parents.</p>	<p>Robinwood adventurous residential visit to provide high level of physical and emotional challenge and to develop problem solving skills. Outdoor Adventure Learning -EEF Association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes</p>	<p>1, 2, 4</p>

	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. It also supports core academic attainment.</p> <p>Physical activity – Education Endowment Fund</p> <p>The approaches used in aspiration interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>Aspiration Interventions - EEF</p>	
<p>Education Welfare employed every two weeks to monitor attendance including punctuality. Discussions held with parents. Support offered where needed.</p>	<p>Good attendance at school is vital for all pupils. School needs to work with parents and children in partnership to advocate good attendance for all pupils, particularly those who are most vulnerable.</p> <p>Parental engagement – Education Endowment Fund (EEF)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<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>	All

Total budgeted cost: £48,090

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 2020 to 2021 academic year.

Assessment data gained is internal due to no external assessments following the COVID-19 pandemic and school closure. The support for pupils was impacted by staff and pupil absence throughout the year and the need for staff to work with different classes linked to staffing absences. Our internal assessments during 2020/21 and the year before, suggest that the performance of disadvantaged pupils was lower than in the previous four years in key areas of the curriculum.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The school had over one third of pupils in school during school closure so remote learning was set online and feedback was provided to pupils by year group staff.

Mitigations to reduce the negative impact included high quality remote learning, regular dialogue with families of those children by class teachers and members of the SLT and increased one-to-one time was provided to disadvantaged pupils and in liaison with home issues/social and emotional wellbeing needs. During the January 2021 school closure, 12 disadvantaged pupils attended at least part time with small numbers in each classroom. TA support continued for these pupils too.

During the first half of the autumn term 2020, one-to-one and small group phonics interventions were carried out for pupils in Y2. All Y2 pupils eligible for funding reached the phonic screening check threshold in Nov 2020. There were small group phonics interventions in Y3 for pupils not reaching threshold last academic year. All Y3 pupils not previously at the standard, reached the phonic screening check threshold in Nov 2020.

The school increased numbers of lunchtime supervisors so each class had one constant member of staff. TAs began working over some of the lunchtime in the summer term to ensure consistency and support pupils with their social and emotional wellbeing. An additional TA supported pupils in Years 3 and 4 during the autumn term. TAs were used to support pupils when needed and discussions were held to read cues and pre-empt situations before they occur.

5 pupils with PP Funding accessed weekly STRIVE sessions and had a school programme which was carried out with an adult at least 3x per week whilst school was open. Other pupils also access the weekly sessions. By the end of the academic year, all pupils with social and emotional needs were being taught within their classrooms for the majority of the school day.

To support the development of gross and fine motor control, a range of resources were used in the indoor and outdoor areas in school. Workout Wednesday resources and activities for pupils

in Reception continued throughout the year (including during school closure). The school also developed specific fine motor control activities to support writing for Y1 pupils.

To support mental health and wellbeing, all staff completed Mental Health Training in Schools in Dec 20. In March 2021, funding through both the Sport Premium and Pupil Premium enabled us to provide additional physical activity and enrichment opportunities for all pupils throughout school. This included external providers, resources and substituted the lack of after-school clubs we could offer. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
STRIVE	Future Steps
Range of sports coaches	See Sport Premium Info

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils in receipt of service funding have been supported with the same focus as pupils who are disadvantaged (see above). In addition, we provided focused support when parents were on tour to ensure that they were able to share successes and keep communication open.
What was the impact of that spending on service pupil premium eligible pupils?	Positive wellbeing amongst service children was observed and pupils had confidence (discussions with parents and within classrooms). Pupils are meeting or exceeding age related expectations.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.