Pupil premium strategy statement – St Francis RC Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/2024 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	*Elizabeth Harris*, Headteacher
Pupil premium lead	*Sonia Miguez Jorge*, Deputy headteacher
Governor	*Alan Carter*, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 162,105.00
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium) funding carried forward from previous years	£ 0
Total budget for this academic year	£ 162,105.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and children who have no access to public funds. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and pupil voice indicate that, despite some improvement, oral language skills and vocabulary remain underdeveloped for a significant proportion of disadvantaged pupils, particularly in EYFS and KS1. These gaps impact pupils' confidence, comprehension and ability to articulate learning across the curriculum and continue into KS2 for some pupils.
2	Although KS2 reading outcomes for disadvantaged pupils are strong, ongoing assessment indicates that a cohort of disadvantaged pupils in EYFS, KS1 and lower KS2 continue to require targeted phonics and reading fluency support. This is particularly evident for pupils with EAL and SEND and, if not addressed early, risks widening gaps over time.
3	Internal and statutory assessments show that disadvantaged pupils' attainment in maths remains below school expectations, with only 68% meeting the expected standard at the end of KS2. Gaps are particularly evident in reasoning, problem-solving and fluency, despite disadvantaged pupils outperforming non-disadvantaged peers overall.
4	Assessments and cohort analysis demonstrate that disadvantaged pupils continue to experience uneven knowledge retention and sequencing, particularly in maths and writing. These gaps reflect the longer-term impact of disrupted learning and reduced early educational experiences.
5	While wellbeing provision has strengthened significantly, not all disadvantaged pupils consistently access enrichment activities and wider curriculum experiences. Without systematic tracking, some pupils remain at risk of missing opportunities that support confidence, motivation, aspiration and social development.
6	Attendance for disadvantaged pupils remains below that of non-disadvantaged pupils (93% compared to 97%). Persistent absence continues to disproportionately affect disadvantaged pupils, negatively impacting continuity of learning, progress and wellbeing.

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
Improved oral language skills and vocabulary among disadvantaged pupils	• Targeted speech, language and oracy interventions are implemented early and consistently, particularly in EYFS and KS1. • Observations, pupil voice, book scrutiny and formative assessment demonstrate improved spoken language, vocabulary use and confidence in classroom discussion among disadvantaged pupils.
Sustained and strengthened reading attainment among disadvantaged pupils	• At least 75% of disadvantaged pupils meet the expected standard in reading at the end of KS2. • Phonics screening and internal assessments show accelerated progress for disadvantaged pupils receiving targeted phonics and reading fluency support.
Sustained and strengthened writing attainment among disadvantaged pupils	• At least 75% of disadvantaged pupils meet the expected standard in writing at the end of KS2. • Book scrutiny and moderation show improved transcription, composition, stamina and consistency in writing outcomes for disadvantaged pupils across the school.
Improved maths attainment for disadvantaged pupils	• At least 75% of disadvantaged pupils meet the expected standard in maths at the end of KS2. • Internal assessments demonstrate improved fluency, reasoning and problem-solving outcomes for disadvantaged pupils across KS1 and KS2. • Gaps between disadvantaged and non-disadvantaged pupils continue to narrow across year groups.
Improved and sustained wellbeing for disadvantaged pupils	• Pupil and parent wellbeing surveys demonstrate positive perceptions of emotional wellbeing, safety and school support. • Tracking systems show increased and equitable participation of disadvantaged pupils in enrichment activities, clubs and educational visits. • External validation confirms the continued quality of provision supporting pupils' physical and emotional wellbeing.
Improved attendance for disadvantaged pupils	• Attendance for disadvantaged pupils improves to at least 95%, narrowing the gap with non-disadvantaged pupils. • Persistent absence among disadvantaged pupils reduces to 12% or below. • • Attendance monitoring shows earlier intervention and improved engagement with families.

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.

High Quality Teaching

Budgeted cost: **£9,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will continue to invest in standardised diagnostic assessments across the school. (https://www.testbase.co.uk) *Staff will receive ongoing training to ensure assessments are administered and interpreted accurately. Assessment outcomes will be used to identify gaps early, inform responsive teaching and target interventions precisely, particularly for disadvantaged pupils with emerging needs.*	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	1, 2, 3, 4
We will further strengthen literacy teaching and curriculum sequencing in line with DfE and EEF guidance. (https://literacytree.com/) *This includes continued investment in high-quality texts, structured planning resources and staff CPD. Teachers will focus on oral rehearsal, vocabulary development, sentence structure and modelling, ensuring disadvantaged pupils are explicitly supported to articulate and develop their ideas in both spoken and written forms.*	There is strong evidence base that suggests that orally rehearsing, sequencing and modelling improve the literacy outcomes of children in KS2: EEF-KS2-lit-2nd-Recommendations-poster.pdf	1, 2, 3, 4

Additional teaching assistant capacity will continue to be deployed to deliver targeted speech, language and communication interventions, including SALT-led programmes and structured communication-based approaches such as bucket time and Box Clever. Interventions will be implemented earlier in the year, monitored closely and adapted in collaboration with external professionals where required. *TA to carry out SALT programmes, following targets previously set by SALT*	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	1
We will strengthen maths teaching across the school through continued alignment with DfE and EEF guidance and the Teaching for Mastery approach. (https://whiteroseeducation.com/) *Funding will support teacher and TA release time to embed high-quality maths pedagogy, access Maths Hub CPD and develop consistent approaches to fluency, reasoning and problem-solving. This will support disadvantaged pupils to secure conceptual understanding and close identified gaps.*	There is strong evidence base that suggests that building up existing knowledge, using models and images and learning strategies to solve problems, improve the maths outcomes of children in KS2: Maths_KS2_KS3_Recommendations_Poster_update.pdf	3, 4

We will continue to embed high-quality PSHE, RSE and social and emotional learning through a structured, progressive curriculum supported by staff training. (https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/page/) *These approaches will be integrated into daily practice to support pupils' emotional regulation, resilience and relationships, particularly benefiting disadvantaged pupils who may face additional barriers to learning.*	There is extensive evidence associating childhood personal, social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_SEL_Summary_of_recommendations_poster.pdf	5
Staff CPD and leadership time will be directed towards strengthening whole-school attendance systems. *Teachers will review attendance regularly, engage proactively with families and escalate concerns early. Attendance data will be used strategically to inform mentoring, coaching and targeted support for disadvantaged pupils at risk of persistent absence.*	The following document underpins strategies to improve whole school attendance and how to tackle and avoid persistent absenteeism proactively, rather than reactively: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6

Targeted academic support

Budgeted cost: **£129,200.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will continue to deliver structured maths fluency interventions in KS1 and KS2, with a focus on disadvantaged pupils. (https://whiteroseeducation.com/maths-fluency-bee) *Interventions will be carefully timetabled, delivered by trained staff and closely monitored to ensure impact on fluency, reasoning and problem-solving.*	There is evidence that shows that in order to make the maths interventions effective, they have to be structured and implemented correctly: Maths_KS2_KS3_Recommendations_Poster_update.pdf Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3, 4
Additional phonics sessions will be provided for disadvantaged pupils who require further support, using a 'keep-up' rather than 'catch-up' approach. Interventions will be regular, time-limited and informed by assessment, ensuring pupils secure early reading skills and build confidence as readers. *CPD for staff and release time to carry out interventions*	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Small-group literacy interventions will continue in KS2 to support disadvantaged pupils with reading fluency, comprehension and writing development. Groups will remain small to allow for personalised feedback and accelerated progress, particularly for pupils with persistent gaps. *Booklets, CPD for staff and release time to carry out interventions*	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2,3,4
Daily structured EAL interventions will be delivered for disadvantaged pupils with English as an additional language. These interventions will focus on vocabulary acquisition, language structures and comprehension, supporting access to the wider curriculum and improving academic outcomes. *CPD for staff and release time to carry out interventions*	There is research that show that interventions aimed at enhancing vocabulary (academic and/or general) through text-based activities are particularly successful: EAL_Systematic_review.pdf	1,2,3

Wider strategies

Budgeted cost: **£23,905.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will strengthen attendance systems through: ✓ Increased attendance rewards and incentives ✓ Weekly monitoring of vulnerable pupils by class teachers ✓ Proactive engagement with families to address barriers to attendance ✓ Rigorous follow-up of absence by the attendance administrator ✓ Half-termly tracking and review of attendance for all disadvantaged pupils ✓ This work will be supported through staff training, leadership oversight and close collaboration with external services where appropriate. *This will involve training and release time for staff to develop and implement new procedures, appointing attendance/support officers to improve attendance and subscription to StudyBugs.*	Improving attendance, the key for school leadership summary of research and case studies • DFE case studies • EEF T&L toolkit, parent engagement	6
Raise future aspirations We will continue to subsidise and, where necessary, fully fund enrichment opportunities for disadvantaged pupils to ensure financial barriers do not limit participation. This includes music provision, educational visits, extracurricular clubs and competitive events. A tracking system will be introduced to monitor participation and ensure equitable access.	The importance of music -DfE ArtsEd research, music and academic performance Arts participation – EEF T& L toolkit	1,2,3,4,5,6
Contingency funding for acute needs A small proportion of funding will be retained to respond rapidly to unforeseen or emerging needs affecting disadvantaged pupils, including wellbeing, safeguarding or family-related challenges. This ensures timely support and reduces the risk of barriers escalating and impacting learning.	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.	1,2,3,4,5,6

Total budgeted cost: £162,105.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Strategy – End of Year Review (2024–2025)

This academic year has seen strong progress across several key areas of our Pupil Premium strategy, with particular success in reading and writing attainment. Below is a summary of outcomes against our intended aims.

1. Improved Oral Language Skills and Vocabulary

Outcome:
While we observed some progress in oral language development among disadvantaged pupils through classroom engagement, formative assessment, and book scrutiny, this remains an area for further focus.

Next Steps:

- Establish targeted speech and language interventions earlier in the academic year.
- Strengthen collaboration with external professionals (e.g., SALT) to support pupils with identified needs.
- Explore structured oracy-based programmes across key stages, focusing on EYFS and KS1

2. Improved Reading Attainment

Outcome:
77% of disadvantaged pupils met the expected standard in KS2 reading — outperforming their non-disadvantaged peers.

Impact:
This reflects the success of targeted reading interventions, quality-first teaching, and the strategic deployment of staff.

3. Improved Writing Attainment

Outcome:
Similarly, 77% of disadvantaged pupils achieved the expected standard in writing, also outperforming their peers.

Impact:
These outcomes highlight effective classroom practice, the use of writing scaffolds, and consistent moderation practices across the school.

4. Improved Maths Attainment

Outcome:
68% of disadvantaged pupils met the expected standard in KS2 maths. While this is below the 75% target, they still outperformed non-disadvantaged pupils.

Next Steps:

- Maths attainment will be a whole-school priority in 2025–26.
- Further CPD will be delivered with a focus on reasoning and problem-solving skills.
- Interventions will target gaps identified through ongoing assessments.

5. Improved Wellbeing for All Pupils, Especially Disadvantaged Pupils

Outcome:
A wide range of wellbeing initiatives were delivered, including:

- ✓ Mental health and wellbeing workshops via The Nest
- ✓ Art therapy
- ✓ Transition support
- ✓ Safety workshops with local police
- ✓ Financial literacy sessions
- ✓ Targeted programmes via SYLA

Our food provision improved significantly, confirmed by the LA food inspection (June 2025).
Participation in enrichment activities has increased, supported by financial assistance for clubs and trips — including full funding for three Year 6 pupils to attend the school journey.

Next Steps:

- Introduce pupil and parent wellbeing surveys to gather structured feedback.
- Develop a robust system for tracking Pupil Premium participation in enrichment and extracurricular activities.

6. Improved Attendance

Outcome:

Whole-school attendance: 95.4%

Pupil Premium attendance: 93%

Non-disadvantaged pupils: 97%

While close to target, there remains a gap between disadvantaged pupils and their peers.

Next Steps:

- Continue to strengthen attendance monitoring and early intervention strategies.
- Work closely with families to address barriers to regular attendance.
- Explore incentives and family engagement strategies tailored to need.

Overall Summary

We are proud of the significant progress made in key attainment areas and wellbeing provision for disadvantaged pupils. However, improving oral language development, maths attainment, and narrowing the attendance gap will be strategic priorities for 2025–26.

Externally provided programmes

Programme	Provider
Fluency Bees	White Rose Maths
Fresh Start	RWInc – Ruth Miskin