



St Francis of Assisi Catholic Primary School

Pupil Premium Report

Principles

All members of staff and governors accept responsibility for pupil premium students and are committed to ensuring that the gap closes between them and non-pupil premium students, academically, socially and culturally. St Francis Catholic Primary School recognises that all pupils, regardless of their background, should have equal access to a curriculum that enables them to reach their potential. Pupil premium is a government initiative where additional funding is given to schools and academies. This enables support for pupils who are either entitled to free school meals, looked after children or children of armed service personnel. This ensures that their progress is maximised and the attainment gap between them and their peers is closed. A key challenge for our school, like many others, is that we have vulnerable pupils in need of support who are not eligible for pupil premium funding. However, we acknowledge that the pupil premium funding should not be conceptualised as a 'catch-up' initiative for underperforming pupils. Our priority is to ensure that all disadvantaged pupils, including those who are performing well, are supported and challenged by adopting a personalised approach to maximise their progress and attainment. We genuinely believe that regular tracking of where the money is spent, and its impact, is crucial to utilise the funding effectively. Furthermore, it enables teaching and learning initiatives and intervention strategies to be amended, if they are not having the intended impact, following robust evaluation.

The DfE has no particular view on the use of pupil premium funding for whole-school initiatives, as long as the progress and attainment gap is closing between the highest and lowest achieving pupils, within a school context of generally improving attainment. In addition, Ofsted supports that school should have the autonomy to decide how the pupil premium funding is spent and confirm that there are no specific evaluation schedules or judgements to be made about pupil premium spending. The DfE and Ofsted are unanimous in their belief that pupil premium funding can be spent "where school leaders feel it is most needed", as long as every effort is taken to ensure that all pupils, regardless of their background or ability are given the opportunity to excel academically.

Provision

In order to meet the above requirements the Governing Body of St Francis of Assisi Catholic Primary School will ensure that provision is provided in the following ways to ensure that all students make expected or better than expected progress across all subjects.

- Good quality teaching and learning
- Commissioned Speech and Language Therapist
- Additional teaching that ensures that students make expected or better than expected progress focusing on improving feedback to students about their learning
- Mentoring time to remove barriers to learning including
- Support for pupil premium students to attend trips that support the curriculum
- Commissioned Specialist Sports Coach
- Extended curriculum after school hours
- Access to clubs that promote sport and healthy lifestyles
- Support for families and the community, with a special emphasis on Catholic life



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Context of the school 2020/21

St. Francis of Assisi Catholic Primary School is a one form entry, multicultural and multi-faith inner city school. We are a slightly smaller than average sized primary school compared to national, with 224 children on roll, including 20 children who attend nursery on a part-time, half day (3 hours) basis and two 30 hour pupils

- 81% stability
- Slightly higher proportion of boys-115 (51%) than girls-109 (49%) (national ratio 51B:49G)
- 73% children from Ethnic minority backgrounds - well above 33.9% national average
- 33.5% children eligible for Free School Meals (FSM) - well above 17.3% national average
- 69% children with English as a second language (EAL) - significantly higher than 21.3% national average
- 25% children with Special Educational Needs and Disability - almost double 15.5% national average
- 29% children eligible for Pupil Premium

We celebrate our truly multicultural school, where over 20 different languages are spoken by the children and at least another 5 languages by staff. We have children from variety of backgrounds, including Eastern European, Indian, African and Asian. Often our pupils join us in upper KS2 as well as KS2, KS1 and EYFS with very little or no English.

Of our EAL children:

- 54% Black African descent
- 17% Eastern European, mostly Polish, but representing a range of countries
- 9.8% White British descent.
- 16% Pakistani and Asian descent

Attendance

We work hard to keep our attendance high. It has improved steadily from 95.9% to 96.9%. However, since lockdown and the COVID pandemic we have experienced a drop, taking us to 95.3% attendance in 2019/20.

We expect the figure to be higher this year and we strive to be above national.

The main barriers to educational achievement faced by eligible pupils at our school are:

- Social and emotional difficulties, requiring mentor and peer support, nurture and family support and counselling.
- Low starting point and a readiness to learning with 'behaviour for learning' in school, requiring additional adult support and interventions
- Language – access to books, ebooks and audiobooks, due to a large number of children joining school with very limited knowledge and understanding of the English Language.
- Lack of opportunities and access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities



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- Parental engagement with school – ensuring more parents engage with the school, including parent workshop events, reading mornings, school coffee mornings, parents’ evenings and recently established PTA

At St. Francis of Assisi, funds have been allocated as follows:

- Additional support staff - all classes now have at least one full time teaching assistant, and some have more, where particular children need additional help and support. This is the main use of funding.
- Increase in specialist, experienced support, such as an experienced teaching assistant to support those children needing more focused help learning English and behaviour support 1:1 where required.
- Purchase of additional resources to ensure practical, hands on equipment to promote learning.
- Support for enrichment activities such as visits out of school and visitors into school.

A more detailed breakdown of how this additional funding is used and the impact of the expenditure can be found in the Pupil Premium Report (above), available and updated annually. The next review of the Pupil Premium strategy is September 2020.

Although this additional funding is available for children who have free school meals, parents should be reassured that we always aim to meet the needs of all children and those needing additional support who may not be receiving this entitlement, will get the support they need.

The Pupil Premium allocation is calculated on the following numbers:

- number of pupils eligible for the Service Child PP (children of service personnel)
- number of Looked After Children
- number of children eligible for Free School Meals (within a 6 year period)

School statistics Academic year 2019/20

Reading

Year Group	Class	Girls	Boys	Gender gap	SEN	Non SEN	SEN gap	PP	Non PP	PP gap	% below EXS	% at or above EXS	% above EXS
FS2	56.7	52.6	63.6	11.0	25.0	68.2	43.2			0.0	43.3	56.7	33.3
1	66.7	61.5	71.4	9.9	40.0	82.4	42.4	57.1	70.0	12.9	33.3	66.7	3.7
2	65.5	66.7	65.0	-1.7	40.0	70.8	30.8	66.7	64.7	-2.0	34.5	65.5	6.9
3	80.6	81.3	80.0	-1.3	40.0	88.5	48.5	81.8	80.0	-1.8	19.4	80.6	16.1
4	58.6	50.0	64.7	14.7	14.3	72.7	58.4	60.0	57.9	-2.1	41.4	58.6	17.2
5	80.0	92.3	70.6	-21.7	0.0	96.0	96.0	90.9	73.7	-17.2	20.0	80.0	10.0
6	93.3	94.4	91.7	-2.7	80.0	96.0	16.0	100.0	86.7	-13.3	6.7	93.3	30.0
KS1	66.1	64.1	68.2	4.1	40.0	76.6	36.6	61.9	67.4	5.4	33.9	66.1	5.3
KS2	78.1	79.5	76.8	-2.8	33.6	88.3	54.7	83.2	74.6	-8.6	21.9	78.1	18.3
APS	74.1	74.4	73.9	-0.5	35.7	84.4	48.7	76.1	72.2	-3.9	25.9	74.1	14.0



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Scholl Statistics Academic year 2019/20 continued

Maths

Year Group	Class	Girls	Boys	Gender gap	SEN	Non SEN	SEN gap	PP	Non PP	PP gap	% below EXS	% at or above EXS	% above EXS
FS2	66.7	63.2	72.7	9.5	37.5	77.3	39.8			0.0	33.3	66.7	40.0
1	59.3	38.5	78.6	40.1	50.0	64.7	14.7	57.1	60.0	2.9	40.7	59.3	0.0
2	75.9	88.9	70.0	-18.9	40.0	83.3	43.3	75.0	76.5	1.5	24.1	75.9	10.3
3	74.2	68.8	80.0	11.2	40.0	80.8	40.8	90.9	65.0	-25.9	25.8	74.2	12.9
4	65.5	58.3	70.6	12.3	28.6	77.3	48.7	60.0	68.4	8.4	34.5	65.5	6.9
5	60.0	46.2	70.0	23.8	0.0	72.0	72.0	63.6	57.9	-5.7	40.0	60.0	26.7
6	76.7	72.2	83.3	11.1	80.0	76.0	-4.0	80.0	73.3	-6.7	23.3	76.7	23.3
KS1	67.6	63.7	74.3	10.6	45.0	74.0	29.0	66.1	68.3	2.2	32.4	67.6	5.2
KS2	69.1	61.4	76.0	14.6	37.2	76.5	39.4	73.6	66.2	-7.5	30.9	69.1	17.5
APS	68.6	62.2	75.4	13.3	39.8	75.7	35.9	71.1	66.9	-4.3	31.4	68.6	13.4

Writing

Year Group	Class	Girls	Boys	Gender gap	SEN	Non SEN	SEN gap	PP	Non PP	PP gap	% below EXS	% at or above EXS	% above EXS
FS2	60.0	57.9	63.6	5.7	25.0	72.7	47.7			0.0	40.0	60.0	30.0
1	63	46.2	78.6	32.4	50.0	70.6	20.6	71.4	60.0	-11.4	37.0	63.0	0.0
2	62.1	77.8	55.0	-22.8	20.0	70.8	50.8	50.0	70.6	20.6	37.9	62.1	13.8
3	71.0	87.5	53.3	-34.2	0.0	84.6	84.6	81.8	65.0	-16.8	29.0	71.0	16.1
4	62.1	58.3	64.7	6.4	0.0	81.8	81.8	60.0	63.2	3.2	37.9	62.1	6.9
5	60.0	61.5	58.8	-2.7	0.0	72.0	72.0	63.6	57.9	-5.7	40.0	60.0	10.0
6	86.7	88.9	83.3	-5.6	80.0	88.0	8.0	86.7	86.7	0.0	13.3	86.7	26.7
KS1	62.6	62.0	66.8	4.8	35.0	70.7	35.7	60.7	65.3	4.6	37.5	62.6	6.9
KS2	70.0	74.1	65.0	-9.0	20.0	81.6	61.6	73.0	68.2	-4.8	30.1	70.0	14.9
APS	67.5	70.0	65.6	-4.4	25.0	78.0	53.0	68.9	67.2	-1.7	32.5	67.5	12.3



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Pupil Premium Grant Evaluation for 2019 -2020

Number of pupils on role (not including nursery)		224 pupils	
Number of pupils eligible for PPG		67	
Amount of PPG received per pupil		£1,345	
Amount of PPG received		£91,530	
Item/Activity	Cost	Objectives	Outcomes/Impact
Learning Mentor	£23,960	To support pupils with social, emotional, and mental health needs	<ul style="list-style-type: none"> SEHM needs met/supported Positive impact on pupil's confidence and self esteem Readiness for learning
Teaching Assistants	£26,500	To improve key maths and literacy skills and raise progress and attainment levels	<ul style="list-style-type: none"> Accelerated progress Higher attainment and achievement Improved key skills impacting in other areas Closing the gap
Specialist Language Teacher	£10,770	To raise standards in English (speaking, listening and reading and writing) of pupils with EAL needs	<ul style="list-style-type: none"> Better access to education Improved attitude and social behaviour Good progress in all areas of the curriculum
Music Peripatetic Recorder Teacher	£4,000	To increase pupils' access to music	<ul style="list-style-type: none"> Enjoyment and positive attitude to music Opportunity to discover hidden talents
Cathedral Choral Teacher	£2,000	To increase pupils' access to singing	<ul style="list-style-type: none"> Enjoyment and positive attitude to singing Contribution to Catholic life and the community
Sports and PE Specialist Coach	£10,000	To increase access to sports and PE activities	<ul style="list-style-type: none"> Enjoyment of PE and sports Opportunities to part take in competitions Specialist input and approach Upskilling of staff
Traded Speech and Language Therapist	£5,200	To provide targeted support for pupils with speech, communication and language needs	<ul style="list-style-type: none"> Regular, targeted, specialist support Effective and responsive system Early and fast identification and solution of SLT issues Upskilling of staff



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Continual Professional Development of staff	£5,000	To improve quality first teaching	<ul style="list-style-type: none"> • Skilled and confident staff • Improvement of quality of teaching • High expectations • Modelling of life learning
Subsidiary School Visits	£2,850	To engage and motivate pupils through a different learning approach	<ul style="list-style-type: none"> • Support for deprived families • Access to opportunities and experiences for all • Enrichment of the curriculum
Twinkl	£300	To support teaching and learning	<ul style="list-style-type: none"> • Instilling 'I can' attitude in Maths • Enjoyment of learning • Application of computing skills • Raising standards in Maths
Boosters Provision for Year 6	£450	To aid pupils in further accelerating their learning prior to their national exams	<ul style="list-style-type: none"> • Accelerated learning • Sense of achievement prior to transition to high school • Opportunities for learning at greater depth

Total: £91,530

Helping Us! If you feel your child/children may be entitled to free school meals, please speak to our office team who will be able to advise you about applying. There is no stigma attached. Children who have free school meals are treated in exactly the same way as those who pay for meals or have packed lunches. If you are entitled, not only will your child/ren get a free, healthy meal each day, s/he or they will get free school milk and will bring additional funding into school and that can't be a bad thing!