

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	44% (90 children)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	1 st Dec 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Vera Snejberkova-Taylor
Pupil premium lead	Mrs H Shaw
Governor / Trustee lead	Mrs Sally Hardiman-Douglas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,650.00
Amount of PPG received per pupil	£1,385.00
Recovery premium funding (School Led Tutoring) allocation this academic year	£13,629.60
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for 2022-2023 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	£1,072,604.00

Part A: Pupil premium strategy plan

Statement of intent

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 220 children on roll, including 21 children who attend the nursery class on a part-time, half day (3 hours) basis.

- Full in all year groups Year 1 – 6 with a few places available in EYFS. (12 children on the waiting list, a large proportion of which are not Catholic)
- 76% stability – below 86% national average
- Slightly higher proportion of girls than boys – 51% girls 49% boys
- 79.5% children from Ethnic minority backgrounds - well above 34.8% national average
- 47% children eligible for Free School Meals (FSM) - in the top 20% and hence well above 22.5% national average
- 64% children with English as a second language (EAL) - significantly higher than 19.5% national average
- 21% children with Special Educational Needs and Disability - almost double 13.5% national average - with 2 EHC plans (agreed or in progress)
- 44% children eligible for Pupil Premium.

We celebrate our truly multicultural school, where 30 different languages are spoken by the children. We have children from a variety of backgrounds, including 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:

- 44.5% Black African descent
- 12.3% Eastern European, mostly Polish, but representing a range of countries
- 9.8% White British descent, with Pakistani pupils making up 7.3%

Attendance

We work hard to keep our attendance high. Post Covid-19 attendance has been lower than the school target of 97% (95.38% 2021-22, 96.96% 2020-21). We expect the figure to be higher this year and we strive to be above national. Attendance is one of the school priorities for this year, which will also include improving persistent absence.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils during 2022-2023.

Challenge number	Detail of challenge
1	Disadvantaged Pupils in Early Years and Key Stage 1 have limited oral language skills which has an impact on their ability to speak clearly and listen
2	Disadvantaged Pupils have limited vocabulary which has an impact on their ability to understand what they have read and write in an engaging way
3	Parents of disadvantaged pupils, (in particular those who also have EAL) find it hard to support their children with learning which has an impact on their attainment
4	Deprivation is a significant factor as our disadvantaged families struggle to provide suitable clothing or sufficient food for their children. There has been an increase in requests for suitable clothing and food suggesting this is a significant factor.
5	Disadvantaged pupils have limited access to life experiences. They are therefore otherwise unable to apply these experiences to their work and develop their imagination

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
1A: To improve % ARE standards in the core subjects of Reading, Writing and Maths	<ul style="list-style-type: none"> The number of PP children achieving ARE (or above) in Reading increases from 2022 baseline The number of PP children achieving ARE (or above) in Writing increases from 2022 baseline The number of PP children achieving ARE (or above) in Mathematics increases from 2022 baseline ARE in Reading, Writing and Maths for PP children increases from 2022 baseline
1B: To ensure all PP children (without complex SEND needs) to pass Year 1 Phonics Assessment	<ul style="list-style-type: none"> Phonic tests in Year 1 are at least in line with National for all PP children. All Year One pupils demonstrate significant gains in phonic ability compared to baselines on entry.

<p>1C: To ensure rapid ARE gains across all ELGs in comparison to baseline September 2022.</p>	<ul style="list-style-type: none"> • ARE gains in attainment for all PP children in EYFS means children will demonstrate accelerated progress towards or meeting ARE by end of year across most ELGs
<p>1D: For disadvantaged pupils in Early Years to have developed their oracy skills to support communication and language</p>	<ul style="list-style-type: none"> • Pupils involved with speech and Language programmes will have achieved all targets set and made rapid progress in a 12-week period.
<p>2A: All PP children to participate in first-hand learning experiences including after school provision.</p>	<ul style="list-style-type: none"> • 100% uptake for after school clubs for PP children during Spring and Summer 2023 • 100% take up for Y4 and Y5 residential for all PP children • 100% PP children meet targets for ARE in relation to prior attainment. • All disadvantaged pupils will attend at least one educational visit every term, in some cases each half term. • All disadvantaged pupils are targeted to attend extra-curricular activities after school. • Pupil voice and registers will demonstrate that disadvantaged pupils have accessed a wide range of extra-curricular activities including residential.
<p>3A Parents confidence will have increased when supporting their children with their home learning</p>	<ul style="list-style-type: none"> • The impact of the support around the child is significant in offering bespoke, additional support to the child demonstrated through Early Help and Support plans. • Pupil premium pupil will be provided with a healthy and filling breakfast every day through breakfast club or when they arrive to ensure they are ready to learn • School will continue to provide free milk and fruit to all pupils in EYFS and KS1. This catch all approach will ensure every Pupil Premium pupil has had a piece of fruit and a drink of mil by mid-morning every school day. • All disadvantaged pupils are in full, correct and good quality clothing throughout the academic year.

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)

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Family Welfare Officer	£25,131	To continue to support pupils with social, emotional and mental health needs	3
SEND Officer	£24,489	Mentoring of Level 2 SEND assistants and ensuring provision is correctly placed for those children on the SEN register.	3, 5
Level 1 Teaching Assistants	£20,000	To improve key maths and literacy (Reading) skills and raise progress and attainment levels. Providing T. A's with the CPD necessary to support learning.	1, 2
Level 2 SEN Support Assistants	£23,000	To deliver specific SEN intervention to those identified children who require it. Record and monitor specific intervention for progress leading to impact.	1, 2
Music Drumming Teacher	£1,500	Providing quality teaching of music and engage the children in the wider curriculum of the school.	5
Cathedral Choral Teacher	£1,800	Opportunities for all children to develop further life skills that can further support their learning.	5
Sports and PE Specialist Coach	£12,000	Through a variety of sports engage and enthuse the children and offer opportunities for children to further advance their skills after school.	1, 2, 3
Traded Speech and Language Therapist	£6,240	To provide targeted support for pupils with speech, communication and language needs	1, 2, 3
Continual Professional Development of staff	£6,000	Providing quality opportunities for staff to improve their own practice that will benefit the children of St Francis.	1, 2, 3, 4, 5
Subsidy of school visits	£6,000	To engage and motivate pupils through a different learning approach	5

		and give opportunities for children who cannot access these activities.	
Twinkl	£890	Providing quality resources to support teaching and to further enhance their learning.	3, 5
Third Space Learning & White Rose Maths Premium	£1500	Providing quality resources to support the teaching of mathematics as well as the deepen learning for challenge.	3, 5
Maths Hub		Providing CPD and support for Teachers to develop and support the teaching of Maths	3, 5
Grammarsaurus	£600	Provide quality resources that can support the teaching of grammar and science as well as other curriculum areas.	3, 5
Spelling Shed	£142	Provide quality resources to support home learning in English – spelling and grammar	3, 5
Boosters Provision for Year 6	£600	To aid pupils in further accelerating their learning prior to their national exams	3
Computing resources (SEN laptops)	£1500	Supporting quality First Teach by providing resources that support all learners.	3
School Library	£4,000	To promote reading for pleasure and identify through questionnaires resources that address boys' and girls' interests. in turn raise pupils' attainment and achievement in Reading	1, 2, 3, 4, 5
SEN 1to1 adult support	16,380	To support pupils on 1to1 basis when accessing the curriculum. To cater for pupils' social & emotional needs to overcome barriers to learning	2
EYFS/KS1 – Read Write Ink	£1000	Phonic booster for Y1 to improve reading outcomes for disadvantaged pupils (Spring Term) Morning Phonic sessions for parents in Reception to increase knowledge and support in the home at the earliest point of entry.	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver targeted support for Reception pupils to develop their language	<ul style="list-style-type: none"> • It has been shown that pupils make on average 4 months progress using the NELI scheme. • Early Speech and Language screening to identify pupils who need targeted support programmes • Disadvantaged pupils start BSF with limited oral skills when compared to other pupils. 	1, 4
Continue to promote and use the Read Write Ink reading scheme to develop reading comprehension skills	<ul style="list-style-type: none"> • Reading records have shown that disadvantaged families are less likely to read regularly with their children at home and therefore need a programme that will support them with their reading without the need for an adult. • Exploratory analysis suggests that children offered RWI made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children. 	1, 4
Provide additional targeted teaching sessions to support the small number of disadvantaged pupils who have been identified as falling behind.	<ul style="list-style-type: none"> • EEF evidence demonstrates that small group tuition (the smaller group the better) results, on average with four months accelerated progress. • School have identified through the catch-up strategy that there remains a small proportion of disadvantaged pupils who fell significantly behind as a result of lockdown/home learning experience 	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to celebrate attendance through 100% attendance weeks, weekly certificates for classes,	<ul style="list-style-type: none"> • Previous evidence has demonstrated that when school hold 100% weeks attendance increases • Pupil voice has indicated that the pupils enjoy the rewards and there is an element of competition within classes 	3

half termly and termly rewards.	<ul style="list-style-type: none"> • Through parent voice, it is clear that parents value the shopping vouchers and the attendance of disadvantaged pupils continues to improve 	
Provide children with support in school to talk to an adult (Inclusion Team) about their worries and, where necessary, provide counselling through a referral to cluster	<p>Evidence from pupil questionnaires demonstrate that pupils are more focussed and engaged in learning in class</p> <ul style="list-style-type: none"> • When pupils do not have worries, they are able to focus on their learning and not become distracted. This therefore results in them making strong progress with their learning. 	5
Ensure that all disadvantaged pupils are provided with the opportunity to go on a residential trip along with subsidised trips	<ul style="list-style-type: none"> • Pupil voice has demonstrated that the experience the pupils have during a trip and residential supports them with their learning due to their imagination being developed • Evidence from writing, following a trip and residential, demonstrate that the experience has supported pupils with their learning. 	5
Use early SpLD screening to support children with their learning and emotional needs	Developing a clear understanding of the emotional barriers to learning will ensure pupils have their needs met and are able to access their learning	3
Attendance lead to analyse weekly attendance and arrange meetings to support disadvantaged families where the attendance is a concern	<p>Having a clear overview of the pupils' attendance ensures that any disadvantaged pupils, whose attendance is of a concern, are swiftly identified and supportive factors are put in place for them.</p> <ul style="list-style-type: none"> • Evidence shows that the meetings are supportive and following on from the meetings 95% of pupils' attendance improves 	4
Family Welfare Officer (with a safeguarding background) appointed to work with vulnerable families and improve parental engagement	<p>Providing a person as a point of contact ensures all families are able to access a range of support, guidance and advice where needed.</p> <p>Evidence from records demonstrates that a large proportion of Pupil Premium families have benefitted from housing support, beds and furniture, financial guidance, employment help and assistance with additional food and toiletries.</p>	3
Carefully chosen attendance prizes promoting home learning and providing resources such as stationary and games to play together	<p>Pupil voice tells us what type of rewards are most popular with our disadvantaged pupils.</p> <p>By choosing prizes that both appeal and also support their home learning such as stationary, books, games, we can incentivise attendance and thus decrease PA</p> <ul style="list-style-type: none"> • Evidence shows that attendance of disadvantaged pupils improves significantly during a 100% attendance drive with a significant prize at the end of the period 	4

Total budgeted cost: £ 124,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>School Statistics</u>				
Year Group	No on roll	Gender	PP	EAL
Rec	25	11B/14G	27%	50%
Year 1	28	18B/10G	21%	61%
Year 2	30	11B/19G	14%	55%
Year 3	30	10B/20G	40%	60%
Year 4	28	15B/13G	36%	43%
Year 5	30	18B/12G	40%	63%
Year 6	32	15B/17G	52%	84%

- Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.
- In 2019, the average scaled score for attainment in reading and maths was 104
- The average scaled score for pupil progress in reading and writing was 105
- The percentage of pupils meeting the expected standard in reading, writing and maths was 76%
- The percentage of pupils achieving a high standard in reading, writing and maths was 7%

Externally provided programmes

Programme	Provider
Times Table Rockstar's	TT Rockstars
Spelling Shed	Ed Shed
Speech and Language provision	Leeds City Council
Early Year Consultant Support	Leeds Authority