St Francis CE Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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 CE Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lorraine Wood
Pupil premium lead	Simon Bushell
Governor / Trustee lead	Lesley Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 64,745
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	£ 64,745

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium grant is funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. The grant is based on the number of pupils in receipt of free school meals, (FSM), children who have had FSM in the last 6 year (Ever 6), pupils in local authority care, adopted or in guardianship orders with a friend or relative, and those whose parents are in the Armed Forces.

Through our Parish meta-narrative - JOHN 10:10B 'living life to the fullest', which encompasses and asks us to reflect deeply with all of our stakeholders about how we might best live our lives so that they are the richest and hold the greatest of meaning and how we can enable **all** children to have the opportunity to also live their life to the fullest.

At St Francis school we pride ourselves on leading an ambitious and personalised curriculum that supports all our children, to learn deeply and that is focused on developing the whole child, their skills, knowledge, attitudes, interests and provides children with the knowledge and cultural capital that they need to be successful. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well 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.

At St Francis school, we recognise that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations. Further, that through a secure understanding of the disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform their approaches, staff are clear about their roles in improving outcomes for all learners.

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. They include the following strategies:

- identifying pupils' emerging or changing needs quickly and accurately, making sure support is effective
- ensuring our work improves the progress and achievement of disadvantaged pupils and we do not lower expectations of them
- adapt the environment, teaching and the school's wider offer in ways that support them to access education

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 discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Pupil discussions and parent surveys have shown that many disadvantaged pupils lack wider experiences, cultural capital and cultural literacy.
3	Low attainment and slow progress rates and the increasing percentage of children who are in receipt of PP and have SEND needs. 44.2% of children in receipt of PP are on the SEND register as opposed to 23.7% who are not in receipt of PP. Further, 40% of children with EHCPs are in receipt of PP.
4	Pupils and their families may have social & emotional difficulties, including medical and mental health issues.
5	Low attendance and persistent absenteeism of PP/disadvantaged children.

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Children have access to a broad and enriched curriculum.	Teachers and support staff will plan a wide range of visits, visitors and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.

	Children of all ages, abilities and backgrounds can articulate the impact of these experiences in an age-appropriate manner.
Pupils in receipt of pupil premium will make good or better progress in the core subjects	Children in receipt of pupil-premium, and children experiencing other disadvantages, results will show good or better progress relative to their starting points. All staff will have high expectations of all learners.
Pupils and families with identified social, emotional or mental health needs are well supported in the school community	Specific emotional interventions are run regularly to support identified children to ensure they can access the curriculum inside the classroom. The Home School Link Worker works with identified families in supporting a wide range of social and emotional mental health needs eg home visits, supporting with paperwork, liaising with social workers and external agencies, collection and drop-off of children in times of need Strong, trusting relationships between school and vulnerable families are established and maintained.
Disadvantaged pupils will meet national expectations for attendance and persistent absence	Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). School will work with families to overcome attendance barriers, eg transport, illness (including mental illness), school refusal. Monitoring of attendance by senior leadership and Home School Link Worker, communicating effectively with appropriate services, such as Attendance and Engagement team in OCC in order to increase PP pupils' attendance and a decrease in persistent absence.

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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff engage with internal CPD based on coaching and peer support to improve Quality First Teaching.	Growing Great People (Trust wide approach to investing in people and securing improvement) Evidence from Education Endowment Foundation (EEF) – Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1-5
Work with the Whiteknights English Hub to audit and improve the provision	EEF Evidence on Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3

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

Budgeted cost: £ 20,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Teaching Assistant (SALTA)	Evidence from EEF – Teaching and Learning – oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Evidence from EEF – projects and evaluations - NELI https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1	1
Imbed vertically grouped interventions, maths and reading	Evidence from EEF – teaching and learning – small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1-3

Specialist SEND provision to provide robust and responsive support.	Evidence from EEF- Special Education Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3
Mirodo - Online platform to set differentiated homework and extra support for children which includes teaching videos that aid understanding the quality of support from home	Evidence from EEF – Working with parents to support children's understanding https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3, 4

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link Worker	Evidence from EEF – Education Evidence – Supporting Parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4-5
Deputy Head to be given non teaching time to assist and mentor teachers in dealing effectively with behaviour.	Evidence from EEF – teaching and learning – behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2, 4, 5
OPAL Play to build language and communication, strengthen social and emotional and mental health development alongside cultural capital, improvement in attendance and engagement.	https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/	1,4,5

ELSA to deliver focused interventions on emotional literacy and regulation	Evidence from EEF – teaching and learning – metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4
Improve the attendance of disadvantaged children through implementing '5 Foundations of Effective Attendance Practice'	https://www.creativeeducation.co.uk/courses/5-foundations-of-effective-attendance-practice-using-an-evidence-informed-framework-to-improve-school-attendance/	5
Improve the enrichment offer for disadvantaged children to improve attendance and accelerate progress	https://www.centreforyounglives.org.uk/news-centre/new-research-reveals-positive-link-between-enrichment-and-tackling-the-school-attendance-crisis	2,3,5

Total budgeted cost: £67,745

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 2024 to 2025 academic year.

Disadvantaged children attained broadly in line 'close to average as detailed in our latest IDSR' with 38% achieving all areas at the end of KS2.

63% of disadvantaged children attained in line with 63% of the national disadvantaged in reading.

Attendance of disadvantaged children was 2% below national, using the 5 Foundations approach to improving school attendance we aim to raise this percentage this year.

Our ELSA is now fully trained and has begun delivering affective SEMH support for our most vulnerable and disadvantaged children to help them regulate and increase their emotional availability for learning.

All our teaching staff have worked with the Deputy Head to improve their practice through ‘Growing Great People’. Staff have reported an improvement in their practice, and observations have revealed that the quality of teaching is now good across school.

The Deputy Head worked alongside one of our teachers for a term to improve their practice. This has moved their practice on to solidly good, fully inclusive practise.

Whole school structured mindfulness and self-regulation strategies are now being well used across all phases of school. Children are able to talk about the current state and readiness for learning using the language of Zones of Regulation.

Data analysis from the children that took part in vertically grouped interventions for reading and maths showed accelerated progress for the disadvantaged pupils taking part. Where there was no comorbidity between disadvantage and SEND, children made even greater progress.

Mirodo was utilised well to support disadvantaged and vulnerable children. Parents reported a reduction in anxiety through learning how to support their child at home.

The ongoing efforts of the home school link worker enabled children to continue to access support effectively.

Speech and Language teaching assistant had a positive impact on the language skills of our youngest children. This can be seen in the progress of children in nursery and some in reception.