

Pupil premium strategy statement 2023-24

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Catholic Primary
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	20.89%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2023
Date on which it will be reviewed	1 st April 2024
Statement authorised by	LGB
Pupil premium lead	Miss L Marshall
Governor / Trustee lead	Miss C Cullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,110
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£67,490

Part A: Pupil premium strategy plan

Statement of intent

Every child with his/her individual needs and gifts is a unique gift from God.

At St Francis Xavier Catholic Primary School, we want to ensure that teaching and learning opportunities meet the needs of all the pupils.

All members of staff and the Local Governing Body accept the responsibility for our Pupil Premium pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment.

As with every child in our care, a child who belongs to vulnerable groups is valued and respected and is entitled to develop his/her full potential, irrespective of need.

We ensure that appropriate provision is made for pupils who belong to such groups, and we ensure these pupils are adequately assessed and addressed.

Pupil Premium funding will continue to be allocated following a needs analysis which will identify priority classes, groups and/or individuals.

The key aims of our strategy are as follows:

- That there will be no barriers to learning for disadvantaged pupils.
- That the attainment gap between disadvantaged and non-disadvantaged Pupils diminishes within Reading, Writing and Maths.
- For all our disadvantaged pupils to achieve or exceed the expected national progress measures.
- That awareness of mental health and well-being is improved across the school and that staff are equipped to support those pupils and colleagues who need it.
- That EYFS children are supported to achieve their social and emotional targets post COVID.
- That communication and language are developed across the school, with specific focus on Early Years and KS1.

Challenges

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

Challenge number	Detail of challenge
1	<i>For pupils to secure and embed substantive and disciplinary knowledge across core and foundation subjects</i>
2	<i>Negative impact of the pandemic on the mental health and wellbeing of these pupils</i>
3	<i>Gap in 'basic' building blocks within Reading, Math's and Writing of disadvantaged pupils</i>
4	<i>Engagement with homework and in wider curriculum activities of disadvantaged pupils</i>
5	<i>Punctuality and attendance of disadvantaged pupils.</i>

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
Pupils to achieve at least expected level of progress in reading, writing and maths	Progress measure and data indicate that pupils make at least expected progress in reading writing and maths
Improved pupils' emotional health and well-being	Pupils articulate a love of learning and are proud of their achievements.
Continue to increase the attendance and punctuality of PP children	Pupil Premium attendance increases across the year – monitored using MIS system
Pupil Premium pupils' attainment and progress to be in line with or better than non-pupil premium pupils	Internal data indicates that attainment is in line with or better than that of non PP Pupils Internal data indicates that progress is in line with or better than that of non PP Pupils

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: £9028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD (I'm a clever writer) Mapping of progression maps for writing.	Progression of skills document years 1-6 Progression of genre document years 1-6 Assessment documents years 1-6 SLT CPD 5 hours whole school CPD 12 hours of weekly support for individual teacher x 3 Developing a bespoke whole school writing spine.	1,3,4,5
Other external providers to support CPD i.e. National College Training, Catholic Primary Partnership	Embedding high quality teaching through a range of pedagogical approaches underpinned by Rosenshine's Principles and other research based approach. Used Tom Sherrington's Walkthrus to implement whole staff approaches to behaviours, routines and learning.	1,2,3,4,5
Ongoing programme of CPD for staff	One to one subject leader development.	1, 2, 3,4, 5
MAC Coordinator Meetings	Supporting subject leaders and sharing best practice within core and foundation subjects across the MAC	
CPI (MAPPA)	De-escalation and positive handling training. CPD provided to staff by Mental Health Leader – developing skills to support pupils within and outside school.	

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

Budgeted cost: £47,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Skilled experienced teaching assistants deployed to support targeted groups of children across the school to ensure accelerated progress in Reading, writing and maths</p> <p>Support through focused learning groups in lessons.</p>	<p>Termly Pupil Progress Review meetings</p> <p>Formative assessment that informs future planning.</p> <p>Termly summative assessments</p> <p>Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops within MIS).</p> <p>Quality first teaching</p>	<p>1, 2,3,4 and 5</p>
<p>Booster sessions for focused learning groups to bridge gaps in learning.</p>	<p>Small group sizes to provide more opportunities for teachers to address gaps and develop new skills and approaches for learners.</p>	<p>1, 2 and 3</p>
<p>Targeted small group support with key English skills – ongoing pre-teach and re-teach sessions with TAs. Additional interventions or 1:1 where needed.</p>	<p>Termly Pupil Progress Review meetings</p> <p>Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops within MIS).</p>	<p>1, 2 and 3</p>
<p>Small group and 1:1 support implemented across the school for PP pupils.</p>	<p>Small group sizes to provide more opportunities for teachers to address gaps and develop new skills and approaches for learners.</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £11,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Musical Toad Glamba	Weekly musical tuition for whole school focusing on specialised instruments. Drumming workshops	2,4, 5
Ongoing mental health and well-being support from SENCo and senior mental health lead	Pupil voice and staff ongoing assessment of pupils' well-being Staff ongoing assessment of pupils (outcomes at the end of the academic year)	2,4, 5
Training and reintroduction of Junior PCSOs to aid the development of the children's self-esteem, resilience, confidence and teamwork.	PCSOs from WM police to provide training and embed effective practice of leading and delivering this programme	2,4, 5
Provide opportunities for PP Children to engage in extracurricular activities and school trips	Provide a range of academic and enrichment experiences for Pupil Premium children	2,4, 5
Mental Health Lead to support families with additional needs including support by wider social factors.	Supporting targeting the social and emotional needs of families who require additional support.	2,4, 5
Vend Trade	To encourage reading for pleasure and boost the wellbeing of pupils. Enabling pupils to take ownership over their learning.	2,4,5
External provider for a range of workshops.	Pupils experience a broader range of additional activities and to give them the cultural capital to appreciate the world around them.	2,4,5

Total budgeted cost: £67,490

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 2021 to 2022 academic year.

Attainment breakdown of PP and non PP children by ensuring high quality teaching in class and focused intervention ()

Whole school – attainment

Subject	PP	Non-PP
Reading		
Writing		
Maths		

Taken from Arbor MIS systemin

Progress

Social and emotional Wellbeing support

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

The school will continue to supplement the support for disadvantaged pupils through Active Maths paid through the PE and Sport Premium Grant Funding. For 2023-24, this will continue to target SEND children's SMART targets through small group activities in order to further embed the progress made with this approach in the previous academic year. This funding will also be used to pay for the transition programme 'Balance ability' for all children in Reception (including those who are disadvantaged) to help with the Physical Development ELG and prepare for transition into Year 1. This will take place in the Summer term over 12 weeks.

Curriculum development will continue to support high quality teaching for all of the children, including our PP children.