



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Xavier Catholic Primary School
Number of pupils in school	209
Proportion (%) of disadvantaged pupils	40.19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-2024
Date this statement was published	30 <sup>th</sup> September 2021
Date on which it will be reviewed	1 <sup>st</sup> April 2022
Statement authorised by	Jenni Downes
Pupil premium lead	Tom Boodell
Governor	Carol Ann Cullen

Detail	Data
Pupil premium allocation this academic year	£46,402.50
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous year (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£52,202.50</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aims at St Francis Xavier are:

- that there will be no barriers to learning and that the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed.
- for our all disadvantaged pupils to achieve the expected or exceed national expected progress measures
- to ensure that our staff are well equipped to support the pupils academically as well as in their mental health and well-being.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths
2	Attainment gap in children achieving greater depth particularly in writing
3	Attendance and punctuality
4	Support pupils with SEMH needs through provision of counselling as a means of emotional support.

## 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.

### Teaching priorities for current academic year

Intended outcome	Success Criteria
Progress in Reading	Achieve national average or better progress scores in KS2 Reading (0)
Progress in Writing	Achieve national average or better progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve average or better KS2 Mathematics progress score (0)
Phonics	Achieve national average expected or better standard in PSC
Other	Improve attendance of disadvantaged pupils to be equal to or higher than the LA average
Improved attitudes to learning	Reduction of incidents on Safeguard and improved outcomes on Boxall Profiles

## 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:** £7200 staffing, £1000 resources.

Measure	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that staff (especially ECTs) receive CPD to use an evidence-based approach to promote oracy through questioning in quality first teaching as interventions</p> <p>Developing their Cultural Capital across the curriculum.</p>	<p>EEF guide to professional development states that PD activities are unlikely to be successful without ensuring there is both high-quality content and a sharp focus on pupil outcomes. It is recommended to provide explicit support to help teachers apply general pedagogy to specific subject domains.</p>	1, 2

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

**Budgeted cost:** £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor to work with disadvantaged pupils across the school to support their learning. £8000</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1, 2
<p>Skilled TA deployed to tutor children across the school. £5000</p>	<p>EEF (+4). Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1, 2

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

Budgeted cost: £7000 – it will include £2345 for each pupil in receipt of LAC funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor to support vulnerable pupils, with SEMH needs	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	4
Offer a range of experiences/activities to pupils who are in receipt of LAC funding.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn’t an issue for families, they almost always want their children to experience these.	4
Use the services of an attendance consultant to monitor attendance and support families. £1000	Providing support for families to ensure that attendance rates are high and children are in school and learning.	3

## 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 2020 to 2021 academic year.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?	
Aim	Outcome
Progress in Reading and Writing	Disadvantaged pupils’ progress in Reading and Writing is steady across 3 years, each year it is above local and national average. Progress in Writing for disadvantaged is lower than non-disadvantaged pupils. <b>Progress remains at average each year, showing that aspirations for disadvantaged and non-disadvantaged pupils needs to be higher.</b>

Progress in Mathematics	Disadvantaged pupils' progress in Mathematics is steady across 3 years, each year it is above local and national average. Progress in Writing for disadvantaged is lower than non-disadvantaged pupils. <b>Progress remains at average each year, showing that aspirations for disadvantaged and non-disadvantaged pupils needs to be higher.</b>
Phonics	Pupils were below disadvantaged national average in 2019, results this year for Year 2 show that pupils exceeded local average score, with all at 83% and disadvantaged pupils at <b>80%</b> (closely in line with non-disadvantaged at <b>84%</b> ). Now, the aim is for disadvantaged pupils meeting national average for all pupils by September 2021.
Other	Attendance is in line with that of 2018-2019 and is above 95% for disadvantaged pupils. Work in school led by the Principal along with SMLT will continue to strive for higher attendance.

## 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
'The Write Stuff'	Jane Considine

## 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