



Pupil premium strategy statement 2024-25

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	190
Proportion (%) of pupil premium eligible pupils	23.68%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2024
Date on which it will be reviewed	1 st April 2025
Statement authorised by	LGB
Pupil premium lead	Mrs N Smith
Governor / Trustee lead	Miss C Cullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,600
Recovery premium funding allocation this academic year	£0
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>Assessment data has identified that we have a lower achievement in EOKS2 Maths than National Average amongst disadvantaged pupils.</i>
2	<i>There has been an increased number of pupils who need to access additional support for mental health and wellbeing</i>
3	<i>A percentage of our disadvantaged pupils are not yet achieving Age Related Expectations in core subjects nor making progress in line with their peers.</i>
4	<i>Engagement in homework opportunities, end of topic Fabulous Finish projects and wider curriculum activities of disadvantaged pupils is lower than non-disadvantaged children.</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
The percentage of pupils achieving ARE at the end of KS2 in Maths is in line with National Average.	There will be an upward trend in attainment rising for disadvantaged pupils in Maths at the End of KS2.
Improved pupils' emotional health and well-being.	Pupils articulate a love of learning and are proud of their achievements. A higher number of disadvantaged pupils are part of the junior leadership team and use their responsibility to share their pupil voice.
Disadvantaged pupils' attainment and progress to be in line with or better than non-disadvantaged pupils.	Internal data indicates that attainment is in line with or better than that of non-disadvantaged pupils. Internal data indicates that progress is in line with or better than that of non-disadvantaged pupils.
A higher number of disadvantaged pupils will engage in Fabulous Finish Days, other homework opportunities and extra-curricular activities.	There will be an increased engagement of disadvantaged pupils with the opportunities provided for homework and extra-curricular activities.



Continue to increase the attendance and punctuality of PP children	Pupil Premium attendance is closely monitored across the year – monitored using MIS system.
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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: £2, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing programme of CPD for staff</p> <p>Other external providers to support CPD i.e. Catholic Primary Partnership, BDES, Emmaus MAC, Sandwell LA Providers, National College, Ofsted research published materials, EEF, MAC Coordinator Meetings</p>	<p>To follow the best pedagogical approach to high quality teaching and learning we are continuing to follow best practice/current research to ensure that gap between disadvantaged and non-disadvantaged pupils decreases.</p> <p>This will include: The use of further resources to support our focus on Tom Sherrington’s WALKTHRU’s with a focus on teaching and learning to further embed our pedagogical approaches in school that are rooted in best practice and research.</p> <p>Providing subject leaders with release to time so that they have the capacity to continue to embed a culture of learning throughout school within their subjects, leading to high quality teaching and learning, extra opportunities to maximise cultural capital, as well as assessment to respond to the emerging needs of pupils – with an aim of ensuring that outcomes for pupil premium children improve.</p> <p>Embedding of CPD for teachers and support staff in which they are focused on support, a consistent approach to teaching and learning and developing next steps as a team including delivery by senior leaders and subject leaders.</p>	1,2,3,4,5



<p>MAC Coordinator Meetings</p> <p>CPI (MAPPA)</p>	<p>Emotion Coaching, Restorative Practice and Nurture Group training for Support Assistants to support children’s wellbeing needs, leading to improved outcomes and children who are secure in their environment and prepared for their next stage in education.</p> <p>Supporting subject leaders and sharing best practice within core and foundation subjects across the MAC.</p> <p>De-escalation and positive handling training.</p> <p>CPD provided to staff by Senior Mental Health Leader and Reflexions– developing skills to support pupils within and outside school with their mental health and wellbeing and to prepare the children for their next stage in education.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £58, 600

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>Data analysis and question level analysis from assessments (termly data drops on Insight).</p> <p>Termly Pupil Progress Review meetings following data analysis with a focus on attainment and progress.</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.</p> <p>High Quality 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</p>	<p>1, 2 and 3</p>



	and develop new skills and approaches for learners.	
Targeted small group support with key English skills – ongoing pre-teach and re-teach sessions with TAs.	Termly Pupil Progress Review meetings Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops on Insight).	2 and 3
Targeted small group support with key Maths skills – ongoing pre-teach and re-teach sessions with TAs.	Termly Pupil Progress Review meetings Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops on Insight).	1 and 2
Additional interventions or 1:1 where needed.	Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops within Insight).	1, 2 and 3
Small group and 1:1 support implemented across the school for disadvantaged pupils.	Small group sizes to provide more opportunities for teachers to address gaps and develop new skills and approaches for learners.	1, 2 and 3
Wellbeing and nurture interventions for small groups	Small group sizes for focused wellbeing and nurture interventions which will increase pupil confidence and wellbeing which will be evident through pupil voice and confidence levels in class.	2



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

Budgeted cost: £5, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Musical Toad	Weekly musical tuition for whole school focusing on specialised instruments.	2,4, 5
Glamba	Drumming workshops	
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 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
SENDCo to introduce Sensory Circuits and complete staff training	Supporting and targeting the sensory needs of disadvantaged pupils.	2
Books for 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: £66, 600



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 2023 to 2024 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	64%	77%
Writing	55%	72%
Maths	62%	76%

Taken from Arbor MIS system

Progress

Subject	PP	Non-PP
Reading	71%	85%
Writing	74%	89%
Maths	79%	90%

Social and emotional Wellbeing support

Vice Principal is a fully trained Senior Mental Health Lead and is implementing strategies to support pupil social and emotional wellbeing which in turn impacts on their progress and attainment.

Attendance monitoring and support for children and families who are struggling with attendance- working together with families through clear communication, meetings with parents to find out the difficulties and areas of support needed, support from our LA Attendance Officer, attendance workshops for the children, attendance rewards.

Two members of staff attended CPI-SI Training to support with positive de-escalation strategies and emotional regulation.

LSA leading emotional wellbeing interventions, nurture groups and social skills interventions.

Sensory Room available for children who need some quiet time and space.



Tailored support for selected pupils from Reflexions mental health support team.

Reflexions Mental Health focused workshops provided- "Friendships and mental health", "Feelings and emotions", "Ways to help when we feel sad", "What is anxiety?", "Preparing for Tests", "Social Media and mental health"

West Midlands Police Workshops delivered by our PCSO's on Online Safety, Knife Crime and County Lines.

Junior PCSO course for targeted children

Free spaces offered to and prioritised for our PP pupils in our extra-curricular art and science after school clubs.

Cost covered for our PP pupils to attend extra curricular after school Sports clubs and enrichment opportunities such as school trips.

Participation in Children's Mental Health Week.

Celebration of the children's gifts and talents- SFX's Got Talent- School Talent Show, Remembrance Day and Refugee Week Art Exhibitions, Musical Showcase performances.

Enrichment opportunities provided to enhance the children's wider social skills, experiences and knowledge such as visits and workshops from Water Aid, Cats Protection League, Dog's Trust.

Speech, Language and Communication support alongside using Wellcomm to screen the children in Reception (and Year 1 where needed) to support their communication and interaction.

A strategic transition programme is implemented as well as thorough handover between class teachers and from Primary to Secondary school (when moving to a different year group/secondary school).



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
Literacy and Writing CPD for new staff- I'm a Clever Writer	Sarah Lilley- Education Consultant
Musical Toad- Musical Tuition and Instrument Learning	John Shepherd- Musical Toad
Poetry Workshops- Poet with a Punch	Matt Windle Poet with a Punch
Author Visit and Workshops	Gaynor Linton
Creative Art Workshops	The Creation Station
Bikeability	Sandwell Team
Maths Money Workshops	HSBC
World Music Day Drumming Workshops	Glamba Drumming
Book Vending Machine linked to our school behaviour policy	Vende Trade
Egyptian Workshop and VR day	Widget Workshops
Viking Workshop	
CPI-SI Training	Sandwell Inclusion Support
Wall Art for the Sensory Room	School Signs
Extra Tuition for Y6 Pupils to boost their reading, writing and maths skills	Fully qualified Y6 Intervention Teacher
Junior PCSO Programme	Sandwell PCSO's
Times Tables Rockstars	Maths Circle
Provision for Reading	Active Learn Independent



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 by continuing to target SEND children's SMART targets through small group activities and interventions to further embed the progress made with this approach in the previous academic year. We will embed the use of Provision Map to enable us to further analyse the impact of interventions especially in relation Social, Emotional and Mental Health, Speech, language and communication.

Curriculum development and purposefully selected CPD for our staff will continue to support high quality teaching for all the children, including our PP children. We will continue to ensure we embed our training around high quality teaching and effective feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

Our Vice Principal who is our Senior Mental Health Lead implement a strategic action plan-building upon the work we have already done around mental health this year. Including giving pupils, a voice in how we address wellbeing and raise the profile of mental health with parents.

PE funding is also being used to support disadvantaged pupils. Pupils that attract Pupil Premium funding are prioritised for extra-curricular sporting events and clubs- including MAC competitions specifically tailored towards Pupil Premium recipients and events specifically designed to add enrichment.

All staff have access to the statutory training for PREVENT and ACES. Additional CPD is available when a specific need is identified e.g. bereavement.

Subject leaders are released to aid and support the teaching and learning of teachers across the school by ensuring the development of small step learning within subjects to help diminish the gap between lower and higher attaining children whilst also enabling faster progress.