Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 of Assisi
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	46.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	24/25 - 26/27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kathleen Williams, Executive Headteacher
Pupil premium lead	Paula Murphy, Head of School
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,140
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£115,140

Part A: Pupil premium strategy plan

Statement of intent

The school's main intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this aim, including progress for those who are already high attainers. The wellbeing of all learners, in particular disadvantaged pupils, is at the heart of the school's vision. With emphasis on a proactive approach to the individual pupil's needs, using in house and external support. With these mechanisms in place, all children, irrespective of their social and emotional needs will progress and make progress at school.

The school will also consider the challenges faced by other vulnerable pupils, such as those who have a social worker, young carers and those who are experiencing difficulties at home. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Outstanding, high-quality teaching is at the heart of the school's approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The school will:

- identify challenges within this cohort of learners and plan effective support
- ensure disadvantaged pupils are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Poor acquisition of basic skills of foundational skills. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly among our younger pupils and prevalent among our disadvantaged pupils.
2	Opportunities to develop resilience and positive mental well-being. This

	can be a particular issue for disadvantaged pupils where they encounter challenges to their self esteem due to socio economic factors .
3	Access to resources that would supplement learning at home (e.g. books, internet, engaging educational visits,etc) Access to extracurricular activities (e.g. musical tuition, sporting opportunities, after school clubs, school journey, etc) and providing opportunities for cultural capital.
4	Cases of persistent absenteeism and low attendance are primarily disadvantaged pupils

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
Disadvantaged children to progress in line with national expectations for non disadvantaged in **reading**, **writing** and **maths**	Assessments and observations indicate significantly improved levels of writing and maths for disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and summative termly data.
Improved attainment amongst disadvantaged pupils in **reading**, **writing** and **maths**	KS2 reading and maths outcomes show that 100% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: ● qualitative data from student voice (pupil voice outcomes), student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: ● the overall attendance rate for all disadvantaged pupils being 96%+ , and the attendance gap between

	disadvantaged pupils to be no more than 0.5%. ● the percentage of disadvantaged pupils who have less than 95% attendance to be improved each 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)

Budgeted cost: £ 29,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments for summative assessments. Purchase of PIRA shine resources for diagnostic purposes, baselines and intervention activities Administration of 1:1 interventions by support staff based on diagnostics.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1
Purchase of additional phonics (RWI) texts and teacher resources, where needed.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	1
Continue to invest in curriculum training (4 schools' curriculum lead) – half termly planning	Research consistently shows that high-quality classroom teaching has the greatest impact on disadvantaged pupils. The Education Endowment Foundation emphasises that effective	1

sessions to take place. Continue to improve pedagogy and curriculum CPD for all teachers and support staff. High quality teaching to be prioritised throughout the school.	instruction, clear explanations, and responsive teaching benefit all children but particularly those from disadvantaged backgrounds. For example, ensuring that lessons are well-structured with regular checks for understanding, using retrieval practice to consolidate learning, and providing immediate feedback can help close attainment gaps. (EEF)	

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

Budgeted cost: £44,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Targeted in-class intervention from support staff	Gaps analysis used to target gaps in children's learning	1
Daily additional reading with the lowest 20% of each cohort	Based on proven pedagogies, daily reading has been shown over and over to hugely improve children's confidence and accelerate learning - often doubling, tripling and even quadrupling their rate of progress.	1
Foundational skills intervention CPD for staff as it is a school priority.	Intervention proven to lead to: Improved verbal reasoning skills Improved thinking skills Develop language skills Improved Spoken & Written language	1

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

Budgeted cost: £61,989

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustaining robust procedures for absence Training relevant admin staff	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
School-Based Social Worker to strengthen pastoral support in school settings; provide advice and support to students, parents and staff; support earlier identification of children requiring social work intervention; and through this, facilitate better relationships and improve outcomes (attendance, wellbeing, academic)	CPOMs data highlights that most safeguarding concerns raised about children are related to parents/home issues.	2
Appoint Wellbeing lead to drive and monitor promotion of positive wellbeing and resilience (TLR)	Social and emotional learning (SEL) provides a foundation for safe and positive schooling, and enhances a child's ability for success in learning and in life.	2
Subsidise extracurricular activities for disadvantaged pupils	Data shows that only one third of pupils attending after-school clubs are disadvantaged pupils (almost half of total pupils meet PP criteria)	3

including after-school clubs trips, music lessons		
Increase the amount of enrichment opportunities available to all pupils, in particular disadvantaged pupils.	Research suggests extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).	3
Ensure PP children are provided with school lunch (£2.61 per child-93 children)	All disadvantaged children are provided with a free school lunch and a proportion of the disadvantaged funding needs to be ring fenced for this expenditure. All children benefit from a healthy and balanced hot school lunch.	

Total budgeted cost: £ 136,179

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.

Results at KS2 were in the top 5 percentile nationally in 2025 with disadvantaged pupils achieving significantly above national and in line with non-disadvantaged pupils in the school.

SPAG - EXS 100% GDS 85%
Reading EXS 100% GDS 80%
Maths EXS 100% GDS 90%
Writing EXS 90% GDS 30%
RWM EXS 90% GDS 30%

High quality phonics and early reading lessons mean children achieve well and can access the full curriculum; The proportion of pupils meeting the phonics expected standard in year 1 in 2025 was 70%. This is below there was a high level of need (language & communication) so some children struggled to access the paper. Additional phonics interventions have been put in place for these children in year 2 who will take the resit.

In the younger years of the school, disadvantaged pupils are currently attaining and progressing at a lower rate than their non-disadvantaged peers. This trend highlights the need for a sharper focus on foundational knowledge and skills, particularly in reading, phonics, and early number fluency.

Our School-based social worker continues to support children and families with a range of challenges that impact on children's wellbeing and ability to succeed at school. By the end of the academic year 2024/25, she worked with 7 pupils (6 families) who report that this support has been invaluable. These children have demonstrated improved attendance and academic achievement.

An enhanced offer of after-school clubs and educational visits has resulted in a greater number of children, including disadvantaged, attending extra-curricular activities. This enhanced offer has ensured that approximately 60 children a week are in receipt of a free club once a week. The percentage of PP children who attend free clubs is:
Drama club 41% PP
Science club - 45% PP
Choir - 31% PP
Shakespeare - 56% PP
All children are offered free breakfast through our magic breakfast provision.

Overall, interventions, whether it is academic or holistic, have had a direct impact on these children within the school community. This strategy will continue and more emphasis will be placed on targeting all disadvantaged children in class with the class teacher and class based support to focus on these children 'keeping up' in class. High quality teaching by the class teacher is always the priority. In addition, Disadvantaged children participate in termly pupil conferences and book looks. Their voice is heard through these monitoring exercises and it is clear that their high quality outcomes are evidenced throughout the school.