



St Francis RC Primary School

We believe that with God, everything is in our reach

Pupil Premium Strategy Statement

2024-2025

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Manchester Primary School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	38%
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Miss Deighan
Pupil premium lead	Miss Deighan
Governor / Trustee lead	Miss P Jones Mrs C Maymon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,295
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£110,295

Part A: Pupil premium strategy plan

Statement of intent

At St Francis Roman Catholic Primary School, in accordance with our Mission Statement, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We are committed, therefore, to provide a high standard of education in a supportive and stimulating environment where all children can learn and develop to their full potential.

Our main objectives are to:

- Ensure that teaching and learning opportunities are adapted to meet children's needs so that their attainment and progress is at least equal to that of their peers
- Remove barriers to learning created by poverty, family circumstance and background
- Ensure that appropriate provision is made for pupils who may be vulnerable and disadvantaged to their peers which includes ensuring that the needs of socially disadvantaged children are assessed and addressed
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- That any additional special educational needs children eligible for PPG funding might have will be met

Our context:

- IDACI Decile indicates the school is in the highest 10% level of deprivation, 4th most deprived area of Manchester.
- % of pupils are eligible for Pupil Premium Funding in comparison to 23% nationally.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences

Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

Key Principals: we will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments on entry to the Early Years Foundation Stage identify a low baseline in oral communication, language and Literacy. Our internal evidence shows that this impacts on Reading and Writing ELG and the overall GLD. Further impact of poor on entry communication is on our phonics screening results. Longer term impact on writing progress.
2	Our assessments and observations evidence that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations).
3	Many of our pupils speak English as an Additional Language, with many parents speaking limited English. This can impact on their reading, use of vocabulary and writing.
4	Parental involvement
5	Limited access to wider opportunities
6	Increase in the number of children who struggle with SEMH

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
To provide 'high-quality teaching' in every classroom to ensure that disadvantaged pupils from Reception to Year 6 perform in line with non-disadvantaged pupils.	2025 data will show that the gap has narrowed between disadvantaged and non-disadvantaged pupils.
To provide 'high quality teaching' in every classroom to ensure that reading, writing and mathematics outcomes for disadvantaged pupils in key stage one to be at least in line with non-disadvantaged children.	2025 data will show that the gap between disadvantaged and non-disadvantaged pupils at the end of key stage one in reading, writing and mathematics has narrowed.
To target disadvantaged pupils in Year 3 to Year 6 to achieve the higher standard in reading, writing and mathematics.	Identify 'flight plans' for individual children. All class teachers to continue to analyse Pupil Premium data for all disadvantaged pupils, to track and monitor progress.
To promote rapid identification and intervention for cohorts and individuals who have 'fallen behind' and ensure accelerated progress and 'catch up' to prior attainment standards.	Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
To strengthen Parental engagement in all phases of school.	Develop coffee mornings to encourage relationships. Postcards sent home to share good learning. Monitor non-attendance at parents evening. Gage the parent voice through questionnaires.
Ensure the emotional and mental well-being of our disadvantaged pupils	Sustained high levels of wellbeing / mental health demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by safeguarding meetings, behaviour

	tracking and mental health care plans. Observations of children's engagement in learning.
Increase the wider opportunities that are open to the children	Offer extra-curricular activities after school that are free-of-charge Increase the number and quality of Educational Visits that children go on, whilst keeping cost to parents in mind Budget allocation to subsidise some visits

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenges addressed
Early years development plan robustly focuses on the areas of language and communication.	<p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>Target communication and language approaches have been recognised by EEF as a highly effective approach with a large impact on pupils.</p> <p>EEF identified that good quality evidence that trained teachers and teaching assistants can improve the language skills of children through structured small group interventions.</p>	1,2,3

<p>New phonics scheme (Little Wandle) implemented and training delivered to all class teachers to allow for continuity in the teaching of phonics as well as providing KS2 teachers with knowledge to deliver interventions and incorporate phonics strategies into their lessons as and when appropriate</p>	<p>EEF Toolkit Evidence:</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>1,2,3</p>
<p>WEllcomm CPD training for EYFS staff</p>	<p>This is a process that develops teaching techniques through instruction and modelling, both highlighted by EEF as effective PD approaches. It is specific and aligns with the needs of the school which again, is recommend for PD by EFF. The also identified that good quality evidence that trained teachers and teaching assistants can improve the language skills of children through structured small group interventions</p>	<p>1,2,3</p>
<p>Allocation of funds towards recruitment and retention of experienced and newly qualified staff to facilitate high quality teaching all day every day.</p>	<p>EEF Guide to Pupil Premium and the tiered approach -teaching is top priority including CPD.</p> <p>Provision of QFT, mastery curriculum and effective challenge for children.</p>	<p>1,2,3,5,6</p>
<p>Continuing Professional Development (CPD) for teachers and TAs across school.</p>	<p>The National College NPQSL/EY Team Teach</p>	<p>1,2,3,6</p>

Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2	White Rose Times table Rock Stars Class sets of high-quality texts to engage children	2,3
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Budgeted cost: £105, 079

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
WELLCOM - speech and language interventions in EYFS. Same day / in-class intervention for identified pupils	EEF guide to PP -Tiered approach – teaching is a top priority. EEF Guide to PP -targeted support	1,2,3
Every class to have a TA for at least half of the day	EEF guide to effective use of TA's	1,2,3,5,6
Rigorous 'keep up' and 'catch up' groups for phonics	EEF guide to effective use of TA's	1,2,3
Data tracking is used rigorously across the school and identifies all under achieving pupils.	EEF Guide to PP – targeted interventions.	1,2,3

Budgeted cost: £17,097

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club	Dfe report “Evaluation of Breakfast Club in areas with High Social Deprivation” stated: Overall, breakfast clubs were believed to be contributing to a number of positive outcomes for pupils, such as reducing hunger, increasing acceptable behaviour, and greater concentration on learning, alongside and supporting other policies and practices schools had in place.	4
Resources within lessons to enhance learning opportunities	Creative opportunities allow children to have cultural development.	1,2,3,4,5,6
Mindfulness Club	EEF Improving Social and Emotional Learning in Primary Schools	5,6
Wider curriculum opportunities including subsidised trips / visitors.	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	5,6
Parent workshops, stay and play etc.	Strengthened partnership with parents/carers. Modelling of language, questioning and strategies to parents for them to apply at home. Parents/Carers more regularly support pupils with home EEF Early Years toolkit identified that, actively involving parents in supporting their children’s learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families, has impact on pupils academic success.	1,2,4
Providing new uniform for vulnerable children		4,6

Budgeted cost: £2000

Total budgeted cost: £124,176

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 2022 to 2023 academic year.

Key areas of impact:

- Raised attainment in Y6 writing
- Raised attainment in GLD

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

