

Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	188
Proportion (%) of pupil premium eligible pupils	27.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	LGB
Pupil premium lead	Mrs N. A. Smith
Governor / Trustee lead	Miss C Cullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,992
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	£74,992

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 social, emotional and 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.
- That communication and language are developed across the school, with specific focus on Early Years and KS1.
- That engagement with parents and carers in the education of their child is increased and outside agencies are incorporated where necessary for support and guidance.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>External and internal assessment data at the end of KS2 (2024-2025) has identified that the % of PP children achieving ARE or above is below that of non PP children for Reading, Writing and Maths.</i></p> <p><u>2025 Data:</u></p> <p>R- 75% of PP pupils achieving ARE or above as opposed to 93% of non PP pupils</p> <p>W- 83% of PP pupils achieving ARE or above as opposed to 93% of non PP pupils</p> <p>M- 75% of PP pupils achieving ARE or above as opposed to 86% of non PP pupils</p>
2	<p><i>Assessment data at the end of KS1 (2024-2025) has identified that the % of PP children achieving ARE or above is below that of non PP children for Reading, Writing and Maths.</i></p> <p><u>2025 Data:</u></p> <p>R- 50% of PP pupils achieving ARE as opposed to 80% of non PP pupils</p> <p>W- 25% of PP pupils achieving ARE as opposed to 80% of non PP pupils</p> <p>M- 38% of PP pupils achieving ARE as opposed to 80% of non PP pupils</p>
3	<p><i>There has been an increased number of pupils who need to access additional support for social, emotional and mental health and wellbeing needs including behavioural needs. SEMH has had a big impact on attainment and progress for some of our disadvantaged pupils.</i></p>
4	<p><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></p>
5	<p><i>Due to the deprivation within our community and contextual factors, there is extremely low parental engagement from our disadvantaged families for Parents Evenings, Parent Workshops, attendance at celebration events and assemblies/performances.</i></p>
6	<p><i>Although our attendance has improved greatly, a lot of intervention is still required to ensure we maintain and increase the attendance of our disadvantaged pupils which is more vulnerable to dropping than that of non-disadvantaged pupils.</i></p>

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
1. By the end of the academic year in KS2, the attainment gap between disadvantaged pupils and their non-PP peers will narrow significantly, with at least 90% of PP pupils achieving ARE or above in Reading, 90% in Writing, and 85% in Maths.	<p>Target: By the end of KS2, 90% of disadvantaged pupils will achieve ARE or above in Reading.</p> <p>Target: By the end of KS2, 90% of disadvantaged pupils will achieve ARE or above in Writing.</p>

	<p>Target: By the end of KS2, 85% of disadvantaged pupils will achieve ARE or above in Maths.</p> <p>Staff have a secure knowledge of who the PP children in their class are and will target effective research based provision through high quality teaching and intervention groups to the Pupil Premium children in their class.</p> <p>Staff will make effective use of live marking and ensure that they are monitoring and assessing the attainment and progress of PP children within lessons and providing effective verbal feedback regularly to ensure progress is being made and challenges are being completed.</p> <p>Termly Data Analysis of all classes and termly Pupil Progress meetings to identify where PP pupils are not on track to achieve in line with their peers and research based interventions are implemented and tracked to enable accelerated progress.</p> <p>Ambitious targets set for all PP children (in consultation with class teachers) so that they can be targeted to make accelerated progress.</p> <p>External data indicates that the attainment gap is narrowing between our disadvantaged pupils and non PP Pupils.</p> <p>Internal data of all KS2 classes indicates that progress is at least in line with that of non PP Pupils.</p>
<p>2. By the end of the academic year in KS1, the attainment gap between disadvantaged pupils and their non-PP peers will narrow significantly, with at least 75% of PP pupils achieving ARE or above in Reading, 65% in Writing, and 70% in Maths.</p>	<p>Target: By the end of KS2, 75% of disadvantaged pupils will achieve ARE or above in Reading.</p> <p>Target: By the end of KS2, 65% of disadvantaged pupils will achieve ARE or above in Writing.</p> <p>Target: By the end of KS2, 70% of disadvantaged pupils will achieve ARE or above in Maths.</p> <p>Staff have a secure knowledge of who the PP children in their class are and will target effective research based provision through high quality teaching and intervention groups to the Pupil Premium children in their class.</p> <p>Staff will make effective use of live marking and ensure that they are monitoring and assessing the attainment and progress of PP children within lessons and providing effective verbal feedback regularly to ensure</p>

	<p>progress is being made and challenges are being completed.</p> <p>Termly Data Analysis of all classes and termly Pupil Progress meetings to identify where PP pupils are not on track to achieve in line with their peers and research based interventions are implemented and tracked to enable accelerated progress.</p> <p>Ambitious targets set for all PP children (in consultation with class teachers) so that they can be targeted to make accelerated progress.</p> <p>Internal data of all KS1 classes indicates that the attainment gap is narrowing between our disadvantaged pupils and non PP Pupils.</p> <p>Internal data of all KS1 classes indicates that progress is at least in line with that of non PP Pupils.</p>
<p>3. At least 80% of disadvantaged pupils will show improved social and emotional well-being, and there will be a reduction in behaviour incidents by at least 20%, and increased participation in targeted well-being interventions such as nurture groups, lego therapy, mentoring or pastoral support.</p>	<p>Target: 80% of disadvantaged pupils will show improved social, emotional and mental health and wellbeing.</p> <p>Target: There will be a reduction in behaviour incidents of disadvantaged pupils by at least 20%.</p> <p>All staff are quick to identify when there are concerns around the social, emotional and mental health of pupils and know the school systems and processes to follow in reporting and following up with this. This will enable the SENDCo to support with any children who are raising concerns regarding social, emotional and/or mental health. This will include tracking of Safeguard for known pupils.</p> <p>SENDCo involvement for pupils who are in receipt of PP funding whose behaviour may be causing a concern. Behaviour will be monitored through Arbor.</p> <p>Higher level interventions and support are put in place for pupils who struggle to self-regulate and access the learning environment.</p> <p>All pupils have the support and strategies they need to self-regulate and access the learning environment.</p> <p>1:1 check ins with identified children (planned as provisions on ILP's)</p> <p>Lego Therapy sessions to be implemented for pupils in receipt of PP funding who are demonstrating S&L or behaviour difficulties to provide 'other opportunities' for children in school to give them a chance at success</p>

	<p>which will help to boost mental health and wellbeing.</p> <p>Referrals made and external agencies are involved where necessary to provide further support and strategies in supporting the social, emotional and mental health of disadvantaged pupils.</p> <p>Continue our partnership with Reflexions Mental Health & Wellbeing Support Team to target children to ensure their continual mental health and wellbeing is of a high priority.</p> <p>CPD for all staff on SEMH to ensure attendance, wellness and personalised barriers to learning are recognised, targeted and overcome.</p> <p>Monitor the impact of Ten:Ten Resources- our school's PSHE scheme in line with high quality teaching of Online Safety to ensure that it covers all of the potential triggers and situations that our most vulnerable children may be facing- in and out of school and that it is having an impact on our disadvantaged children and to ensure that all of our children, in particular, the most vulnerable are taught about staying safe on line and how to deal with issues that many affect their mental health.</p> <p>SLT are at the entry/exit points for school at the beginning and end of each day to ensure relationships are strengthened with parents and children.</p> <p>Pupils articulate a love of learning and are proud of their achievements.</p> <p>A higher number of disadvantaged pupils are part of the junior leadership team and use their responsibility to share their pupil voice.</p>
<p>4. A greater proportion of disadvantaged pupils will participate in enrichment opportunities, with at least 80% participating in Fabulous Finish Days, 80% regularly completing homework tasks, and 26% taking part in at least one extra-curricular activity by the end of the academic year.</p>	<p>Target: 80% of disadvantaged pupils to consistently complete homework.</p> <p>Target: 80% of disadvantaged pupils to take part in Fabulous Finish Projects.</p> <p>Target: 26% of disadvantaged pupils to attend extra-curricular activities.</p> <p>SLT and all staff to build strong relationships with parents through open communication so that Parents feel comfortable in communicating with school staff. Where lack of engagement is due to financial factors, Parents to be financially supported so that children can take part in enrichment opportunities – visits out of school, visitors in school, residential etc to ensure the children can build the cultural capital linking</p>

	<p>their learning to real life experiences, helping them to know more and remember more.</p> <p>All children are given the opportunity to learn to play a musical instrument throughout the year with Mr Shepherd (Musical Toad) and perform in an end of term Musical Showcase to celebrate their achievements (Year 1 Djembe Drums, Year 2 Tin Whistle, Year 3 Ukulele, Year 4 Recorder, Year 5 Glockenspiel, Year 6 Djembe Drums).</p> <p>All children are encouraged and supported with a healthy nutritious diet while at school including the opportunity to participate in Sugar Free Workshops and NHS Healthy Eating Workshops.</p> <p>All children who are in receipt of PP funding are provided with the option of a free hot meal, milk at breaktime and a fruit snack (KS1).</p> <p>There will be an increased engagement of disadvantaged pupils with the opportunities provided for homework and Fabulous Finish projects.</p> <p>A higher % of our disadvantaged pupils will access the extracurricular Sports activities that are on offer.</p>
<p>5. At least 80% of disadvantaged pupils' parents will attend Parents' Evenings, and at least 50% will attend Parent Information Workshops, enabling them to access targeted advice and support so they feel more confident in helping their child's learning at home.</p>	<p>Target: 80% of disadvantaged pupils parents will attend Parents Evenings.</p> <p>Target: 50% of disadvantaged pupils parents will attend Parent Information Workshops.</p> <p>Parent Voice surveys to find out the kind of support and signposting that parents will find most useful.</p> <p>Parent Voice to identify the barriers to parental engagement e.g. time, transport etc and action planning how to address these.</p> <p>Signposting parents to both internal and external support and supporting with accessing this.</p> <p>Ensuring that non attendance at Parents Evening is followed up and rearranged at a convenient time for both parties.</p>
<p>6. By the end of the academic year, the overall attendance of disadvantaged pupils will rise to at least 95%, and persistent absence will reduce by 20% from the previous year. Punctuality incidents will decrease by at least 30%, monitored through weekly registers and follow-up actions.</p>	<p>Target: Overall attendance of disadvantaged pupils to rise to at least 95%.</p> <p>Target: Persistent absence of disadvantaged pupils to decrease by at least 20% compared to the previous year.</p> <p>Target: Punctuality incidents of disadvantaged pupils to decrease by at least 30% compared to the previous year.</p>

	<p>Track and monitor attendance, communicating with parents/carers where this is an issue.</p> <p>SLT to continue to chase parents and make home visits where necessary</p> <p>Meetings will take place with parents to support better attendance</p> <p>SEMH work to be carried out to ensure that this is not a barrier.</p> <p>Incentives introduced to aim to raise children's attendance.</p> <p>Support sought for parents from the LA Attendance Officer where deemed necessary.</p>
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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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing programme of CPD for staff 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>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:</p> <p>The use of further resources to support our focus on Tom Sherrington's WALKTHRUs 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</p>	1,2,3,4,5,6

	<p>– 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> <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>MAC Coordinator Meetings</p> <p>SLT to conduct Team Teaching & Coaching with Teachers and Subject Leaders</p>	<p>Supporting all staff with high quality teaching strategies to improve the quality of teaching, staff confidence, classroom management and expectations, .</p> <p>Supporting subject leaders with the effective leadership of the curriculum that is consistent with the high expectations and standards within our school.</p>	

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>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>1,2,3,4,6</p>

Support through focused learning groups in lessons.	Termly summative assessments Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning. High Quality Teaching	
Booster sessions for focused learning groups to bridge gaps in learning.	Small group sizes to provide more opportunities for teachers to address gaps and develop new skills and approaches for learners.	1, 2, 3 and 6
Targeted small group support with key skills – ongoing pre-teach and re-teach sessions with TAs. Additional interventions or 1:1 where needed.	Termly Pupil Progress Review meetings Staff ongoing assessments of pupils' progress and attainment – identified gaps in learning (termly data drops within MIS).	1, 2, 3 and 6
Small group and 1:1 support implemented across the school for PP pupils	Small group sizes to provide more opportunities for teachers to address gaps and develop new skills and approaches for learners.	1, 2, 3 and 6
Wellbeing and nurture interventions for small group	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.	3
Wellcomm Primary-assessments and targeted intervention groups.	EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes. Communication and language approaches typically have a very high impact and increase young children's learning by seven months. They involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively.	1, 2, 3, 6
Lego Therapy Training and Intervention Groups	EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes. Communication and language approaches typically have a very high impact and increase young children's learning by seven months. They involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively.	1,2,3,6
Targeted Speech and Language Interventions (1:1 and group)		1,2,3,6

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

Budgeted cost: £11,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Musical Toad	Weekly musical tuition for whole school focusing on specialised instruments (Year 6 Djembe Drums, Year 5 Glockenspiel, Year 4 Recorder, Year 3 Ukulele, Year 2 Tin Whistle, Year 1 Djembe Drums).	3,4,6
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)	3,4,5,6
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	3,4,6
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	4,6
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.	3,5,6
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	4,5,6
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.	3,4,5
SENDCo to introduce Sensory Circuits and complete staff training	Supporting and targeting the sensory needs of disadvantaged pupils.	3
Books for Vend Trade	To encourage reading for pleasure and boost the wellbeing of pupils. Enabling pupils to take ownership over their learning.	1,2,3,4,6

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.	3,4,5,6
Attendance Support for Children and Families. LA Attendance Officer	Pupils who have consistent attendance and punctuality at school achieve better. Parental engagement with supporting attendance help this to improve.	1,2,3,5,6
Free School Meals and Free milk and fruit offered	Not all of our disadvantaged pupils have the benefits of a hot meal and nutritious snacks such as fruit and milk. Pupils benefit if they are not hungry and if they are hydrated.	

Total budgeted cost: £74,992

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.

Attainment breakdown of PP and non PP children by ensuring high quality teaching in class and focused intervention (**based on 51 children**)

Whole school – attainment

Subject	PP achieving ARE or above	Non-PP achieving ARE or above	PP achieving GD	Non-PP achieving GD
Reading	70%	85%	6%	27%
Writing	60%	78%	4%	16%
Maths	74%	85%	6%	25%

Taken from Insight

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.

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 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

Programme	Provider
Musical Toad- Musical Tuition and Instrument Learning	John Shepherd- Musical Toad
Bikeability	Sandwell Team
Book Vending Machine linked to our school behaviour policy	Vende Trade
Junior PCSO Programme	Sandwell PCSO's
Times Tables Rockstars	Maths Circle
Widget	Widget Online
Provision for Reading	Active Learn Independent

Further information (optional)

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