



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 | 216 |
| Proportion (%) of pupil premium eligible pupils | 23.0% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-23 |
| Date this statement was published | 30.09.22 |
| Date on which it will be reviewed | 13.09.23 |
| Statement authorised by | LGB |
| Pupil premium lead | Mrs Kaminski |
| Governor / Trustee lead | Mrs Hemmingway/ Mr Higgins |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £59,555 |
| Recovery premium funding allocation this academic year | £6,235 |
| 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 | £65,790 |

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>COVID – 19 has had an impact on social and emotional skills within EYFS and across the school. For some, this impact is also seen in their more limited communication and language skills.</i> |
| 2 | <i>Negative impact of the pandemic on the mental health and wellbeing of these pupils.</i> |
| 3 | <i>Punctuality and attendance of disadvantaged pupils.</i> |
| 4 | <i>Engagement with homework and in wider curriculum activities of disadvantaged pupils.</i> |
| 5 | <i>Gap in 'basic' building blocks within Maths and Writing 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 |
|--|---|
| Increase of attendance and punctuality - pupils who have a greater attendance at school have better opportunities to access the required learning to have high attainment. | Pupils' attendance increases across the year and they become more punctual – monitored using Arbor. |
| Most Pupil Premium pupils to achieve the same, if not better, progress within Reading, Writing and Maths compared to non-PP pupils. | Progress measures indicate same or better progress seen in PP children than non-PP pupils. |
| Most Pupil Premium pupils to achieve the same, if not better, attainment within Reading, Writing and Maths compared to non-PP pupils. | Attainment measures indicate same or better attainment seen in PP children than non-PP pupils. |
| EYFS shows PP pupils to achieve the same attainment as non-PP pupils in their social and emotional targets | Teacher Assessment shown from baseline scores to end of year assessments. |
| Most PP pupils in Year 1 to achieve the expected standard in the Phonics Screening Check. | Phonic Screening Check scores for PP pupils in line with or exceeding national average. |
| Improved awareness and knowledge of mental wellbeing for all children – pupils have the skills to manage social and economic factors outside of school. | Reduction of behavioural incidents recorded on Arbor over time. Reduction of wellbeing concerns recorded on Safeguard overtime. Improved outcomes for identified pupils 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: £7,879 (£2,450 Training costs; £5,429 for release of subject leads)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedding of CPD for teachers and support staff in which they are focused on an evidence-based approach to promoting oracy, higher level vocabulary and greater challenge through questioning in quality first teaching.</p> <p>Ensuring consistent approach to teaching and learning throughout the school, developing next steps as a team.</p> <p>Shared plan of CPD, monitoring and Phase meetings to provide CPD and support staff.</p> | <p>Rosenshine's Principles: questioning and retrieval.</p> <p>Particular focus on Oral language (+5, EEF) develop through questioning to develop reading.</p> <p>Spoken vocabulary and, therefore, developing more confident writers.</p> | 5 |
| <p>Release of subject leaders and specialists to aid and support the teaching and learning of colleagues across the school.</p> <p>Development of Mastery within Maths through Maths Hub.</p> | <p>Development of small step learning within subjects (mastery, +5, EEF) to help diminish the gap between lower and higher attaining children whilst also enabling faster progress.</p> | 5 |

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

Budgeted cost: £44,391

| 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 Writing.</p> <p>Support through a mixture of teacher led support groups, additional interventions or 1:1 where needed.</p> | <p>Oral language interventions work undertaken within English lesson (+4, EEF).</p> | 4, 5 |
| <p>Skilled experienced teaching assistants deployed to support targeted groups of children across the school to ensure accelerated progress in Maths.</p> <p>Support through a mixture of teacher led support groups, additional interventions or 1:1 where needed.</p> | <p>Mastery teaching strategies support by the Maths hub (+5, EEF).</p> | 4, 5 |
| <p>Boosters in place to help address the gaps in knowledge identified though Pupil Progress meetings.</p> <p>Small group and 1:1 support implemented across the school for PP pupils</p> | <p>Smaller class/group sizes (+3, EEF) will provide more opportunities for teachers to develop new skills and approaches to better support learners.</p> | 4, 5 |
| <p>Improve teaching and learning resources (i.e. a higher specification of dictionaries for each year groups, Nelson spelling scheme)</p> <p>Cost: Dictionaries (£650 Recovery) Nelson Spelling (£1225 Recovery)</p> | <p>EE guide to developing high quality teaching states that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high quality curriculum materials.</p> | 4, 5 |
| <p>Enhanced speech and language support service.</p> <p>Cost: £2,293</p> | <p>EEF guide to interventions for language states that pupils may require targeted academic support to assist language development.</p> | 1, 2, 3, 4, 5 |

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

Budgeted cost: £13,520

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Counsellor to support vulnerable pupils with SHE needs (replace counsellor with Single Point counselling service)</p> <p><i>£8,970 (Single Point Counselling Service)</i></p> | <p>EEF (+4) Social and Emotional Learning Specialised programmes which are targeted at pupils with particular social or emotional needs.</p> | <p>1, 2</p> |
| <p>Regular tracking of attendance and punctuality of all children including PP.</p> <p>Investment in wider rewards to encourage higher attendance across school, termly and end of year rewards.</p> <p><i>£2,500 (attendance monitoring & rewards)</i></p> | <p>EEF states that there are a range of approaches which aim to improve school attendance. Children intrinsically motivated to be in school with new awards.</p> | <p>3</p> |
| <p>Support to ensure PP children can engage in school trips and after school trips. Providing support where needed to improve attendance in these activities across the school year.</p> <p><i>£1,110 in Trips and Provision</i></p> | <p>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.</p> | <p>2, 3, 4</p> |
| <p>Purchase, introduce and implement new "Jigsaw" scheme to support PHSE learning.</p> <p><i>£940 Jigsaw PSHE programme (Recovery)</i></p> | <p>EEF states that social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> | <p>1, 2</p> |

Total budgeted cost: £ 63, 970

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 2021 to 2022 academic year.

End of Key Stage 2 data for disadvantaged pupils at St. Francis Xavier Catholic Primary School in **2021-22:**

Number of pupils at the end of key stage 2: **12**

Progress score in Reading: **1.3**

Progress score in Writing: **0.7**

Progress score in Maths: **-1.1**

Percentage of pupils meeting the expected standard in Reading, Writing & Maths: **42%**

Percentage of pupils achieving a high standard in Reading, Writing & Maths: **8%**

Average score in Reading: **104**

Average score in Maths: **102**

| Aim | Outcome | | | | | | | | | |
|---------------------------------|---|--------------------|------------|--------------------|---------------|-------|-------|-------------------|-------|-------|
| Progress in Reading and Writing | Disadvantaged pupils' progress in Reading and Writing is steady across 3 years, each year being above local and national averages. Progress in Writing for disadvantaged pupils is lower than non-PP pupils. Progress remains at average each year, showing that aspirations for PP and non-PP pupils needs to be higher. | | | | | | | | | |
| Progress in Mathematics | Progress in Maths for disadvantaged pupils is lower than non-PP pupils. | | | | | | | | | |
| Phonics | In 2022, 73% of the whole cohort in Year 1 achieved the standard – however, only 50% of the PP children did so (2/4) compared to the national average of 62%; 60% of the children eligible for Free School Meals achieved the standard (3/5), broadly in line with 62% national average. | | | | | | | | | |
| Attendance | <p>Whole school attendance for 2021-22: 94.07% Persistent absence for whole school: 16.4%</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Persistent absence</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>92.84</td> <td>25.71</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>94.45</td> <td>13.48</td> </tr> </tbody> </table> <p>Much more work is needed to be done, therefore, to improve the attendance of disadvantaged pupils and reduce their level of persistent absence to ensure they have a better chance of making more progress and narrowing the attainment gap.</p> | | Attendance | Persistent absence | Pupil Premium | 92.84 | 25.71 | Non-Pupil Premium | 94.45 | 13.48 |
| | Attendance | Persistent absence | | | | | | | | |
| Pupil Premium | 92.84 | 25.71 | | | | | | | | |
| Non-Pupil Premium | 94.45 | 13.48 | | | | | | | | |

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 |
|-----------------------|--|
| CLPE Power of Reading | Centre in Literacy for Primary Education |

Pupil premium strategy outcomes (2022 – 2023)

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.