

Pupil premium strategy statement – St Francis C of E Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	
1	2026-2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Adam Richards
Pupil premium lead	Adam Richards
Governor / Trustee lead	Scott Wilson

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£ 76,530
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 76,530

Part A: Pupil premium strategy plan

Statement of intent

St Francis C of E Primary School is a two-form entry Church of England school serving the vibrant Cornish town of Falmouth. We are proud of our inclusive and nurturing ethos, rooted in the Christian vision: "Every person matters, every person succeeds, every person helps so that all can live life in all its fullness" (John 10:10). Our Christian values of Courage, Peace, Thankfulness, Trust, Compassion and Hope underpin all that we do. The school community is diverse, with some families facing social and economic disadvantage. 71 pupils (17.8%) are currently eligible for Pupil Premium funding. We are committed to ensuring that every pupil, regardless of background, experiences success academically, socially, and spiritually.

At St Francis C of E Primary School we believe that disadvantage should never be a barrier to living life in all its fullness. Our intent is to positively advantage pupils who are disadvantaged. Through high-quality teaching, targeted support and a rich, values-driven curriculum, we aim to diminish the difference between disadvantaged pupils and their peers. Our strategy is founded on diagnostic assessment, strong relationships and evidence-informed practice. We know it is vital that all children are in school, on time, every day and learning ready. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing - encouraging them to try new things, take risks and develop a growth mindset. We draw on the Education Endowment Foundation (EEF) Teaching and Learning Toolkit to ensure each investment is rooted in approaches proven to make the greatest impact.

Challenges

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

Challenge number	Detail of challenge
1	Key Skills Achievement: Gaps in reading, writing (particularly handwriting and spelling), and recall of number facts can limit access to the wider curriculum.
2	Low Social and Communication Skills: Some pupils enter school with underdeveloped oracy, confidence and vocabulary, affecting their ability to express ideas and collaborate.
3	Social, Emotional and Mental Health (SEMH) Needs: Challenges in emotional regulation and resilience impact readiness to learn and relationships with others
4	Low Literacy and Language Development on Entry to EYFS: Limited early vocabulary and phonological awareness hinder early reading and writing progress.
5	Limited Cultural Capital and Enrichment Opportunities Beyond Falmouth: Some pupils have fewer experiences beyond their local community, which can narrow aspirations and understanding of the wider world.

6	Lower Attendance and Punctuality Among Some Disadvantaged Pupils: Irregular attendance can disrupt learning continuity and reduce access to interventions and enrichment opportunities.
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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
<p>1. Achievement:</p> <p>Disadvantaged pupils make accelerated progress so that attainment in reading, writing and maths is at least in line with, or above, national expectations by 2028.</p>	<ul style="list-style-type: none"> • Year-on-year increase in attainment for disadvantaged pupils in RWM combined. • Phonics outcomes for disadvantaged pupils remain above national average. • Diminished gap between disadvantaged and non-disadvantaged pupils in teacher assessments and national benchmarks.
<p>2. Readiness to Learn:</p> <p>Pupils develop confidence, resilience and positive relationships, underpinned by the school's Christian values of Courage, Peace, Thankfulness, Trust, Compassion and Hope.</p>	<ul style="list-style-type: none"> • SEMH assessments and pupil voice indicate improved wellbeing and engagement. • Behaviour incidents involving disadvantaged pupils reduce year-on-year. • Pupils demonstrate increased independence, perseverance and self-regulation in learning.
<p>3. Early Foundations</p> <p>Language and literacy gaps narrow significantly by the end of EYFS, enabling all children to access the full curriculum in Key Stage 1.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils in EYFS meet or exceed national expectations in Communication and Language and Literacy ELGs. • Internal tracking shows accelerated progress from low starting points in speech and language development. • Improved transition outcomes between EYFS and Year 1.

<p>4. Communication, Belonging and Enrichment.</p> <p>Every disadvantaged child is known, valued and heard — with improved oracy, social skills, attendance, and participation in enrichment and leadership opportunities.</p>	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils rises to 95%+ with improved punctuality. • Increased participation of disadvantaged pupils in clubs, trips, and leadership roles. • Stronger oracy outcomes and pupil confidence evident through class discussions, performances and pupil voice surveys. • Disadvantaged pupils show improved sense of belonging and pride in their achievements.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding adaptive teaching across the curriculum	High-quality teaching has the greatest impact on disadvantaged pupils. EEF: <i>Feedback (+6 months)</i> , <i>Metacognition & Self-Regulation (+7 months)</i> .	Improved attainment and progress in RWM; increased independence and confidence in learning. (Challenges: 1, 2, 3)
Strengthening early reading RWI phonics and Language Link programmes	Systematic phonics improves early reading success. EEF: <i>Phonics (+5 months)</i> .	Improved reading accuracy and fluency; phonics outcomes above national. (Challenges: 1, 4)
Ongoing CPD programme focused on adaptive teaching, feedback and metacognition	EEF: <i>Feedback (+6 months)</i> and <i>Metacognition & Self-Regulation (+7 months)</i> are among the highest-impact strategies to raise attainment, especially for disadvantaged pupils	(Challenges 1,2,3)

Recruitment, retention and development of high-quality teaching staff including coaching and leadership pathways	EEF: <i>Professional Development (+5 months)</i> leads to more effective, consistent teaching; high staff stability supports long-term outcomes and relationships	(Challenges 1,2,3)
Precision teaching to improve spelling and handwriting fluency (RWI Spelling / Letterjoin)	Focused TA-led interventions support rapid skill improvement. EEF: <i>Teaching Assistant Interventions (+4 months)</i> .	Improved writing stamina and spelling accuracy; increased confidence in writing. (<i>Challenges: 1</i>)
Speech, language and communication development programmes in EYFS and KS1	Strong oral language skills improve reading and writing outcomes. EEF: <i>Oral Language Interventions (+6 months)</i> .	Narrowed vocabulary gaps on entry to KS1; improved participation and collaboration in lessons. (<i>Challenges: 2, 4</i>)
Nurture provision and emotional literacy support – Steady, Ready Go! provision.	SEL improves behaviour, attitudes and learning. EEF: <i>Social & Emotional Learning (+4 months)</i> .	Improved self-regulation and engagement; reduction in behaviour incidents; positive relationships. (<i>Challenges: 2, 3</i>)
Leadership opportunities and pupil voice roles for disadvantaged pupils	Participation and autonomy improve motivation and belonging. EEF links to <i>SEL (+4 months)</i> .	Improved confidence, engagement and sense of belonging; pupils articulate pride in learning. (<i>Challenges: 2, 5</i>)
Ongoing CPD including trauma-informed practice and instructional coaching	EEF: <i>Professional Development (+5 months)</i> . Improves sustainability of high-quality teaching.	Consistent, evidence-informed teaching practice; strengthened culture of high expectations for all. (<i>Challenges: 1, 2, 3</i>)

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

Budgeted cost: £12,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted tutoring in reading, writing and number fluency (small-group and short-burst interventions)	Small group tuition can add +4 months progress. EEF: <i>Small Group Tuition (+4 months)</i> .	1,4
1:1 tutoring to accelerate reading fluency for lowest 20%	Individualised instruction improves decoding/fluency. EEF: <i>Reading Comprehension Strategies (+6 months)</i>	1,4
Speech and Language Therapist-led intervention in EYFS/KS1	EEF: <i>Oral Language Interventions (+6 months)</i> enhance communication foundations and future attainment	2,4
Handwriting and fine motor development groups	Improving transcription skills has a positive impact on writing stamina and quality (<i>EEF Literacy KS2 Guidance</i>).	1
Reading fluency groups using choral/echo reading strategies	EEF recommends fluency instruction as a route to comprehension improvement.	1,4
Use of diagnostic assessment to identify and close key gaps	Frequent assessment enables precision teaching and reduces later intervention (<i>EEF Implementation Guidance</i>).	1,2,4
Targeted vocabulary and oracy programme	Oral language and vocabulary development link strongly to later reading and writing success.	2,4

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

Budgeted cost: £ 12,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance mentoring and family support for identified pupils.	Close pastoral support for families improves attendance. DfE evidence-informed framework. KL Attendance strategy in place.	3,6
Trauma-informed behaviour approaches and restorative practice, including golden time	Builds emotional regulation and positive learning behaviours (EEF SEL toolkit)	3

Active play and structured lunchtime support (sport and play leaders, prefects)	Physical and social activity strengthens wellbeing and relationships	2,3
Worship and values-driven programmes that celebrate compassion, trust & hope	Reinforces mattering, belonging and becoming – improving moral development and emotional safety	2,3
Enhanced enrichment, experiences beyond Falmouth and cultural capital offer (trips, clubs, residential)	Participation in enrichment strengthens motivation and aspiration. Research on cultural capital and curriculum equity.	2,5
Subsidies for enrichment, including trips, clubs, music tuition and residential	Greater cultural capital improves curriculum access and aspiration	2,5

Total budgeted cost: £76,530

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Performance

Performance of disadvantaged pupils was assessed using national assessment data, teacher assessments, formative assessment strategies, and internal tracking. While pupils' education has previously been affected by Covid-19 disruption, the school continues to focus on diminishing the difference between disadvantaged and non-disadvantaged pupils.

EYFS:

66.7% of disadvantaged pupils achieved a Good Level of Development, above the national average of 51.5% and marginally below non-disadvantaged peers in school (70%). This reflects strong early foundations for most disadvantaged pupils.

Phonics (Year 1):

Outcomes for disadvantaged pupils were outstanding, with 100% meeting the expected standard (national comparison: 68%). Targeted early reading interventions had significant positive impact.

Key Stage 1:

There is continued variation in attainment across subjects. Although 80% of disadvantaged pupils achieved expected standard in maths, outcomes in reading (40%) and writing (20%) indicate substantial gaps that remain a priority.

Key Stage 2:

60% of disadvantaged pupils achieved expected standard in each of reading, writing and maths; combined outcomes remained lower at 40%. This indicates that while some individuals achieved well, persistent gaps in literacy continue to hinder combined attainment.

Overall, we are not yet on track to meet the intended outcomes set within this strategy, particularly in relation to reading and writing outcomes and the RWM combined measure.

Attendance

Disadvantaged pupil attendance in 2023–24 was 94.02% and improving over time. However, there is still a gap compared to non-disadvantaged peers, and reducing persistent absence remains an ongoing priority. This shows progress, but we are not yet where we need to be to secure equitable access to learning.

Wider Outcomes

Monitoring of behaviour, wellbeing, and enrichment participation through pastoral records, pupil voice, participation tracking and staff observation indicates:

- Increased participation by disadvantaged pupils in enrichment, clubs and trips

- Improved classroom engagement, through our Core Habits, and confidence for many
- Positive responses in pupil and parent voice surveys

However, these successes did not consistently translate into stronger academic outcomes in reading and writing.

Evaluation of Strategy

Reviewing the previous strategy, we recognise:

What worked well:

- Strong impact of phonics provision and early reading support
- Improved access to enrichment is beginning to broaden aspiration and confidence
- Family engagement work is supporting improved attendance and readiness to learn

What still needs significant improvement:

- Quality-first teaching requires greater consistency across subjects and phases
- Literacy strategies need strengthening to have greater impact on writing outcomes
- Cultural capital enrichment should be more closely linked to academic development
- Attendance improvements must be sustained and extended

As a result, we are refocusing efforts to address literacy gaps, boost high-quality teaching, and align enrichment and tutoring more closely to identified academic needs.

Summary

Our evaluation confirms that while there were positive gains in early reading, enrichment and attendance trends, the school is not yet on track to achieve the ambitious outcomes set for 2028. The new strategy plan for 2025–2028 therefore includes strengthened and more targeted actions, particularly to improve reading and writing progress and ensure all disadvantaged pupils can succeed in RWM combined.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
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Language Link	Speech and Language Link - SLCN support for schools - Home
RWI	Ruth Miskin
Times Tables Rockstars	Maths Circle Ltd
Developing Experts - Science	Odgen Trust

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>		
<p>St Francis C of E Primary School currently has 13 pupils eligible for Service Pupil Premium funding. These children may experience additional emotional or social challenges linked to mobility, relocation, and parental deployment. Our approach aims to strengthen wellbeing, belonging and continuity of learning so that these pupils can flourish both academically and socially.</p> <p>How the funding is being used</p>		
Activity	Evidence/rationale (EEF / DfE)	Intended impact
Pastoral support and check-ins for pupils experiencing parental deployment	Children with deployed parents may face anxiety and emotional separation. EEF: <i>Social and Emotional Learning (+4 months)</i> .	Improved emotional security; strong relationships with trusted adults.
Enrichment and leadership opportunities to build confidence and a sense of identity within school	Belonging and participation boost engagement and resilience.	Pupils feel valued, connected, and confident in school life.
Monitoring of academic progress during transitions (ensuring learning is not disrupted by school moves)	DfE evidence on Service children stresses importance of continuity across moves.	Service pupils maintain positive progress trajectories during transitions.
Integrated inclusion within nurture support when needed	SEL supports behaviour, wellbeing and engagement in learning.	Improved readiness to learn and sustained positive behaviour.

Celebration of Service family identity and links with local Armed Forces community

Best practice guidance emphasises recognition of unique strengths of Service children.

Increased pride, belonging and understanding from peers.

The impact of that spending on service pupil premium eligible pupils

How impact is assessed:

- Attendance and participation tracking
- Pupil voice and wellbeing surveys
- Teacher observations and pastoral logs
- Progress data at assessment points

Evaluation indicates that Service pupils at St Francis generally achieve well and demonstrate strong engagement in school life. The school remains committed to ensuring that any family transitions or deployments do not negatively impact emotional wellbeing or educational outcomes.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.