



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 CE primary
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Hannah Stevens
Pupil premium lead	Laura Badger
Governor / Trustee lead	Tracey Stepney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,864
Recovery premium funding allocation this academic year	£7,395
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	£85,259

Part A: Pupil premium strategy plan

Statement of intent

Every person matters, every person helps, every person succeeds so that each of us can “live life in all its fullness”. (John 10:10)

Our vision (above) is the ultimate objective for all of our pupils here at St Francis, and is underpinned throughout this pupil premium strategy. We aim for all of our disadvantaged pupils to make good progress (key action within the school’s improvement plan for 2021 22) from their starting points across the whole curriculum, and seek to build not just academic attainment, but also to ensure that children experience a rich curriculum through our Cultural Capital strategy and curriculum offer.

We will continue to provide an intensive pastoral service for pupils and parents identified by the school as vulnerable or in need through our Pastoral Lead and Trauma Informed Schools approach. We will continue to teach a bespoke PSHE curriculum and prioritise mental health and well-being strategies across our school.

We aim for all disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at St Francis. 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 well-being

Challenges

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

Challenge number	Detail of challenge
1	Low Social and Communication skills – including emotional literacy <i>From Baseline Assessments completed on entry into Reception, we know that many children start St Francis at a level lower than expected. Due to this, we have a comprehensive PSHE programme in place, delivered by an expert teacher as part of our Ex-Day provision. Learning Together is one of the key elements within our Teaching Model and children are given many opportunities to learn in groups and partners. Trauma Informed Schools is embedded throughout the schools’ culture, and remains a key priority.</i>
2	Key Skills Attainment – reading, spelling, number facts <i>Our in-house school data demonstrates that our disadvantaged children often have poor recall of key learning needed to build depth of understanding. Many of our children don’t read regularly or widely and have a limited knowledge of authors and books. Our disadvantaged children attain lower on key aspects of learning, such spelling and recall of number facts and this limits their progress. A focus on key skills and intervention is a key strategy to build these foundation steps of learning.</i>

3	<p>Low attendance rates and poor punctuality – value of quality of education</p> <p><i>From analysis of attendance data, the school has identified that there is a gap between the attendance of Pupil Premium children and all other pupils. We also know that Pupil Premium children have more late marks than all other pupils. This is a priority for development as identified in the school development plan.</i></p>
4	<p>Pupil Engagement - extra-curricular clubs and activities</p> <p><i>We want all of our pupils to access the extra-curricular provision we provide as a school. Specific strategies need to be put into place to ensure that uptake for this with pupils in receipt of Pupil Premium is the same for all of our other pupils. In light of the pandemic, provision for extra-curricular clubs is currently challenging, but the school is committed to providing a range of activities and opportunities throughout the year.</i></p>
5	<p>Parental Engagement</p> <p><i>We know that parental engagement is vital to our children succeeding well at school. Strategies to engage our hard to reach parents need to become more fully embedded. Embracing virtual technologies to support attendance at school information is now being utilised. And as social distancing restrictions are lifted, the school will be prioritising active parental involvement once more.</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
Pupils make good progress across the curriculum	<p>Gaps will close in progress made by PP and non-PP children</p> <p>Books will show high quality learning for all pupils and pupils will be proud of their outcomes</p>
Increase overlearning and reinforcement in reading, spelling and number facts at home and school	<p>Increase in reading ages, spelling and mental maths ability for PP pupils</p> <p>Pupil voice will show a love of reading has developed</p>
Pupils access a wide range of interventions to meet their needs – both academic and emotional	<p>Good progress is made</p> <p>Stakeholder voice informs us that children are happy at school</p>
PP attendance increases and improved punctuality	<p>Attendance gap between PP and non-PP pupils is reduced</p>
Pupils access a wide range of enrichment experiences both in and out of school	<p>Pupil surveys reflect enjoyment in school and display good attitudes to learning</p> <p>Social skills, independence, perseverance and team work are well developed</p>

Activities for 2021-2024

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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Quality First Teaching of the full curriculum to ensure good progress and children happy to be in school	EEF guide to pupil premium – tiered approach - teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on outcomes	1, 2, 4
Schedule of CPD for all staff – with time built in for dissemination and building key learning into practice	Sutton Trust – quality first teaching has direct impact on outcomes	1,2
CPD in the teaching of reading	DfE – The Reading Framework – Teaching the foundations of literacy (July 2021) RWI – Ruth Miskin training	1, 2
Implement an outstanding and rich PSHE curriculum with specialist teacher	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment	1, 3, 5
Full review of behaviour policy and procedure to embed Trauma Informed School practice	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment Trauma Informed School Approach and principles	3, 4
Bespoke training of TIS for new staff	Trauma Informed School Approach and principles	3, 4
Audit and purchase IT equipment to enable Quality First Teaching for staff and pupils	EEF Evidence - Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months'	1, 2

	progress. Evidence suggests that technology approaches should be used to supplement other teaching,'	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings track progress of PP pupils and used to identify next steps	In school knowledge and understanding of all pupils so that effective interventions can be planned and reviewed. In-school intervention tracking sheets show impact of interventions across the school.	1, 2, 3
Parent workshops and purchase of web-based programs to be used in school and at home: - Nessy - Rapid Readers - MyOn - Timestables Rockstars	EEF – toolkit – parental engagement EEF guide to pupil premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice Parent surveys	2, 3
Develop Oracy approach across the school and the impact of Speech and Language interventions using 'Language Link' and employment of Teaching Assistant to deliver the programme	EEF – oral language interventions consistently show positive impact on learning.	1
1:3 tuition for identified pupils: 1 day additional employment of a teacher TAs to complete training in order to lead tuition	EEF evidence - indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from	1, 2, 3

	disadvantaged backgrounds also tend to be particularly positive.	
Targeted intervention programmes in place – academic and emotional	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment Pupil progress meetings, Health and Well-being grids, pupil voice surveys	1, 2
Employment of a Reading Leader	DfE – The Reading Framework – Teaching the foundations of literacy (July 2021)	1, 2, 3
Specific PP clubs to build opportunity and enrichment	Cultural Capital National Curriculum statement - It is essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.	5
Loan laptops to support families without the technology at home to access digital interventions/home learning	EEF Evidence - Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,'	1, 2, 3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO – attendance clinics	EEF – Rapid evidence assessment of attendance interventions states 'In 2019/20, absence was reported as 4.9% overall, with persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	3, 4

	<p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>In-school attendance data.</p> <p>Kernow Learning Trust Attendance Strategy</p>	
Cultural Capital experiences promoted in the curriculum	Ofsted (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils	3, 4, 5
Reduction in trip cost is reduced for PP pupils	Engagement of pupil premium children in trips, clubs and residential visits	3, 4, 5
Sports events promoted to PP are encouraged to attend	EEF – sports participation increases educational engagement and attainment	1, 2, 3, 4, 5
Outdoor learning	EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence	1, 2, 3, 4, 5

Total budgeted cost: £88,000

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.

Intended Outcome: Pupils make good progress across the curriculum

Success criteria

Gaps will close in progress made by PP and non-PP children
Books will show high quality learning for all pupils and pupils will be proud of their outcomes

2021 2022 Review

Ofsted Jan 2022:

“Leaders are ambitious for all learners, including those with special educational needs and/or disabilities (SEND) and other vulnerable pupils.”

Challenge Partner Report – November 2021:

“Provision for disadvantaged pupils and those with SEND is central to all aspects of the quality of education throughout the school. Every staff member is required to expect all pupils to have full access to the curriculum.”

Challenge Partner Report – March 2022:

“There are excellent displays in corridors and classrooms. These showcase the school’s broad curriculum and show numerous examples of pupils’ work.”

“Classroom displays have a mixture of working walls and further celebrations of pupils’ work. There is a consistently high-quality approach across the school.”

Internal Assessment data:

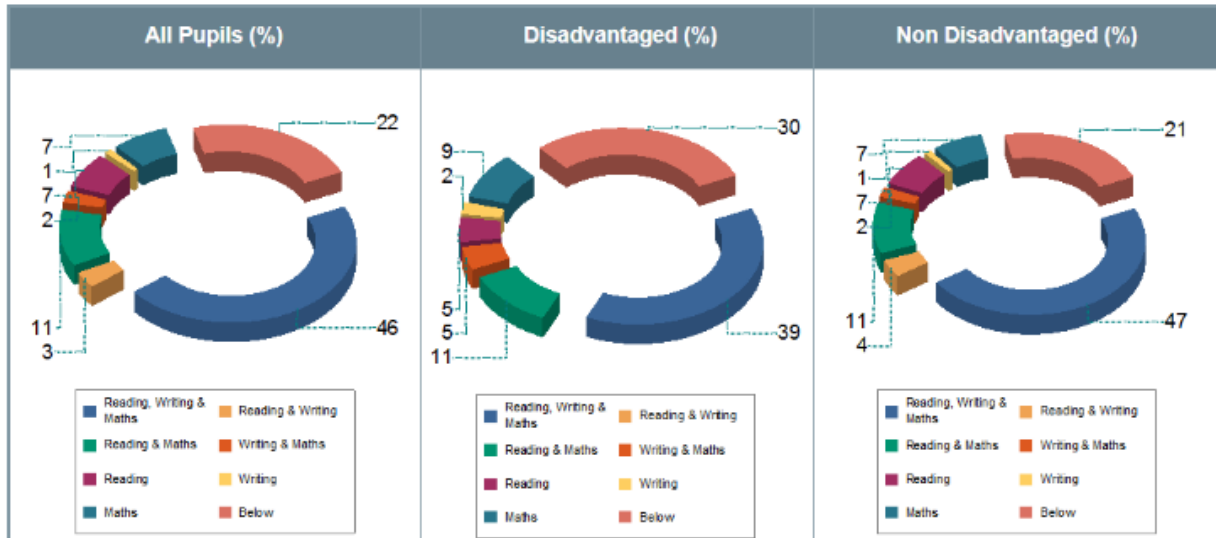
Combined Subject Attainment Stage Breakdown

Whole School | All Pupils

Report Description:

This report shows you the number and percentage of pupils working at/above expected attainment in Reading, Writing and Mathematics.
Please Note: A pupil will need Reading, Writing and Mathematics data for Summer End of Term in order to be calculated in this report.
This report uses the 'ARE' data from OTrack to calculate expectations.

Pupil names are displayed using the following colour code: **Disadvantaged** | **Non Disadvantaged**



The % of children working below expected in Reading, Writing and Maths is 30% for PP pupils and 22% for the whole school. School-Led Tutoring funding continues to be used by the school to prioritise intervention and tutoring for our Pupil Premium pupils to continue to raise their attainment and, therefore, begin to close the gap.

School has an internal tracker which is updated termly with attendance, attainment and progress. Any attainment or progress which is less than expected is then followed up on by our PP Lead, who ensures that intervention is in place so that gaps in learning can begin to close.

EduRio Survey results – July 2022:

93% of pupils tell us they are happy to be learning at our school.

96% of parents would recommend the school to others.

100% of staff feel proud of our school.

Results from the parent's survey tell us that they would like to feel more informed with what the children are learning and how they learn. As a result, we will send home our half termly planners each half term. We have also added an additional parent's evening in the Spring term to communicate clearly with parents as to the progress their child is making – both academically and emotionally. The school also has plans to run parent workshops to show how reading is taught and the key calculation methods used in Maths.

Focus for next year:

Increase number of hours of School-Led tutor so more PP pupils can benefit from tutoring to accelerate their progress and continue to close the gap.

Intended Outcome: Increase overlearning and reinforcement in reading, spelling and number facts at home and school

Success criteria

Increase in reading ages, spelling and mental maths ability for PP pupils
Pupil voice will show a love of reading has developed

2021 2022 Review

Ofsted Jan 2022:

“Leaders ensure that reading has a high importance within the curriculum. Pupils learn to read as soon as they start school and read often. Staff also read to pupils regularly. Leaders identify important books and poems for pupils to read. Pupils say they enjoy their Inspection report: St Francis CofE Primary School 26–27 January 2022 2 class novels and can remember key information about them. The teaching of phonics supports pupils to learn to read effectively. This is supported by pupils reading books that contain the sounds they know. As a result, pupils love to read and progress well. Staff use what they know about pupils’ reading to provide effective targeted support, including for pupils with SEND.”

Key Data Outcomes – July 2022:

Y1 Phonics – 76%

Y2 Reading – 63% with 13% working at GDS

Y2 Phonics – 95%

Y2 Maths – 70% with 17% working at GDS

Y4 Multiplication Check – 94% scored full marks

Y6 Reading – 64% with 15% working at GDS

Y6 Maths – 63% with 8% working at GDS

In the first set of data outcomes since 2019, the school has performed in-line with or approx. 10% below National data – this shows there is work still to be done on closing gaps in knowledge and understanding as a result of COVID-19.

The school has used Catch-Up funding and Recovery funding from the government to prioritise early reading, and the impact of this can be seen through good phonics outcomes in both Y1 and Y2. Additional input on reading comprehension needs to now be a focus to increase the % of attaining the expected reading standard at the end of KS1 and KS2.

Fluency in number facts has also been a focus, and the impact here can be seen through the excellent achievement in the Y4 multiplication check, and the Y2 maths outcomes. Reasoning and problem solving focus in the next academic year will continue to build on maths skills so that end of key stage 2 outcomes are at least in-line with National Expectations.

Focus for next year:

*Develop reading comprehension strategies through use of VIPERS and Accelerated Reader.
Develop problem-solving and reasoning skills in Maths through providing additional mastery opportunities.*

Intended Outcome: Pupils access a wide range of interventions to meet their needs – both academic and emotional

Success criteria

Good progress is made

Stakeholder voice informs us that children are happy at school

2021 2022 Review

Ofsted Jan 2022:

“Leaders ensure staff and pupil wellbeing is a priority.”

“Pupils trust staff to help sort out any issues that arise.”

“Pupils are elected as wellbeing ambassadors to support their peers. They take on responsibility, such as leading clubs for younger pupils during lunchtimes. More recently, staff and pupils meet together to discuss how to improve wellbeing further. Staff run regular ‘emotional check-ins’ for pupils. Pupils say these help them to learn more in class.”

Challenge Partner Report – June 2022:

“Cultural development – This is taught through the school’s comprehensive broad curriculum and enhanced with regular referral to Picture News. Cultural development is a major element within the school’s curriculum provision.”

“They are happy at school and feel safe.”

“Leaders talk to pupils about what they have learned. They use this information to develop an ambitious curriculum.”

“Teaching addresses any misconceptions successfully so that pupils learn quickly from their mistakes. Pupils with SEND know the targets they are working towards.”

EduRio Survey Results – July 2022@

93% of pupils tell us they are happy to be learning at our school.

96% of parents would recommend the school to others.

100% of staff feel proud of our school.

From the EduRio survey, children tell us that they want improved feedback on their learning, and then time to action what the teacher has asked them to do. This will form part of a review into our ‘Effective Feedback’ policy in the next academic year.

Children tell us, and governor monitoring supports, that there is always someone to talk to at St Francis about any worries they have, and that teachers always act to make things better. The Pastoral Lead teaches a bespoke PSHE curriculum to the whole school which has been commended in its depth and breadth by the school’s Challenge Partner.

Over 50 children have accessed TIS Intervention over this academic year – either in groups or 1:1, and this includes music therapy provided by a specialist.

The School-Led tutor has tutored 44 pupils over Spring and Summer term.

Every class runs a series of interventions based on assessment of class need – the outcomes from these are monitored by SLT and a whole school intervention tracker is maintained.

Focus for next year:

Review and implement an ‘Effective Feedback’ policy working with both children and staff on this.

Provide feedback to parents on impact of interventions.

Intended Outcome: PP attendance increases and improved punctuality

Success criteria

Attendance gap between PP and non-PP pupils is reduced

2021 2022 Review

Current Attendance (%) Summer Term 2022	
<p>Nationally, Attendance <u>rates</u> continue to be much lower than before March 2020. The most recent available data sees the current national average as 91.9% on 12 May, down from 92.3% on 28 Apr.</p> <p>We continue to see a legacy of families taking up holidays that had been cancelled, and we know that some families are being cautious with cough and cold symptoms and staying off school, which is having a continued negative impact on attendance. We have also had chickenpox do the rounds across the school and a norovirus, so attendance remains a real challenge for this year. We have asked the school secretary to take a lead on attendance in the next academic year, and we have added this to our weekly agenda in Safeguarding meetings so that the school can address any attendance <u>concerns</u> swiftly in the next academic year, and follow Trust procedure to support families in improving attendance if this is required.</p> <p>The Department for Education has published guidance for addressing Attendance "Working together to improve school attendance: Guidance for maintained schools, academies, independent schools, and local authorities Published: May 2022 which applies from: September 2022. You will also know that Attendance is one of the central focus points in the Government's Levelling up White Paper published in March 2022. Attendance has never been more high profile than it is now and there will be a renewed focus across the school and the wider trust at making sure all children, are in school, on time, <u>everyday</u>, learning ready.</p>	
Current Attendance Percentage figures at our school	
Overall to date (including <u>4 year olds</u>) Primary Nat data does not include <u>4 year olds</u>	92.1%
Persist Abs to date Primary Nat 2019 (8.4 below 90%)	14%
Disadvantaged (FSM and Ever 6) Primary Nat 2017 (94.5 / 5.5)	90%
SEN support Primary Nat 2017 (94.6 / 5.4)	Unable to obtain information from <u>Edgen</u>
SEN EHCs Primary Nat 2017 (93.4 / 6.6)	95.2%
PP & SEN National percentage to follow	Unable to obtain information from <u>Edgen</u>
No. penalty notices issued for unauthorised absence	0

Whilst there is still a gap between all pupils' attendance and disadvantaged, this gap has narrowed. Attendance across the whole school remains a concern and is considerably lower than pre-Covid rates. The school had a COVID-19 outbreak in the second half of the Autumn Term which impacted heavily upon attendance, and in addition to this, there has also been a chickenpox and noro-virus outbreak in the spring and summer terms. Unauthorised holidays (which have been rescheduled from COVID) have also impacted on overall attendance figures. Improving attendance for the whole school is a focus within the School's Improvement Plan for 2022 23.

Kernow Learning Trust has implemented a Trust-wide policy for managing attendance effectively and robustly.

Focus for next year:

Fully implement Kernow Learning Attendance policy and procedures effectively to improve attendance rates for all pupils and continue to close the gap for PP pupils.

Intended Outcome: Pupils access a wide range of enrichment experiences both in and out of school

Success criteria

Pupil surveys reflect enjoyment in school and display good attitudes to learning

Social skills, independence, perseverance and team work are well developed

2021 2022 Review

Ofsted Jan 2022:

“Leaders ensure pupils attend a range of activities to help them learn and to promote their wider personal development. These include extra-curricular clubs, educational visits, residential visits and an annual school musical production. Pupils have opportunities to debate and discuss important issues, for example whether everyone should learn sign language.”

Challenge Partner Report – November 2021:

“The curriculum has built-in opportunities for the development of social capital and staff understand that many pupils need this in order to have a broader understanding of their community and the wider world.”

“Leaders recently analysed attendance at clubs and noticed some disadvantaged pupils did not attend. They arranged clubs in school time and this led to a significant rising attendance.”

EduRio Survey Results – July 2022:

89% of pupils in KS2 tell us that they find their learning interesting, with 98% telling us that they feel they are able to get a good understanding of new learning.

It has been great that school trips and visits have been able to happen again in this academic year, and the school has taken full advantage of this with every class going out and about to enrich their learning.

In addition to this, year 4 have a day of water sports and overnight camp at school, year 5 had a three-day adventure residential to Okehampton and year 6 had a four-day city break to Bristol for their residential.

Focus for next year:

Continue to provide a wide range of trips and visitors to enhance learning.

Develop a strategy for Outdoor Learning and implement this.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Pastoral Support from trained Trauma Informed Schools practitioners</p> <p>PP pupils (inc. service) high priority for over-subscribed clubs</p> <p>HMS Heroes club ran in the academic year 2021 22</p> <p>Additional enrichment for all PP pupils – Multi-Sports club, music workshop, writing workshop. These all ran through the school day so that 100% attendance of PP pupils was guaranteed.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Immediate access to TIS practitioners when a parent is deployed meets the emotional need of the child, so that they are better able to focus on their learning when in the classroom.</p> <p>High level of engagement in clubs and extra-curricular activities adds enrichment to the school's provision.</p> <p>Any gaps identified in learning are beginning to narrow or close due to targeted intervention.</p> <p>Children tell us they are happy in school and feel safe.</p>

Further information (optional)

The school has a provision map in place which tracks the access PP children have to enrichment activities, after school clubs, interventions, external agency support, pastoral support and whether their parents have engaged with workshops or come to celebrate their child's learning during open afternoons in class. This has highlighted the children more readily to the staff so all are aware. It is also a visual tool which supports staff knowing next steps or supporting parents to become more involved so teachers can focus communication with these parents about future events. This, together with our pastoral offer for these children is supporting the children in a more holistic way.

An extra layer to supporting our most vulnerable pupils including some who are pupil premium is through our Health and Wellbeing grids. These documents are updated termly and provide an opportunity for school leaders and class teachers to discuss any vulnerable child in depth – looking at their barriers to learning and how best to overcome and support these. These grids are made up of children who may be pupil premium, safeguarding, EAL, summer born, SEND, accessing TIS support – those that cover not just one or two contextual groups. Each term the dialogue focuses on progress as well as social, emotional issues and access to interventions or additional pastoral support. These children are then a focus during phase meetings to look at any issues or positives to be celebrated. A simplified version of this is kept up-to-date and is called our Context Sheets where the provision in place within a classroom to meet children's individual academic and social needs is captured for 'at a glance' personalised provision.

The school has also provided financial assistance to families in greatest need through providing free school meals, toiletries and school uniform for a period of time. The school also provides sanitary products for pupils and have recently become involved with the red box project.

This contextual group is also raised regularly in pupil progress meetings, leadership and staff meetings. Leaders at all levels are very effective at looking at new ways and methods to support pupils and families where issues may arise to ensure all pupils are supported with their readiness to learn. Pupil premium case studies enable leaders to investigate individuals in more detail and help build a picture of barriers to learning so that we can find solutions.