

# Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Francis Manchester Primary School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	76 pupils (33%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs L Elder
Pupil premium lead	Mrs L Elder
Governor / Trustee lead	Mr M Gee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,260
Recovery premium funding allocation this academic year	£8707
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£105,260</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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

Our main objectives are to:

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

### **Our context:**

- IDACI Decile indicates the school is in the highest 10% level of deprivation.
- 33% of pupils are eligible for Pupil Premium Funding in comparison to 23% nationally.

### **Achieving our objectives:**

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

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

- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

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

## Challenges

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

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

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve language and communication skills, particularly in the Early Years Foundation Stage	Assessments (speech and language therapist reports, teacher assessments) and observations indicate significantly improved communication and oral language skills. Impact will be seen further on in the school in coming years
To achieve and sustain improved % of children working at age related expected for all pupils in our school, particularly our disadvantaged pupil, in reading.	In school tracking data (I track) and end of Key Stage (KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year in reading.
To achieve and sustain improved % of children working at age related expected for all pupils in our school, particularly our disadvantaged pupil, in writing.	In school tracking data (I track) and end of Key Stage (KS1 and KS2) assessments will show an increase in the number of children working at age related expectations in writing.
To achieve and sustain improved % of children working at age related expected for all pupils in our school, particularly our disadvantaged pupil, in maths	In school tracking data (I track) and end of Key Stage (KS1 and KS2) assessments will show an increase in the number of children working at age related expectations in maths.
Increase the number of disadvantaged pupils achieving 'high standard' at KS2	SATS results in Year 6 demonstrate an increase in disadvantaged pupils receiving expected. In school tracking data (I track) and Key Stage (KS1 and KS2) assessments will show an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.
Ensure the emotional and mental well-being of our disadvantaged pupils	Sustained high levels of wellbeing / mental health demonstrated by : <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations</li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by MDT meetings, Safeguarding meetings, behaviour tracker and mental health care plans.</li> <li>• Observations of children's engagement in learning</li> </ul>

## 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: £12687

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of UQT in EYFS to support in delivering quality interventions, particularly focused on communication language approaches, interaction skills, reading and phonics</p>	<p><b>EEF EY Toolkit Evidence:</b> Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>Target communication language approaches have been recognised by EEF as a highly effective approach with a large impact on pupils.</p> <p>EEF identified that good quality evidence that trained teachers and teaching assistants can improve the language skills of children through structured small group interventions.</p>	<p>1,2,3</p>
<p>Phonics training delivered to all class teachers to allow for continuity in the teaching of phonics as well as providing KS2 teachers with knowledge to deliver interventions and incorporate phonics strategies into their lessons as and when appropriate.</p>	<p><b>EEF Toolkit Evidence:</b></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>EY2P is recognised as a high quality training programme.</p>	<p>1,2,3</p>

Advice and support from EFYS consultation in EYFS and Year 1 to aid in developing appropriate environments for development of language, communication and social interactions.		1,3
Training for Year 1 and EYFS staff: “ <i>Foundation Stage into Year 1 Reading</i> ”	EY2P is recognised as a high quality training programme.	1,2,3
CPD training for EYFS staff using additional Educational Psychologist and speech and language time.	This is a process that develops teaching techniques through instruction and modelling, both highlighted by <b>EEF</b> as effective PD approaches. It is specific and aligns with the needs of the school which again, is recommend for PD by <b>EEF</b> . The also identified that good quality evidence that trained teachers and teaching assistants can improve the language skills of children through structured small group interventions	1,2,3

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

Budgeted cost: £104825.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in Year 6 to enable small group Maths and English lessons as well as additional support in foundation subjects and targeted interventions	<b>EEF research on targeted academic support:</b> The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils.  <b>EEf Toolkit identified:</b> Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs	2,3
Additional TA2 in Year 1 to aid with targeted phonics interventions and communication support	<b>EEF toolkit</b> identified that oral language interventions (also known as oracy or speaking and listening interventions) have high impact on pupils and can improve progress by +6 months	1,2,3
Additional adult support in Year to aid with targeted reading	<b>EEF toolkit</b> identified that oral language interventions (also known as oracy or speaking and listening interventions) which includes reading aloud and structured questioning to develop comprehension, have	1,2,3

	high impact on pupils and can improve progress by +6 months.	
Speech and Language Therapist one day per week through Speech Bubble offering 1:1 interventions, support with parents, resources used in class, training to TAs on delivery interventions, guidance to teachers.	<p><b>Research by DfE (“SEN support: A rapid evidence assessment”)</b> stated there is evidence that intervention carried out on a one to one basis with a qualified SaLT is effective. There is also evidence that children who have received early speech and language therapy, particularly phonological awareness instruction, show better literacy skills later in school.</p> <p><b>EEF toolkit</b> identified that oral language interventions (also known as oracy or speaking and listening interventions) have high impact on pupils and can improve progress by +6 months.</p>	1,2,3,4
Introduction of The Write Stuff strategy to the teaching of writing to improve standards of writing, vocabulary and communication.	<p>This approach to writing makes sure that all of our children are exposed to high quality texts that stimulate quality responses to reading, high quality writing and purposeful speaking and listening opportunities. The Write Stuff approach has been recognised to raise standards in writing.</p> <p>It focuses on strategies identified by <b>DfE (Research Report DFE-RR238)</b> as effective in the teaching of writing including: teaching pupils the writing process, teaching pupils to write for a variety of purposes, teaching pupils to become fluent with sentences construction, provides daily writing time and creates a community of engaged writers.</p> <p>High focus of The Write Stuff is peer work (Peer Tutors). This is identified by <b>EEF Toolkit</b> has having significant impact on learning</p>	1,2,3
Free reading clubs provided to small groups of targeted pupils including disadvantaged pupils to ensure catch up on reading	<p><b>Simple View of Reading.</b></p> <p>The Simple View of reading identifies that effective reading consists of developing skills in two critical areas: (1) Reading each word in texts accurately and fluently and (2) Comprehending the meaning of texts being read.</p> <p><b>EEf Toolkit identified:</b></p> <p>Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs</p>	1,2,3,7
Overstaffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work as well as supporting in other areas of the curriculum.		1,2,3

Additional Educational Psychology service time in order to provide support, training and resources.		1,2,3
Paid for effective intervention support including; Nessy online, Dynamo Maths, <b>First Class Number</b>	<p><b>EEF Toolkit</b> identified that when deployed and trained effectively, teaching assistants can provide a large positive impact on learner outcomes.</p> <p>All interventions have been chosen due to previous success within the intervention or evidence base is high eg.</p> <p><i>First class number:</i> The Education Endowment Foundation (2018) ran a project investigating the effectiveness of 1stClass@Number, which found that it had a positive impact on primary maths.</p> <p><i>Dynamo Maths:</i> Identified by TeemEducation.org as an effective programme to support dyscalculia and difficulties in maths. It is a highly reviewed and effective programme.</p>	1,2,3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free or subsidised breakfast club	<b>Dfe report “<i>Evaluation of Breakfast Club in areas with High Social Deprivation</i>” stated:</b> Overall, breakfast clubs were believed to be contributing to a number of positive outcomes for pupils, such as reducing hunger, increasing acceptable behaviour, and greater concentration on learning, alongside and supporting other policies and practices schools had in place.	4
Royal Northern / Young Shakespeare Company performances	<b>EEF Toolkit identified:</b> Participation in the arts - Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	2,3,7



<p>“Art and Social club” aimed at pupils in-need of support including those who are disadvantaged</p>	<p><b>EEF Toolkit identified:</b> Participation in the arts - Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>2,3,7</p>
<p>Resources within lessons to enhance learning opportunities</p>	<p>Creative opportunities allow children to have cultural development.</p>	<p>2,3,7</p>
<p>Wider curriculum opportunities including subsidised trips / visitors.</p>	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p>	<p>2,3,7</p>
<p>Parent workshops, stay and play etc.</p>	<p>Strengthened partnership with parents/carers.</p> <p>Modelling of language, questioning and strategies to parents for them to apply at home.</p> <p>Parents/Carers more regularly support pupils with home</p> <p><b>EEF Early Years toolkit identified that,</b> actively involving parents in supporting their children’s learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families, has impact on pupils academic success.</p>	<p>2,3,4</p>

**Total budgeted cost: £118,512**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Key areas of impact:

- End of Key Stage 1 results for disadvantaged pupils improved from the start of the year in reading and writing and were in line with those for non-pupil premium pupils.
- Raised attainment in writing and maths for disadvantaged pupils in Year 4 as an impact of targeted interventions.
- Raised attainment in reading for disadvantaged pupils in Year 6 in reading and writing as an impact of targeted intervention.

### 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
Speech and Language support	Speech Bubble

