

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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

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 Catholic and Church of England Primary Academy
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	32% (52)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 25
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026 September 2027 September 2028
Statement authorised by	M Watson
Pupil premium lead	Alex Augustus - Executive Principal
Governor / Trustee lead	Mandy Watson - Chair of Transition Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,365
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,365

Part A: Pupil premium strategy plan

Statement of intent

Our vision is that St Francis, through its Christian ethos, will be dedicated to the community that it serves and will provide:

- ***New exciting ways of learning to equip people with skills for life***
 - ***A nurturing and inspirational environment***
 - ***A caring community***

Jesus answered, 'I am the way and the truth and the life' – John 14:6

- At St Francis we are committed to reducing the barriers for our socially disadvantaged children and all staff and governors are committed to providing our children with a nurturing, and inspirational environment. This is accomplished through the employment of a full-time Family Liaison Officer, who has the training to deal with children's mental health, provide them with ELSA support and support those who suffer from Adverse Childhood Experiences.
- We aim to support children to achieve their , 'God-given' potential through targeted academic interventions that are driven by effective assessment systems. From these systems, support plans are drawn up that include interventions delivered by teachers either through after-school or in-school support.
- Local and national training packages are provided for all the staff to ensure that their own pedagogy is firmly rooted in relevant, up to date practice. We aim for this to enable our staff to develop an exciting curriculum that inspires children.
- The curriculum is designed to provide children with a variety of opportunities to broaden students' experiences of the wider community. The curriculum offers a range of varied enrichment lessons, these include residential, bestselling authors, visits from historians, performing artists, PE specialist who have links to Real Madrid, Forest schools, Skateboarding and Stretch and Relax Specialists.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of both internal and external data highlights the need to raise progress and attainment in Mathematics for disadvantaged pupils at Key Stage 2. The school recognises that factors such as pupil mobility can influence outcomes and remains committed to supporting new arrivals, ensuring they are able to keep up with, and catch up to, their peers.
2	Analysis of both internal and external data demonstrates a clear need to improve progress and attainment in reading and writing for disadvantaged pupils at Key Stage 2. While current performance is broadly in line with national averages, the school is committed to ensuring standards rise so that outcomes for these pupils exceed national benchmarks.

3	<p>Through internal data, discussions with children and observations it has been noted that many pupils are not exposed to broader life experiences and therefore disadvantaged children cultural experiences (institutionalised state and their embodied state) are not as extensive and has an impact for our disadvantaged children to access curriculum, vocabulary and their ability to interact with the school community</p> <p>To continue to enrich the cultural capital of our disadvantaged pupils by offering diverse, high-quality opportunities that extend beyond the classroom enhancing the curriculum. These opportunities will strengthen both their institutionalised state and their embodied state.</p>
4	<p>DFE data for 2024/25 shows that pupils eligible for Free School Meals (FSM) achieved better attendance than those in comparable schools. This positive outcome reflects the effectiveness of our existing attendance systems and processes, which have supported improved punctuality and attendance among disadvantaged children. It is essential that we continue to build on these successful practices to further enhance attendance and punctuality for all disadvantaged pupils.</p>
5	<p>Through our assessments, observations, and discussions with pupils and their families, we have identified a socio-economic gap that presents significant challenges for some disadvantaged pupils. These challenges manifest in behaviour and attitudes, as well as negatively impacting attainment, with the effects being particularly pronounced among disadvantaged pupils who have special educational needs.</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
Improved Math attainment among disadvantaged pupils.	KS2 maths outcomes indicate that mathematical results across the school, improve by achieving a 10% each year until they are inline or exceed national averages.
Improved reading and writing attainment among disadvantaged pupils.	KS2 writing outcomes indicate that the percentage of disadvantaged pupils meet age related expectations as non-disadvantaged pupils.
To provide a wide range of opportunities that enhance the cultural capital of disadvantaged children.	<p>At least 90% of disadvantaged pupils participate in a minimum of three cultural capital-enhancing activities annually.</p> <p>Pupil voice indicates increased interest and engagement in cultural activities.</p>
To sustain high level of attendance for our disadvantaged children.	DFE data indicates that children with FSM attendance is higher than schools with similar cohorts .
To improve behaviour for disadvantaged children	That behaviour for disadvantaged children remains low in all year groups and lower than their not-disadvantaged peers.

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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conduct comprehensive review of maths working with Trust SLE	The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. EEF: Improving mathematics in KS1 & 2	1
Deliver CPD session for; i. Problem solving ii. Reasoning		1
In class coaching to support mathematical teaching for children	Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014) EEF: A Balanced Approach to Professional Development	1
Support for staff to ensure assessments are interpreted and administered correctly including for mobile pupils.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: EEF Diagnostic Assessment	1
Employ Trust SLE to support the school leader to further enhance reading	Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014) EEF: A Balanced Approach to Professional Development	2
Review reading culture within the school.	EEF: Through the Keyhole of the House of Reading Part 3	2
Provide professional development to enhance the assessment of reading.		2
Provide opportunities for staff to see excellent reading in action	Reading comprehension strategies	2

Retain 0.5 Inclusion Lead position within the school	Three keys to unlocking positive learning behaviours	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data analysed termly and a provision map is established with clearly defined timetables for each of the Teaching Assistants.	<p>EEF - Making Best Use of Teaching Assistants: This link focuses on the effective use of teaching assistants to improve student outcomes. It provides evidence-based recommendations and practical strategies for deploying and training teaching assistants to maximize their impact on student learning and catch-up efforts. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/making-best-use-of-teaching-assistants/</p> <p>EEF - Tutoring: This link explores the impact of tutoring as an intervention to support students who require catch-up support. It provides evidence on the effectiveness of different tutoring approaches and offers guidance on implementing tutoring programs in schools. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/tutoring/</p> <p>Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014)</p> <p>EEF: A Balanced Approach to Professional Development</p>	1
To provide teachers with effective CPD on how to record interventions effectively using INSIGHT		1
Monitor and evaluate the effectiveness of the use of formative assessment by teachers and provide feedback to improve their practice.		1
Encourage teachers to share good practice and collaborate with colleagues to develop their use of formative assessment		1
give teachers CPD to support on how to create focused learning plans for the children through the use of doodles		1
Homework is more becomes more focussed identifying and supporting gaps in learning for all pupils		1

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain .5 FLO	<p>EEF - Improving Behaviour in Schools: This link provides evidence-based recommendations and strategies for improving behaviour in schools. It covers topics such as understanding pupils and their influences, developing supportive relationships, implementing consistent approaches, and creating a positive school climate. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/improving-behaviour-in-schools/</p> <p>EEF - Promoting Mental Wellbeing: This link focuses on promoting mental wellbeing in schools. It provides evidence-based recommendations and strategies for supporting the mental health and wellbeing of students. It covers topics such as creating a positive school environment, promoting emotional literacy, providing targeted interventions, and working in partnership with external agencies. Link: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/promoting-mental-well-being/</p>	3,4,5
Conduct needs assessment of children based on self-determination theory		
Create SEMH curriculum to supplement current national curriculum.		3,4,5
Set assessment criteria for curriculum.		3,4,5
Build links with other Island DCAT schools		3,4,5
Monitor implementation of curriculum		3,4,5

Total budgeted cost: £ 107,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Academic Outcomes:

Key stage 2:

	PP regional <i>Perspective life</i>	PP School	Not PP School
Reading	63%	63%	64%
Writing	59%	62%	71%
Maths	60%	51%	57%
RWM	46%	50%	57%

- Reading continues to be a notable strength for our PP pupils, with performance closely matching Perspective Life averages and remaining broadly in line with their non-PP peers. This reflects the positive impact of our current strategies in reading.
- In writing, PP pupils are achieving above the regional average, which is a significant accomplishment. While there is still a gap compared to non-PP students, the strong progress made so far is encouraging and provides a solid foundation for further improvement.
- Maths presents an opportunity for growth, as current outcomes highlight some gaps for PP pupils. Addressing these challenges will allow us to build on existing successes and ensure all pupils can thrive in this core subject.

Attendance Outcomes:

Trends over time	2022/2023	2023/2024	2024/2025
All Pupils	95.03%	95.67%	95.71%
Pupil Premium Eligible	94.08%	94.62%	95.11%

- Both groups show a steady increase in attendance over the three academic years.
- The all-pupils group improved by 0.68 percentage points.
- The Pupil Premium Eligible group improved by 1.03 percentage points, which is a faster rate of improvement than all pupils

Behaviour Outcomes:

- Internal data shows that both PP and non-PP students display broadly similar patterns in behaviour incidents, with only minor discrepancies between the two groups.

Enrichment Outcomes:

- Pupil Premium (PP) children have benefited from a range of enrichment opportunities, including off-site, on-site, and after-school activities. The school continues to provide targeted clubs specifically for PP pupils. Looking ahead to next year, we plan to further enhance provision by prioritising peripatetic music lessons for PP children as the next step.

Further information (optional)