

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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                                                                                    | 229                                       |
| Proportion (%) of pupil premium eligible pupils                                                               | 21%                                       |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2025-26, 2026-27, 2027-28                 |
| Date this statement was published                                                                             | Sept. 2026                                |
| Date on which it will be reviewed                                                                             | Sept. 2027                                |
| Statement authorised by                                                                                       | Mr Thomas Hoyes                           |
| Pupil premium lead                                                                                            | Mr Thomas Hoyes                           |
| Governor / Trustee lead                                                                                       | Ms Annette Dews                           |

## Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £80,129 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £ 0.00  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £80,129 |

# Part A: Pupil premium strategy plan

## Statement of intent

At St Francis Xavier, we are committed to enabling every pupil, regardless of their starting point, to achieve excellence spiritually, academically and personally. We believe that education is the most powerful means of positively influencing a child's development and all staff are dedicated to ensuring that every pupil receives the highest quality education.

We are determined that all pupils eligible for the Pupil Premium achieve academic outcomes comparable with those of their non-disadvantaged peers. We believe that no child's progress or life chances should be limited by economic disadvantage and we strive to ensure that financial circumstances do not become a barrier to success.

Quality First Teaching is at the heart of our approach. Evidence consistently demonstrates that high-quality teaching is the most effective way to improve outcomes for disadvantaged pupils. By investing in the continual development of teachers and teaching, we not only raise attainment for pupils eligible for the Pupil Premium but also enhance learning outcomes for all pupils across the school.

Our Pupil Premium Strategy is informed by robust whole-school self-evaluation and is designed to ensure that funding is allocated strategically to meet the academic, pastoral and personal development needs of disadvantaged pupils. Through careful analysis of barriers to learning and ongoing evaluation of impact, we ensure that resources are targeted where they will make the greatest difference.

Our strategy reflects the Department for Education's and the Education Endowment Foundation's recommended three-tiered approach to Pupil Premium spending:

- High-quality teaching
- Targeted academic support
- Wider strategies to address non-academic barriers to learning

In developing and reviewing our strategy, we draw upon the Department for Education's Menu of Approaches alongside current educational research to ensure that our provision is evidence-informed, effective and responsive to the needs of our pupils.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                 |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Writing – Current 37.8% of pupils are below track in writing, this is below school, local and national averages                                                                                                                                                                                                     |
| 2                | Personal Development: Analysis of attendance at extra-curricular activities shows that disadvantaged pupils participate less consistently than their non-disadvantaged peers. This indicates a need to remove barriers to participation and increase engagement to ensure equitable access to the wider curriculum. |
| 3                | Attendance – The attendance of pupil premium pupils is currently below the school's target of 97%.                                                                                                                                                                                                                  |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disadvantaged pupils make accelerated progress in writing, enabling a greater proportion to meet or exceed age-related expectations through high-quality teaching, targeted interventions, and consistent opportunities to develop writing across the curriculum.                                                                                       | <ul style="list-style-type: none"> <li>• The percentage of disadvantaged pupils who are below track in writing decreases from 37.8%.</li> <li>• The proportion of disadvantaged pupils working at or above age-related expectations in writing increases and moves closer to, or exceeds, school, local and national averages.</li> <li>• Assessment data demonstrates that disadvantaged pupils make at least expected progress, with identified pupils making accelerated progress.</li> <li>• Monitoring of books and pupil voice show improved writing stamina, accuracy, vocabulary and application of writing skills across the curriculum.</li> <li>• The attainment gap in writing between disadvantaged pupils and their peers narrows over the academic year.</li> </ul>                                                                                                                                                                                                               |
| Disadvantaged pupils participate fully in the wider curriculum, with increased engagement in extra-curricular activities, educational visits and enrichment opportunities. Barriers to participation are identified and addressed, ensuring disadvantaged pupils develop confidence, aspirations, wellbeing and cultural capital alongside their peers. | <ul style="list-style-type: none"> <li>• Participation rates of disadvantaged pupils in extra-curricular clubs and enrichment activities increase and move closer to those of non-disadvantaged pupils.</li> <li>• The gap in participation between disadvantaged and non-disadvantaged pupils is reduced over the academic year.</li> <li>• All disadvantaged pupils are offered and supported to access at least one extra-curricular or enrichment activity each term.</li> <li>• Attendance data shows sustained engagement in clubs and enrichment activities rather than one-off participation.</li> <li>• Pupil voice demonstrates that disadvantaged pupils feel included, enjoy participating in wider opportunities, and report increased confidence, sense of belonging and aspiration.</li> <li>• Monitoring identifies and addresses barriers to participation (e.g. cost, transport, equipment or parental engagement), resulting in increased uptake of opportunities.</li> </ul> |
| The pupils will achieve and maintain an attendance rate of 97% or above over the academic year 2027-28                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Attendance is maintained at 97% or higher.</li> <li>• The pupil arrives at school on time each day.</li> <li>• Unauthorised absences are reduced to zero.</li> <li>• Any necessary absences are reported promptly by parents/carers in line with school procedures.</li> <li>• The pupil engages positively with school and attends all lessons throughout the school day.</li> <li>• Attendance is reviewed regularly (e.g. weekly or half-termly), with progress recognised and celebrated when the target is met.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Activity 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: £31,204

| Activity                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                    | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Deliver high-quality CPD focused on the teaching of writing, including explicit instruction in sentence construction, vocabulary, modelling and feedback.                 | The EEF identifies high-quality teaching as having the greatest impact on improving outcomes for disadvantaged pupils. Improving teachers' pedagogical knowledge has a significant and sustainable impact.                                                                                                                                                              | 1                             |
| Implement a consistent whole-school writing approach, ensuring regular opportunities for modelling, shared writing, editing and purposeful writing across the curriculum. | The EEF highlights the importance of explicit teaching of writing processes and opportunities for extended writing. Consistency across classrooms improves outcomes.                                                                                                                                                                                                    | 1                             |
| Use high-quality formative assessment to identify misconceptions and adapt teaching.                                                                                      | The EEF identifies feedback and responsive teaching as among the highest impact, most cost-effective approaches for improving attainment.                                                                                                                                                                                                                               | 1                             |
| Provide regular opportunities for purposeful writing across the wider curriculum.                                                                                         | Writing in meaningful contexts increases engagement, develops fluency and supports the transfer of writing skills.                                                                                                                                                                                                                                                      | 1                             |
| Engage parents through workshops, home learning resources and communication about writing targets.                                                                        | Effective parental engagement can positively influence learning when it is structured and focused on supporting learning at home.                                                                                                                                                                                                                                       | 1                             |
| Monitor progress through termly pupil progress meetings and adapt provision promptly.                                                                                     | Effective implementation includes regular monitoring, evaluation and responsive intervention to ensure support remains targeted.                                                                                                                                                                                                                                        | 1                             |
| Offer a broad and varied programme of extra-curricular clubs before, during and after school.                                                                             | The Education Endowment Foundation (EEF) states that extending learning opportunities beyond the classroom can improve pupils' motivation, engagement and sense of belonging when activities are well designed and accessible. The Department for Education also highlights access to enrichment as an important aspect of improving outcomes for disadvantaged pupils. | 2                             |
| Promote clubs through assemblies, newsletters, social media and classroom displays.                                                                                       | Research on parental engagement (EEF) suggests that clear, regular communication with families increases awareness of learning opportunities and can improve engagement with school. Multiple methods of communication help ensure information reaches all families, including those who may be less engaged.                                                           | 2                             |

|                                                                                                |                                                                                                                                                                                                                                                                                                             |   |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Ensure staff actively encourage disadvantaged pupils to participate.                           | The EEF's guidance on implementation and behaviour emphasises that trusted adult relationships and personalised encouragement can increase participation and engagement. Research on belonging also shows that pupils are more likely to engage when they feel noticed and valued by adults.                | 2 |
| Celebrate participation through rewards, certificates and recognition.                         | Evidence from behaviour research suggests that positive reinforcement and recognition can increase participation and motivation. Celebrating effort and commitment, rather than just achievement, helps build confidence and encourages sustained engagement.                                               | 2 |
| Use pupil voice to shape the range of clubs and enrichment opportunities offered.              | The EEF's implementation guidance recommends understanding pupils' needs and involving stakeholders when designing provision. Activities that reflect pupils' interests are more likely to achieve sustained participation and engagement.                                                                  | 2 |
| Embed enrichment opportunities within the school day where possible to increase accessibility. | Removing practical barriers such as transport, childcare and cost is consistent with the EEF's recommendation to reduce barriers for disadvantaged pupils. Delivering enrichment during the school day ensures equitable access for pupils who may not be able to attend before- or after-school provision. | 2 |

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

Budgeted cost: £27170

| Activity                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Provide targeted small-group or 1:1 writing interventions for pupils identified as below track.               | Evidence shows that small group tuition and one-to-one tuition can provide several months of additional progress when carefully targeted and delivered by trained staff.                                                                                                                                    | 1                             |
| Personally invite disadvantaged pupils to clubs based on their interests rather than relying on self-sign-up. | Research on belonging and motivation indicates that personalised invitations from trusted adults increase participation, particularly for pupils who may lack confidence or are less likely to volunteer independently. The EEF also highlights the importance of tailoring interventions to pupils' needs. | 2                             |
| Assign a staff member (SEND CO) to monitor attendance and encourage sustained participation.                  | The EEF's evidence on Behaviour Interventions and Social and Emotional Learning demonstrates that positive relationships with trusted                                                                                                                                                                       | 2                             |

|  |                                                                                                                                               |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | adults improve engagement, motivation and school connectedness. Consistent adult support is particularly beneficial for disadvantaged pupils. |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £21755

| Activity                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Use Pupil Premium funding to subsidise or fully fund club fees, educational visits, residential, music tuition and resources.                                                         | The DfE states that Pupil Premium funding should be used to remove financial barriers that prevent disadvantaged pupils from accessing the wider curriculum. The EEF's Guide to the Pupil Premium emphasises that schools should identify and address barriers to learning and participation so disadvantaged pupils can access the same opportunities as their peers. | 2                             |
| Provide transport support where travel is a barrier.                                                                                                                                  | The EEF's Implementation Guidance highlights the importance of identifying and removing practical barriers to participation. Where transport limits access to enrichment, targeted support can improve attendance and sustained engagement.                                                                                                                            | 2                             |
| Build positive relationships with a trusted adult<br>Allocate a named member of staff to greet the pupil daily, complete regular check-ins and provide support following any absence. | The Education Endowment Foundation (EEF) identifies positive relationships and a sense of belonging as key factors in improving engagement and attendance. The Children's Commissioner for England (2023) found that trusted adults are a protective factor for pupils at risk of persistent absence.                                                                  | 3                             |
| Monitor attendance and intervene early<br>Review attendance weekly, identify patterns of absence and implement timely interventions before concerns escalate.                         | The Department for Education (DfE) – Working Together to Improve School Attendance (2024) recommends rigorous attendance monitoring and early intervention as core components of effective attendance practice.                                                                                                                                                        | 3                             |
| Identify and remove individual barriers                                                                                                                                               | The DfE (2024) advises schools to understand the root causes of                                                                                                                                                                                                                                                                                                        | 3                             |

|                                                                                                                                                                                                                          |                                                                                                                                                                                                                                     |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Explore health, SEND, anxiety, friendship, transport or family barriers and implement reasonable adjustments where appropriate.                                                                                          | absence and provide targeted support rather than applying a one-size-fits-all approach. Research from the Children's Commissioner also highlights anxiety and wellbeing as significant contributors to absence.                     |   |
| Promote belonging and school engagement<br>Encourage participation in clubs, leadership roles and enrichment opportunities to strengthen the pupil's connection with school.                                             | The EEF and Children's Commissioner (2023) report that pupils who feel they belong within their school community are more likely to attend regularly.                                                                               | 3 |
| Celebrate and reinforce positive attendance<br>Recognise improvements through praise, certificates, positive phone calls home or agreed rewards, focusing on individual progress.                                        | Behavioural research supports the use of positive reinforcement to encourage desired behaviours. The EEF Improving Behaviour in Schools Guidance Report recommends consistent recognition and reinforcement of positive behaviours. | 3 |
| Use multi-agency support where appropriate<br>Where attendance remains a concern, work collaboratively with external agencies such as the Education Welfare Service, Early Help, School Nurse or CAMHS where appropriate | The DfE (2024) recommends coordinated multi-agency working for pupils with complex attendance barriers. Evidence shows that integrated support is more effective than isolated school interventions for persistent absence.         | 3 |

**Total budgeted cost: £80,129**

## 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 2025 to 2026 academic year.

Pupil Premium pupils made positive progress in mathematics, with end of KS2 outcomes demonstrating that disadvantaged pupils performed comparably with their non-disadvantaged peers. Targeted academic interventions, high-quality teaching and regular assessment ensured that identified gaps in learning were addressed effectively throughout the year. This indicates that the school's approach to supporting disadvantaged pupils in mathematics is having a positive impact.

Writing outcomes improved significantly across the school during the academic year. The proportion of pupils working at the expected standard increased to 67.2% of pupils now on track to achieve age-related expectations. This improvement reflects the continued focus on high-quality writing instruction, consistent curriculum implementation, targeted intervention and increased opportunities for purposeful writing across the curriculum.

Improve Reading, Writing and Mathematics (RWM) combined outcomes for Pupil Premium pupils at the end of KS2

Combined Reading, Writing and Mathematics outcomes for Pupil Premium pupils improved from 33% in the previous academic year to 50%. End of KS2 data indicates that disadvantaged pupils are now achieving outcomes that are comparable with non-disadvantaged pupils, demonstrating the positive impact of targeted teaching, academic intervention and effective use of Pupil Premium funding.

The school has successfully broadened access to enrichment opportunities for disadvantaged pupils. Pupil Premium funding has enabled pupils to participate in a wide range of extra-curricular activities and educational experiences, including football, choir, art club, dance club, educational visits to the seaside and Yorkshire Wildlife Park, alongside other curriculum enrichment opportunities. These experiences have enhanced pupils' cultural capital, developed confidence, promoted positive relationships and increased engagement with school life. Participation rates among disadvantaged pupils have increased over the course of the year.

The school has strengthened its graduated approach to supporting pupils' emotional wellbeing. A range of targeted interventions are now embedded within school practice, including Rainbows, Circle of Friends, Social Stories and Play for Purpose sessions. These interventions provide personalised support for pupils experiencing social, emotional or behavioural challenges. Pupil voice surveys demonstrate a tangible improvement in pupils' reported wellbeing, with children indicating that they feel happier, safer and better supported in school. Staff have also observed improvements in pupils' confidence, emotional regulation, resilience and engagement in learning.

These developments have contributed positively to pupils' readiness to learn and their overall school experience, particularly for those eligible for Pupil Premium.

## 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                       |
|--------------------------------|--------------------------------|
| Xcite Sports Coaching          | Xcite Sports Coaching          |
| Emmeline Janvier Music Teacher | Emmeline Janvier Music Teacher |