

## 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	239
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25, 2025-26, 2026-27
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs Bernadette Nesbit and 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	£80,210
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80,210

# Part A: Pupil premium strategy plan

## Statement of intent

At St Francis Xavier, we endeavour to enable in all pupils, regardless of starting point to achieve excellence spiritually, academically and personally. We believe that education is the most effective way to positively impact upon a child's development and all of our staff are committed to enabling all of our pupils to receiving the highest quality of education. We aspire that all of our children eligible for pupil premium will attain a level of academic achievement comparable to that of their non-pupil premium peers and that economic circumstance will not have a detrimental impact upon the progress of any child.

Quality first teaching, improving the quality of teachers and teaching is at the heart of our approach, evidence shows that this by far the most effective way to raise standards of pupil attainment for disadvantaged pupils. The funds invested in developing the quality of teachers and teaching will in turn also benefit non-pupil premium pupils.

Our pupil premium strategy is composed based upon evidence from whole school evaluation to ensure that pupil premium funding is strategically targeted to meet the educational and personal needs of pupils eligible for pupil premium.

Our pupil premium strategy reflects the DfE's and EEF's recommendation of a three-tiered approach to pupil premium strategy including: quality first teaching, targeted academic support and wider strategies to overcome non-academic barriers. We draw upon the DfE's 'Menu of Approaches' to inform our strategic approach to pupil premium strategy.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our End of KS2 data indicated that pupil premium pupils (6) underperformed in math - 46% and the RWM combined -55%. The biggest barriers to their attainment was in maths.</p> <p>Improving the attainment of pupil premium pupils at the end of KS2 is a key priority</p>
2	<p>Writing: Only 65% of PP premium pupils across the school achieved the expected standard in writing. Improving the attainment of pupil premium pupils in writing is a key priority,</p>
3	<p>Personal Development – Many of the families of pupils eligible for pupil premium find it difficult to provide money for school visits and extra-curricular activities – Currently 28 pupils eligible for pupil premium attend an afterschool club. 24% of all pupils who attend an after school club. This would not be possible without the support of pupil premium funding.</p>
4	<p>Our assessments (including pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils and suggest that some disadvantaged pupils face challenges with self-regulation strategies.</p>
5	<p>Our attendance data indicates a drop Of 0.36% in the attendance of pupil premium pupils.</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 maths outcomes for pupil premium pupils at the end of KS2	KS2 maths outcomes for 2025/26 show that PP pupils attain at a standard comparable with that of their non-pupil premium peers and above national and local averages
Improve writing outcomes across the school	Writing attainment across the school is comparable with that in reading and maths( 70%+)
Improved RWM combined outcomes for pupils premium pupils at the end of KS2	KS2 RWM outcomes for 2025/26 show that PP pupils attain at a standard comparable with that of their non-pupil premium peers and above national and local averages
For all pupils eligible for pupil premium to have the opportunity to take part in a wide range of curriculum enrichment opportunities	<p>Pupils have the opportunity to engage in a wide range of curriculum enrichment activities:</p> <ul style="list-style-type: none"> <li>• Uptake of after school clubs is high amongst all groups of pupils including pupil premium</li> <li>• Attendance of visits and curriculum enrichment opportunities are high</li> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: qualitative data from pupil voice, behaviour records parent surveys and teacher observations
For the attendance of pupil premium pupils to be at least 97% and in line with non-pupil premium pupils.	The attendance of pupil premium pupils is at least 97% and in line with non-pupil premium pupils.

## 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: £31,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement a sustained program of CPD for staff in order to support high quality teaching of mathematics</p> <ul style="list-style-type: none"> <li>• TTRockstars Day</li> <li>• Arithmetic</li> <li>• Reasoning</li> <li>• Using Ed Tech. to support fluency</li> <li>• Maths Network Meetings</li> <li>• Cross school moderation/CPD</li> <li>• Monitoring/Coaching</li> </ul>	<p>‘The most effective way to improve pupil outcomes is to improve the quality of teaching.’</p> <p>At the heart of raising standards of pupil attainment at St Francis Xavier is quality first teaching – ensuring that all children receive the highest standards of instruction consistently. Therefore, we are committed to providing all of our staff with a sustained program of CPD, linked to school improvement goals, to support their professional development.</p> <p>Invest in professional development for teachers in evidence-based approaches, particularly in mathematics. Focus on training for mastery-based teaching methodologies, which have been shown to improve outcomes in mathematics. (Source: Education Endowment Foundation)</p>	1
<p>To implement a sustained program of CPD for staff in order to support high quality teaching of writing</p> <ul style="list-style-type: none"> <li>• Dedicated staff meeting time for writing CPD</li> <li>• Shared planning time</li> <li>• Writing moderations both internal and external</li> <li>• Time allocated for curriculum monitoring &amp; pupil progress reviews</li> <li>• Writing/reading deep dives arranged with external partners</li> </ul>	<p>School’s should focus first on developing core classroom strategies that improve the literacy capabilities of the whole class. <i>EEF – Improving Literacy in KS2 Guidance Report</i></p> <p>“Professional development, including training and coaching, is planned and effective so all staff become experts in teaching writing. Leaders ensure that teachers have good knowledge of specific areas of writing, such as grammatical terminology, and plan appropriate CPD for teachers who need additional support. – The Writing Framework 2025</p>	2

	<p>High-quality English may have the following features: Regular, subject-specific CPD focuses on improving disciplinary and pedagogical content knowledge – <i>OFSTED English Research Review 2022</i></p>	
<p>English Leader</p> <ul style="list-style-type: none"> <li>• Implement a consistent whole-school writing sequence that explicitly teaches sentence construction, grammar, structure, and vocabulary.</li> <li>• Prioritise explicit vocabulary instruction across the curriculum.</li> <li>• Ensure reading and writing are linked, using high-quality texts to model genre, grammar, and voice.</li> </ul> <p>CPD for teachers on:</p> <ul style="list-style-type: none"> <li>• Modelling writing effectively (EEF)</li> <li>• Sentence combining to develop complex writing (EEF)</li> <li>• Using shared and guided writing effectively.</li> <li>• Use of formative assessment to inform next steps and address misconceptions</li> </ul>	<p>The school appointed an assistant headteacher to lead the implementation of the school's English curriculum and to support other teachers with raising standards of reading and writing attainment.</p> <p>EEF Guidance: Improving Literacy in Key Stage 2:</p> <ol style="list-style-type: none"> <li>1. Prioritise high-quality instruction CPD on writing modelling, sentence construction, genre features</li> <li>2. Provide targeted vocabulary instruction Explicit tiered vocabulary teaching in every subject</li> <li>3. Develop pupils' transcription and sentence construction Handwriting and spelling fluency work, sentence combining activities</li> <li>4. Teach composition strategies through modelling and supported practice Shared writing, guided writing, editing and improving sessions</li> </ol>	2
<p>Maths Leader</p> <ul style="list-style-type: none"> <li>• Allocated staff meeting time to support provision in maths</li> <li>• Time allocated for curriculum monitoring &amp; pupil progress reviews</li> <li>• Time allocated for shared planning alongside staff</li> <li>• Mastery approach embedded across KS2 through ARK</li> <li>• Daily fluency sessions focusing on number facts and arithmetic recall.</li> <li>• Maths subject leader coaching in planning effective scaffolded reasoning tasks.</li> <li>• Structured maths vocabulary teaching, linking oracy and maths language.</li> </ul>	<p>The school appointed an assistant headteacher to lead the implementation of the school's maths curriculum and to support other teachers with raising standards of reading and writing attainment.</p> <p>EEF's 'Improving Mathematics in Key Stages 2 and 3' guidance report:</p> <p>Investment in maths CPD, including mastery approaches and structured pedagogy, improves teacher subject knowledge and instructional methods. Focus on effective use of manipulatives, representations, and variation theory, as per EEF Maths guidance. Structured approaches to explicitly teach mathematical vocabulary – aligned with recommendation 5 of the EEF Maths guidance.</p>	1

<p>To implement initiatives to promote a love of writing within the school:</p> <ul style="list-style-type: none"> <li>• Class Published Writing Books – to also be shared with parents</li> <li>• Writing award presented in Celebration assembly</li> <li>• Good writing shared in monthly newsletter</li> <li>• Writing to be displayed in all classed</li> <li>• School Newspaper</li> <li>• Writing clubs</li> </ul>	<p>Developing pupils’ motivation &amp; metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. <i>EEF - METACOGNITION AND SELF-REGULATED LEARNING</i></p>	<p>2</p>
<p>To implement a range of pastoral initiatives in order to support and sustain pupil wellbeing:</p> <ul style="list-style-type: none"> <li>• Rainbows</li> <li>• Friendship Club</li> <li>• Drop-in Sessions</li> <li>• Playground Support</li> <li>• The Zones of regulation</li> <li>• Pastoral team</li> </ul>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning of +4 months over the course of a year. <i>EEF – Improving social and emotional learning in primary schools</i></p>	<p>4</p>
<ul style="list-style-type: none"> <li>• Promote clear attendance expectations consistently communicated to students, staff, and families.</li> <li>• Create an engaging and inclusive curriculum to boost motivation.</li> <li>• Use regular attendance monitoring and data analysis, including weekly tracking of PP attendance.</li> <li>• Recognise and reward good and improved attendance (e.g., certificates, assemblies).</li> <li>• Provide accessible pastoral support and remove common barriers (uniform, transport, breakfast clubs).</li> </ul>	<p>According to the Education Endowment Foundation (EEF), whole-school attendance initiatives can improve attendance rates by up to 4-6%.</p>	<p>5</p>

## 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
<p>Maths Tutoring (Small groups/1-1)</p> <ul style="list-style-type: none"> <li>• Small group or 1:1 maths tuition daily for below track pupils in KS2 in breakfast club and throughout the school day</li> <li>• Pre-teaching and post-teaching sessions focused on key objectives, especially for arithmetic and reasoning.</li> <li>• Use of diagnostic assessments and gap analysis to identify specific gaps.</li> <li>• Access to online platforms like Times Table Rock Stars/Matheltics</li> </ul>	<p>EEF's 'Improving Mathematics in Key Stages 2 and 3' guidance report:</p> <p>Embed daily retrieval practice and fluency strategies to support memory and conceptual understanding.</p>	1
<p>Small group or 1:1 writing conferencing, focusing on editing, structuring, or SPAG issues.</p>	<p>EEF Guidance: Improving Literacy in Key Stage 2:</p> <p>Provide opportunities for structured interventions Targeted writing support (e.g., 1:1 conferencing, intervention programs)</p>	2
<p>Phonics Tutoring – All pupils who are below track in phonics will receive daily 1-1 catch up tutoring sessions both within and outside of school hours.</p>	<p>The DfE approved phonics scheme, Read Write INC., that the school implements promotes 1-1 tutoring as one of the most effective strategies to support children whose reading and writing is below track to make accelerated progress.</p> <p>'Phonics intervention 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.' – <i>EEF Phonics</i></p>	2
<ul style="list-style-type: none"> <li>• Targeted small-group sessions teaching metacognitive strategies (e.g., planning, checking, emotional reflection)</li> </ul>	<p>EEF: Metacognition and self-regulation</p>	4

<ul style="list-style-type: none"> <li>• Lunchtime nurture groups or quiet zones</li> <li>• Rainbows</li> </ul>		
<b>Targeted Early Intervention</b> <ul style="list-style-type: none"> <li>• Contact families quickly on first day of absence and follow-up calls for repeated absences.</li> <li>• Assign attendance staff to check-in regularly.</li> <li>• Arrange meetings with parents/carers to identify barriers (health, transport, home issues).</li> <li>• Provide tailored support to families</li> <li>• Use targeted rewards and incentives to encourage attendance improvements.</li> </ul>	Research basis: Early identification of attendance dips helps prevent persistent absence (DfE guidance and EEF highlight the importance of prompt, targeted intervention).	5

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

Budgeted cost: £21755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Subsidise breakfast club for pupils in receipt of academic interventions</li> </ul>	EEF's 'Improving Mathematics in Key Stages 2 and 3' guidance report:  EEF Guidance: Improving Literacy in Key Stage 2:	1,2, 4
<ul style="list-style-type: none"> <li>• Subsidise after-school clubs, music tuition, trips and residentials using PP funding</li> <li>• Expand variety and relevance of clubs (e.g. creative writing, coding, sports, mindfulness)</li> <li>• Targeted invitations to PP pupils, including personal follow-up with families</li> <li>• Work with families to support logistics (e.g. late collection, uniform, kit)</li> <li>• Monitor attendance and engagement of PP pupils in enrichment</li> </ul>	EEF Toolkit: Arts participation (+3 months), Physical activity (+1 month), Outdoor adventure learning (+4 months)	3
<ul style="list-style-type: none"> <li>• ELSA (Emotional Literacy Support Assistants) provision</li> <li>• Wellbeing mentoring or pastoral check-ins for PP pupils</li> <li>• Zones of Regulation</li> <li>• Trauma-informed practice training for staff</li> </ul>	EEF: Social & Emotional Learning (SEL)	4

<p>Intensive Support for Persistent Absentees</p> <p>Goal: Reduce persistent absence (below 90%) among PP pupils through personalized interventions.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Develop individual attendance plans co-created with families, pupils, and key staff.</li> <li>• Engage external agencies (educational welfare officers, social services, health professionals).</li> <li>• Provide additional support services, including mental health support or alternative provision.</li> <li>• Implement legal interventions if appropriate (parenting contracts, penalty notices).</li> </ul>	<p>Research basis: The DfE and EEF both emphasize the necessity of intensive, multi-agency interventions for pupils with persistent absence to address underlying issues.</p>	<p>5</p>
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**Total budgeted cost: £80,210**

## 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 2024 to 2025 academic year.

Attendance figures have not improved in 2024/25 in comparison to the previous year, although pupil premium attendance is lower than non-pupil premium attendance, the gap between the two has narrowed to only 0.07%. We plan to make attendance a focus again this year.

Attendance	2021-2022	2022-2023	2023-2024	2024-2025
PP	93.54%	95.32%	96.07%	95.71
Non-PP	94.94%	95.57%	96.46%	95.64

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that from years R-5 that the gap in the attainment of pupil premium pupils relative to non-pupil premium pupils is negligible. This was equally the case in end of EYFS GLD assessments, the phonics screening check and the Y4 MTC. At the end of KS2 pupil premium pupils performed at a level comparable to their non-pupil premium peers in reading and writing but there was a pronounced gap in maths (-46%) – a key target for the upcoming academic year.

Daily additional phonics tutoring has been implemented for all individual pupils reading below age related expectations – 89% of our Y1 cohort passed the phonics screening check. Of the 4 children who did not pass 1 child was new to the country and three have SEND needs. Phonics workshops have taken place with parents attending the workshop. Feedback was very positive with all parents stating that they had found the workshops helpful and felt they had a better understanding of how to support their child's reading at home.

Over the course of the academic year, we have offered a wide range of curriculum enrichment opportunities for pupils, including visits, lunchtime clubs, and after-school clubs. These activities have been well attended, reflecting strong pupil engagement. Notable highlights include Year 1's memorable visit to the seaside and our school football team's historic win of the Catholic Cup football tournament for the second year in a row. Attendance data indicates that pupil premium pupils are given equal access to these enrichment opportunities, ensuring inclusivity across our programs.

Our evaluation of the approaches implemented last academic year indicates that a balanced combination of quality first teaching and intensive, focused intervention is most effective in promoting the learning and attainment of pupils eligible for pupil premium. In response to these

findings, we have reviewed and updated our strategy plan, making adjustments to the allocation of our budget for this academic year to better support these priorities.

A range of targeted wellbeing initiatives have been implemented to support pupils' social and emotional development. The Rainbows programme has provided a safe space for pupils experiencing loss or significant change, helping them to process their emotions and build resilience. Friendship Club has supported the development of social skills and positive peer relationships, particularly for pupils who may find social interaction challenging. Drop-in sessions, led by the pastoral team, have offered pupils a trusted adult to talk to, fostering emotional security and early intervention. Playground support has ensured a positive and inclusive environment during unstructured times, reducing instances of conflict and promoting cooperative play. The use of The Zones of Regulation has helped pupils develop greater emotional awareness and self-regulation strategies, which in turn has supported positive behaviour and readiness to learn. Overall, the pastoral team has played a crucial role in coordinating this provision, offering tailored support and ensuring that pupil wellbeing remains a central focus across the school.

The provision of professional sports coaching in school has had a significant positive impact on pupils' physical development, engagement, and overall wellbeing. High-quality coaching has improved skill development, teamwork, and sportsmanship across all age groups. Pupils have shown increased enthusiasm for physical activity, with many becoming more confident and motivated to participate in both curriculum PE and extra-curricular clubs. The expertise of professional coaches has also supported staff CPD, leading to improved delivery of PE lessons across the school. Additionally, the presence of specialist coaches has contributed to higher levels of physical fitness, better focus in the classroom, and improved behaviour, particularly among pupils who benefit from more active and structured sessions.

## 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*

<b>Programme</b>	<b>Provider</b>
Xcite Sports Coaching	Xcite Sports Coaching
Cre8tive Dance	Cre8tive Dance