

Pupil premium strategy statement – St. Francis Xavier’s R.C. Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 to 2027/2028
Date this statement was first published	November 2025
Date on which it will be reviewed	June 2028
Statement authorised by	Mrs E Christopherson, Headteacher
Pupil premium lead	Mrs E Christopherson, Headteacher
Governor / Trustee lead	Mr P Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27920

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across all subject areas. We strive to ensure that all pupils achieve, belong and thrive as whole persons within our Catholic School. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We prioritize working in partnership with parents and carers as we believe that they are children's first educators.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality, evidence informed teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We use task design to maximize recall and embed new learning using small steps, always building on prior knowledge and scaffolding pupils' understanding to different degrees to meet their needs. This has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches and interventions we use are regularly evaluated and measured for impact.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff demonstrate high aspirations for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This can be due to more limited life experiences beyond the classroom.
2	Assessments, observations and discussions indicate that some disadvantaged pupils have a weaker working memory and require scaffolding to recall key information in a lesson.
3	Pupils are less likely to develop a love of reading when they are disadvantaged. This is evident in reading assessments and discussions with pupils as well as monitoring of reading frequency and enjoyment beyond the classroom. Linking to a more limited vocabulary, this can affect their understanding of texts across the curriculum.
4	Observations, monitoring and discussions with pupils and families have highlighted that some of our pupils have identified social, emotional and safeguarding issues. This is the case for both disadvantaged and non-disadvantaged pupils. This has an impact on their attainment and progress. 100% of the safeguarding referrals made over the past year involve pupils who are disadvantaged.
5	Some disadvantaged pupils did not pass the phonics screening test in Y1, despite interventions and daily keep up sessions. Pupils need to be monitored and have targeted and impactful interventions as they progress through the school.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved recall of key information within a lesson and over a half term/term with use of key vocabulary and in-depth explanation of key concepts across the curriculum.	Pupils will be able to demonstrate recall of key information within and after a lesson. During Pupil Voice they will be able to eloquently explain key concepts and show evidence of higher-level thinking and recall within their classwork through the use of primary task design, ROCKs cards and Knowledge Organisers.
Pupils will express a love of reading and will be enthusiastic readers through the school, resulting in confident and articulate readers who can describe and enthuse about a variety of texts and authors throughout their time at SFX and at the end of KS2.	Pupils will feel empowered to choose texts from the school library that inform, engage and entertain. They will understand that reading for pleasure benefits them in many ways and is an enriching pastime.
Pupils' emotional, social and mental health and wellbeing needs are well supported. Safeguarding concerns are followed up in a timely fashion and in line with KCSIE and pupils are safe and are thriving in and out of school and online.	Pupils are safe, making good progress, are happy and thriving in school, happy and safe at home and are safe online. Parents understand how to keep their children safe and how school can support their child's wellbeing.
Pupils who did not pass the phonics screening check or who have other barriers with their reading comprehension or progress are identified early and are monitored with effective high-quality teaching and interventions.	Pupils are making excellent progress with their phonic knowledge and can read with fluency, expression and understanding as they progress through the school. This will enable them to fully access the curriculum and develop a love of learning without barriers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

ReadWriteInc subscription annually including development days and access to the portal for parent videos and staff training. Cover for RWInc leader for development and assessment days.

Cover for Maths Hub courses – both for teachers and subject leader.

High-quality texts purchased to enrich the library and develop the reading spine.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum lens focus on Eloquence: 'I can speak so that others understand.'</p> <p>Staff CPD on oracy</p> <p>Maths Hub training on oracy in Mathematics.</p> <p>Knowledge organisers/ROCKs developed further to focus on vocabulary.</p> <p>High quality texts purchased to develop vocabulary and depth of understanding across the curriculum.</p> <p>Booktalk training and access for reading leader to Booktalk training to be shared with staff during staff</p>	<p>Improving Literacy in Key Stage 2 EEF</p> <p>Purposeful speaking and listening activities support pupils' language development.</p> <p>Purposeful activities include:</p> <ul style="list-style-type: none"> • collaborative learning activities where pupils can share their thought processes; • reading books aloud and discussing them, including use of structured questioning; • and pupils articulating their ideas verbally before writing. <p>Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</p> <p>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p>	<p>1,2,3</p>

<p>twilights planned into the SIP.</p> <p>Reading Spine developed with staff carefully selecting high-quality texts for use across the curriculum, especially in Science, Geography and History.</p> <p>Reading ambassadors amongst the staff who recommend and purchase new books for the library to be 'windows and mirrors' representing children's experience and showing them experiences beyond every day experience: other cultures, time periods, geographical settings etc.</p> <p>Targeted talk group in EYFS</p> <p>Nurturing Confident communicators course for EYFS lead.</p>		
<p>Student family support worker-trained as a MIND ambassador. Resources for FSW sessions with children. Time to make referrals to WEST.</p> <p>Cover to train an additional member of staff with ELSA to support pupils in KS1 before transition to KS2. The school has a graduated</p>	<p>EEF Social and Emotional Learning.pdf</p> <ol style="list-style-type: none"> 1. Teach SEL skills explicitly 2. Integrate and model SEL skills through everyday teaching (Collective Worship, Prayer, Pupil virtues. CST, RSE+PSHE programme) 3. Plan carefully for adopting a SEL programme 4. Use a SAFE curriculum: Sequential, Active, Focused and Explicit (Live life to the full/Fertile Heart (RSE), Live life to the full Plus (PSHE)) 5. Reinforce SEL skills through whole-school ethos and activities 6. Plan, support, and monitor SEL implementation 	<p>4</p>

<p>approach to mental health and wellbeing when support may be required. Teachers are listening partners; a family support worker within school is ELSA trained.</p> <p>Live Life to the Full Plus subscription for PSHE</p>		
<p>Targeted training for staff on Primary Task Design- with a focus on recall and higher-level thinking. Pupils' attention is maintained with a ping-pong approach in the foundation subjects as in Maths Mastery and the Write Stuff writing framework. Pupils are challenged with tasks which require recall of prior learning or retention of key vocabulary allowing them to utilise unfamiliar words to embed them into their long-term memory. Teachers are adept at scaffolding tasks for pupils so that all pupils can achieve the desired outcomes in writing, mathematics and in the foundation subjects. CPD with Karl McGrath re Primary Task design and Diane Pye re the development of concepts and embedding locational knowledge in geography.</p>	<p>EEF blog: Cognitive clutter and better understanding barriers... EEF</p> <p>EEF Blog: Does research on 'retrieval practice' translate into... EEF</p> <p>Session-3-GAP-TASK-retrieval-practice.pdf</p>	<p>2, 1</p>

Development of concepts		
RWInc subscription/Penpals subscription Ongoing CPD about the teaching of synthetic phonics and one to one tuition for staff with a government supported high quality phonics programme (ReadWriteInc) Two development days for RWInc teachers and ongoing training via the portal on 1:1 tuition and the development of a love of reading. 'Making a strong start in Reception' course for EYFS teacher with RWInc.	Ongoing research backed CPD is vital for school staff development and is one of the most effective ways to achieve pupil progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development The writing framework The teaching of foundational skills- particularly handwriting and transcription- frees up the working memory for disadvantaged pupils.	1,3,5

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

Budgeted cost: cost of development days and portal access for RWInc

Cover for mastering number training Y3 ongoing

Karl McGrath CPD (approx. £150)

Diane Pye training on Concepts and Retrieval (Writing and Geography) (approx. £350)

Mastering Number with Mathematics Hub (Y3 cover) ongoing supply costs

1st Class Number training for HLTA for work with PP (£750.00)

TA with Success at Arithmetic for some PP pupils ongoing

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development days and portal access for RWInc 1:1 tutoring	Phonics EEF	5
Mastering number training Y3	See the impact of Mastering Number NCETM Designed to build firm foundations in maths, Mastering Number at Reception and KS1 helps children develop fluency, confidence and flexibility with number, while also fostering mathematical language and oracy skills. Participating schools benefit from high-quality CPD for teachers, comprehensive teaching materials and an evidence-based approach that ensures every child can succeed and make progress.	2
'1 st Class Number' training for HLTA for work with PP	1stClass@Number 1 EEF 1stClass@Number 1 is a small-group intervention designed to support Year 2 pupils who are struggling with numeracy. Delivered by trained teaching assistants (TAs), the programme focuses on key number concepts that can cause particular difficulties for children at this age. In the programme as trialled by the EEF, TAs led 30-minute sessions with groups of four pupils, three times a week for 10 weeks, alongside regular maths lessons. The intervention includes structured lesson plans and training to help TAs guide pupils in developing mathematical understanding, encouraging them to think, talk, and reflect on their learning through metacognitive strategies. The programme was developed by the Every Child Counts (ECC) team at Edge Hill University.	2
TA working with 'Success at Arithmetic' for some PP pupils	Success@Arithmetic Mathematics intervention ECC	2
'Rapid Reading' Intervention (TA)	Rapid Reading Pupils have all made good progress in the autumn term	3,1

SALT interventions coordinated by HLTA	Pupils have made good progress in the autumn term	1, 2
NELI group for EYFS	Assessed termly all pupils making good progress (internal data autumn term)	1,2,3,5

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

Budgeted cost: estimated due to staffing costs £27920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing wraparound care for families of disadvantaged pupils who are facing emotional/ safeguarding issues or are in crisis Free breakfast club for pupils who require additional emotional support or are facing transport issues	Breakfast clubs significantly benefit disadvantaged pupils by boosting academic attainment (2+ months' progress in reading, writing, maths), improving behavior and concentration, enhancing attendance, and providing crucial social and nutritional support, even benefiting children who don't eat breakfast due to improved classroom environments and parental support. These clubs bridge the attainment gap, help parents with childcare, and offer a calmer start to the school day, fostering better readiness for learning.	4
Playground pals and zoned areas of the playground to foster a sense of excitement and belonging at school. Activities based on children's interests e.g. drawing club	A strong sense of belonging at school is a key driver for better attendance, as students who feel connected, safe, and valued are significantly more likely to attend regularly, while a lack of belonging increases absenteeism and disengagement. This positive cycle improves motivation, mental health, and academic performance, with research showing a clear link between belonging and higher attendance rates, especially for vulnerable students.	4
TAs providing a wider variety of extra-curricular e.g. graphic novels club, board games, netball, choir, gardening.	Report template long Value of extra-curricular clubs for disadvantaged pupils.	4
Wellbeing warriors' group (Monday	WEST (wellbeing and emotional support team) work in our school both for children	4

<p>lunchtimes) for children to develop strategies around wellbeing and teach these skills to other pupils</p> <p>Cognitive Behaviour Therapy training for teachers</p>	<p>requiring additional support around low level anxiety or changes in circumstances and for groups of pupils to foster confidence and wellbeing awareness.</p>	
<p>Book Club fortnightly for National Year of Reading for targeted older pupils.</p>	<p>School book clubs significantly boost reading enjoyment, comprehension, and motivation by creating a fun, social space for discussion, which develops critical thinking, vocabulary, and well-being, while also building confidence and social-emotional skills through peer interaction, leading to improved academic outcomes and a stronger reading culture.</p>	<p>3</p>

Total budgeted cost: ongoing costs including TA hours £27920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance data from our school's disadvantaged pupils during the academic year 2024-2025 using the KS1 and KS2 performance data, Early Years GLD data, the phonics check results, the Year 4 times tables check and our own internal assessments.

Over a three-year period 86% of our disadvantaged pupils reached the expected standard in RWM compared with 46% nationally, meaning that our disadvantaged pupils perform significantly above national averages in RWM.

In reading over a three-year period, 100% of our disadvantaged pupils reached the expected standard, compared to 62% nationally. In writing, 86% of our disadvantaged pupils reached the expected standard, compared to 59% nationally. In mathematics, 100% of our disadvantaged pupils reached the expected standard compared with 60% nationally.

Our disadvantaged pupils all made good progress within our internal data tracking system and the impact of interventions has been measured through entry and exit data which indicate that interventions are working well.

Overall school attendance up to 19.12.25 was 96.2% compared to 95.9% for pupil premium children.

100% of Pupil Premium pupils made good progress in autumn 2025 with some making accelerated progress.

Referrals made to Children's Services (Stronger Families) for disadvantaged pupils has increased over the last year. In fact, all referrals made involved the families of disadvantaged pupils. This is why one of our priorities is to provide wellbeing support for our pupils and to train staff in leading these programmes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Rapid Reading	Pearson
Success at arithmetic	Edge Hill University
Mastering Number	NCETM

RWInc programme	ReadWriteInc
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Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>Extra-curricular after school clubs, interventions such as Rapid Reading, CPD for staff on primary task design to engage all learners.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>A pupil achieved expected standard in Reading. Excellent attendance. Wellbeing and a sense of belonging fostered through extra-curricular clubs.</p>