



St Francis CE Primary Pupil Premium Strategy

Framework note: this strategy aligns with the DfE's three-tier Menu of Approaches (High-Quality Teaching; Targeted Academic Support; Wider Strategies) and is informed by Education Endowment Foundation (EEF) evidence summaries. It is written to support the school's improvement priorities and the OFSTED inspection priorities in the 2025 framework (Safeguarding; Inclusion; Curriculum and Teaching; Achievement; Attendance and Behaviour; Personal Development and Well-being; Early Years; Post-16; Leadership and Governance).

1. Statement of Intent

Our Vision and Ultimate Objectives for Disadvantaged Pupils

- Rooted in St Francis CE Primary's vision ("learn earnestly, care deeply, grow boldly..."), our ultimate objective is that pupils eligible for Pupil Premium (PP) funding achieve in line with their classmates academically, attend regularly, participate fully in the life of the school and leave St Francis with the confidence, resilience and aspiration to succeed at the next stage of education.
- We will narrow attainment gaps in reading, writing and mathematics by ensuring PP pupils receive consistently excellent classroom teaching, timely and targeted academic support, and the wider pastoral and parental support that addresses attendance, wellbeing and aspiration barriers.

How this strategy works towards those objectives

- We take a tiered, evidence-informed approach (DfE Menu of Approaches): (1) strengthen high-quality teaching and curriculum implementation school-wide; (2) deliver time-bound, diagnostic and curriculum-aligned targeted support (tutoring / small groups / structured interventions); (3) provide wider strategies to reduce barriers outside the classroom (attendance, parental engagement, SEMH).
- All interventions are selected and implemented with a focus on fidelity (clear intent, staff training, monitoring) and proportionate targeting of PP pupils to avoid stigma and maximise impact.

Key principles

- Evidence-led choices: interventions selected are supported by the best available evidence (EEF reviews/trials) and adapted to our one-form entry context and small cohorts.
- Targeted and proportionate: universal improvements to teaching plus targeted, time-limited interventions for those identified by assessment as most in need.



- Family partnership: build parental confidence and practical skills to support reading and routines.
- Whole-child approach: attend to attendance, wellbeing, resilience and aspiration alongside academic support.
- Continuous evaluation: clear success criteria, regular monitoring of implementation and progress, and reallocation of resources based on impact.

Contextual priorities that drive this plan

- One-form entry, 21% PP, 25% SEND; current PP attainment profile shows many children “working towards” across reading, writing and maths and PP attendance at 93.9% (below national average). The plan is tailored to the small school context where relationship building and bespoke, responsive approaches are strengths.

2. Challenges

Challenge Number	Detail of challenge
1	Attendance: current PP attendance 93.9% (below national average of 95.1%); lower attendance reduces access to teaching and pastoral support and risks widening gaps.
2	Limited parental support with reading at home: many PP parents need practical, confidence-building support and simple strategies to support early and home reading.
3	Low aspirations / gap between pupils' hopes and the skills/knowledge to achieve them: some PP pupils have limited experience of enrichment and careers/aspiration pathways which reduces motivation.
4	Low self-esteem and lack of resilience among a subset of PP pupils (affects engagement, behaviour and attendance).
5	Attainment profile for PP pupils: sizeable proportions working towards in reading, writing and maths (Reading: 8% below / 39% WTS / 42% expected / 3% above; Writing: 22% below / 33% WTS / 39% expected / 0% above; Maths: 14% below / 44% WTS / 42% expected / 0% above). Need to increase attainment and number achieving greater depth.



3. Intended Outcomes

Intended Outcome	Success Criteria
1. Improve PP attendance so PP pupils access high-quality teaching and pastoral provision	- PP attendance rises from 93.9% to $\geq 95.0\%$ within 18 months and is sustained; persistent absence ($\geq 10\%$ sessions missed) among PP pupils reduces by at least 30% within 12 months. - Fewer unauthorised absences for PP cohort; improved punctuality records. Evidence of improved attendance for pupils targeted by responsive plans.
2. Increase parental engagement with home reading routines	- At least 75% of targeted PP families (those with children at WTS or below in reading) consistently use provided reading strategies/pack within 6 months (measured by parental surveys / reading logs). - Percentage of PP pupils at expected reading increases from 42% \rightarrow 60% within 24 months; % above expected increases to $\geq 10\%$ in 2 years.
3. Raise aspiration and participation in enrichment opportunities	- 90% of PP pupils participate in at least one enrichment/extra-curricular offer each term. - Targeted PP pupils demonstrate improved self-reported aspirations and engagement (pupil voice) and measurable improvements in attendance/engagement metrics.
4. Improve resilience, self-esteem and wellbeing for targeted PP pupils	- Targeted pupils show measurable improvement on school wellbeing/resilience checklists (baseline \rightarrow 3 months \rightarrow 6 months). - Reduced incidents of withdrawal from lessons and improved classroom engagement recorded by teachers.
5. Accelerate academic progress for PP pupils in reading, writing and maths	- Reduce proportion of PP pupils below expected by 50% within 18 months. - Increase proportion of PP pupils at expected or above: reading 42% \rightarrow 60% (2 years), writing 39% \rightarrow 55% (2 years), maths 42% \rightarrow 55% (2 years). - Increase proportion of PP pupils achieving greater depth: target 8–12% in 2 years. Progress measured termly through in-school assessment and tracked cohort reports.

4. Activity in This Academic Year

All activities are mapped to the DfE Menu of Approaches (Tier 1, 2, 3). Evidence for each approach is given (EEF sources). Challenge numbers addressed are cross-referenced exactly to those in the Challenges table.



Notes on evidence: evidence links are to EEF guidance, reviews and evaluations. Each evidence reference is provided as a clickable source name.

Teaching (Tier 1: High-Quality Teaching / CPD / Recruitment & Retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD programme on adaptive teaching and formative assessment (termly training; coaching cycles; peer observation; focus on adaptive strategies to close gaps) — deliver through weekly CPD, 1:1 coaching for staff, and monitoring.	EEF: Putting evidence to work and implementation guidance stresses high-quality professional development and careful implementation planning for whole-school change (see EEF Impact and implementation resources). EEF 2025 Impact Report	5
Oracy development programme (structured oracy lessons and teacher training to increase talk, vocabulary and comprehension across the curriculum) — embed oracy across curriculum planning and use pupil voice and rubrics.	EEF parental engagement guidance emphasises the importance of talk in early language and literacy development and recommends structured activities to support oral language. Working with Parents to Support Children's Learning (EEF guidance)	2, 5
CPD and coaching for staff to strengthen subject knowledge in weaker curriculum areas (identified in Ofsted feedback) — use external subject support where needed; link to adaptive teaching CPD.	EEF guidance and Impact Report highlight investment in teacher CPD and subject expertise as core elements of high quality teaching and implementation. EEF 2025 Impact Report	5
Strengthen deployment and training of TAs to deliver structured, curriculum-linked support (guided by	EEF Teaching and Learning Toolkit shows effective deployment of trained TAs delivering structured interventions and small group support	5, 2



teacher planning; TAs receive training and coaching).	increases impact when aligned to classroom teaching. <u>Small Group Tuition (EEF)</u>	
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Targeted Academic Support (Tier 2: Tutoring, small groups, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Short-block small group tuition in reading and maths (groups of 2–4) for PP pupils working towards or below expected: diagnostic baseline → 10–12 week blocks (30–60 minutes, 3x/wk where possible). Linked to class curriculum; progress monitored.	EEF: Small Group Tuition has an average impact of +4 months progress and is cost-effective for primary settings. <u>Small Group Tuition (EEF)</u>	5
One-to-one or 1:2 tuition for highest-need PP pupils (where small group not sufficient) — follow EEF principles (short, regular sessions aligned to curriculum; trained tutor).	EEF: One to One Tuition is highly effective (approx. +5 months on average); most impact when aligned to classroom teaching and delivered with regularity. <u>One to One Tuition (EEF)</u>	5
Structured reading catch-up programmes for early readers (targeted interventions delivered by trained staff, linked to phonics progression and practice at home via reading packs). Parental support materials sent home (pause-prompt-praise guidance).	EEF guidance on parental engagement and PACT trials highlight the importance of structured home reading support combined with targeted in-school interventions. <u>Working with Parents to Support Children's Learning (EEF guidance)</u>	2, 5
Targeted language and vocabulary boosters (small groups and in-class	EEF evidence emphasises early language and vocabulary interventions	2, 5



focus across Key Stages) to support comprehension and writing.	linked to improved literacy outcomes; EEF guidance and projects (e.g., NELI referenced in EEF outputs) support early language interventions. <u>Working with Parents to Support Children's Learning (EEF guidance)</u>	
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Wider Strategies (Tier 3: Attendance, SEMH, parental engagement, enrichment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored attendance programme for PP pupils: (a) personalised parental communications (nudge letters/texts with days missed), (b) rapid response calls/meetings for rising absence, (c) responsive individual plans (multi-agency where needed), (d) monitoring and termly review.	EEF Rapid Evidence Assessment on Attendance finds promise in parental communications and responsive, targeted approaches. <u>Attendance interventions: Rapid Evidence Assessment (EEF)</u> ; EEF blog on tailored approaches to attendance. <u>Taking a tailored approach to improving attendance (EEF blog)</u>	1
Breakfast club / targeted meal provision (universal offer with sensitive targeting messaging) to support punctuality and readiness to learn for PP pupils where families face morning barriers.	Attendance REA and evaluations (Magic Breakfast trial summary) indicate small positive effects of meal provision on attendance and on early attainment for younger pupils. <u>Attendance interventions: Rapid Evidence Assessment (EEF)</u>	1
Parental engagement programme focused on reading at home: short workshops, home reading packs (books + scripted activities), weekly supportive texts with reading tips, and	EEF guidance "Working with Parents to Support Children's Learning" recommends shared book reading, practical tips for parents, text-messaging and targeted support;	2



home visits where required. Offer a universal offer with additional intensive support for targeted families.	PACT-style programmes show positive trials. Working with Parents to Support Children's Learning (EEF guidance) ; EEF Parental Engagement Guidance PDF	
Whole-school and targeted social, emotional and resilience programme (curriculum time and targeted small group work, mentoring and check-ins) to build self-esteem and resilience for PP pupils. Consider evidence-informed programmes (e.g., Healthy Minds for older pupils; adapt for primary).	EEF evaluations (Healthy Minds) show wellbeing programmes can reduce absence and support SEMH without harming attainment; EEF highlights SEL interventions as promising for wellbeing outcomes. Healthy Minds trial (EEF)	4, 1
Mentoring / targeted 1:1 pastoral mentoring for vulnerable PP pupils (weekly check-ins, family liaison, goal setting) integrated into attendance and wellbeing plans.	EEF Attendance REA notes mentoring has mixed evidence but may support relationships, resilience and attendance when well-implemented. Attendance interventions: Rapid Evidence Assessment (EEF)	1, 4
Enrichment and aspiration programme: termly visits / visitors, Children's University style extra-curricular opportunities, linking experiences to classroom learning and to staff expectation-raising. Use mentoring / role models to combine aspiration with an academic component.	EEF Teaching & Learning Toolkit (Aspiration Interventions) shows evidence base for aspiration-only programmes is weak; however where aspiration work is combined with academic components and enrichment (e.g., Children's University) there is promise. Aspiration Interventions (EEF) ; sector commentary. Ambition: The evidence for raising aspirations	3
Holiday / catch-up provision (short targeted holiday learning and enrichment for PP pupils at risk of summer dip) and signposting to HAF and local family support services.	EEF guidance notes summer reading programmes and targeted holiday support show promise for disadvantaged children when carefully implemented and linked to school planning. Working with Parents to Support Children's Learning (EEF guidance)	2, 3, 5
Family outreach and home visits for the most disengaged families	EEF parental engagement guidance recommends home visits as effective	1, 2



(relationship-building, practical support to set routines, reading modelling)	for the hardest-to-reach families when focused on modelling and relationship building. <u>Working with Parents to Support Children's Learning (EEF guidance)</u>	
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Implementation and Monitoring (applies across all tiers)

- Leadership: Senior leader (named PP lead) to oversee implementation, with termly reports to governors and half-termly monitoring meetings. Link to school improvement priorities (adaptive teaching, oracy, attendance).
- Data & targeting: use termly assessment, attendance data and wellbeing screens to identify pupils for targeted support; avoid blanket eligibility to reduce stigma—use universal offers with targeted additional support.
- Fidelity checks: observation, work sampling, tutoring session registers, parental take-up records, pre/post assessments for interventions.
- Evaluation: each intervention has defined success criteria (see Intended Outcomes). Review after each block (e.g., 10–12 weeks for tuition) and reallocate resources to highest impact approaches.

Evidence references (key sources used to select activities)

- Attendance interventions: Rapid Evidence Assessment — Education Endowment Foundation. [Attendance interventions: Rapid Evidence Assessment \(EEF\)](#)
- EEF blog and practical commentary on attendance strategies. [Taking a tailored approach to improving attendance \(EEF blog\)](#)
- Parental engagement guidance (EEF): Working with Parents to Support Children's Learning (guidance report + PDF). [Working with Parents to Support Children's Learning \(EEF guidance\)](#) and [EEF Parental Engagement Guidance PDF](#)
- One-to-one tuition (EEF Teaching and Learning Toolkit). [One to One Tuition \(EEF\)](#)
- Small group tuition (EEF Teaching and Learning Toolkit). [Small Group Tuition \(EEF\)](#)
- Aspiration interventions (EEF Teaching and Learning Toolkit). [Aspiration Interventions \(EEF\)](#)
- Healthy Minds evaluation and wellbeing evidence (EEF). [Healthy Minds trial \(EEF\)](#)
- EEF 2025 Impact Report (for PD, implementation and evidence use). [EEF 2025 Impact Report](#)
- Ambition commentary on raising aspirations. [Ambition: The evidence for raising aspirations](#)



Appendix — How activities align to the DfE Menu of Approaches

- Tier 1 (High-Quality Teaching): CPD on adaptive teaching; subject knowledge strengthening; oracy programme; TA training.
- Tier 2 (Targeted Academic Support): Small group tuition; 1:1 tuition; structured reading and language boosters; holiday catch-up.
- Tier 3 (Wider Strategies): Attendance plan (parent communications, responsive plans, breakfast club); parental engagement and reading at home; SEMH/resilience programmes and mentoring; enrichment and aspiration programmes; family outreach/home visits.

This strategy will be reviewed and updated termly. Progress against success criteria above will be reported to governors and used to refine spending and priorities for the next academic year.