St. Francis Catholic Academy

Pupil Premium/ Recovery Spending Plan 2026/27

Pupil Premium Strategy Statement

This statement details how we intend to use pupil premium and recovery funding, both in the short term- this academic year- whilst also indicating some challenges which are likely to take longer to address and so will be addressed by subsequent funding in future years.

School overview

Detail	Data
School name	St. Francis Catholic Academy
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/24 to 2026/2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sinead Smith Chief Executive Officer
Pupil premium lead	Claire Martin-Designated teacher
Governor / Trustee lead	Shannon Leese, lead for disadvantaged pupils

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£73,120
Pupil premium plus allocation this academic year (service child)	£360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year **If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year**	£73,480

Part A: Pupil premium strategy plan

Statement of intent

At St. Francis Catholic Academy, as part of St. Raphael Catholic Multi-Academy Trust, we aim to ensure that all pupils achieve their full potential. This includes achieving outstanding academic progress and attainment in relation to each child's starting point, but we also strive for so much more. We aim to ensure that all pupils are able to access a broad range of experiences and opportunities beyond the formal curriculum – these experiences and opportunities are outlined in the Holy Spirit Experience which was first published in September 2018.

We know that for all pupils, quality first teaching is what makes the difference to how well pupils achieve. For this reason, we invest in the professional development of staff and ensure they have the pedagogy and subject knowledge required to meet the needs of all learners and specifically the needs of pupils facing the greatest challenges in their life beyond school.

We understand the increased financial pressure on our families and therefore the number of pupils at risk of underachievement because of deprivation factors. For this reason, our support for pupils and their families is very much holistic. Parents and pupils are able to contact any member of staff directly both within and beyond the school day if they require support of a practical or pastoral nature.

We recognise each pupil within the St. Raphael CMAT as being individual and unique and so too are the challenges and barriers they face. Therefore, we continually seek to ensure that we are responsive to the ever-evolving needs of our pupils and we support leaders in their decision making about the application of funding by ensuring the approach they take is underpinned by research and an evidence-based knowledge of what works best.

To ensure our approach is effective and positively impacts pupils and their families, we will:

- Ensure we have the highest expectation of all pupils, including disadvantaged pupils, and challenge them appropriately in their learning.
- Develop oracy skills and our children's ability to communicate confidently from an early age.
- Continue to consistently deliver high-quality teaching which enables all children to achieve.
- Be responsive and quick to act when we identify a barrier which affects learning.
- Promote the importance of excellent attendance throughout school life by strengthening our partnerships with families.
- Continue to develop a culture in which all staff share the drive and aspiration to secure success and outcomes for all pupils, particularly those identified to be at a disadvantage.
- And finally, to continually evaluate the impact our provision has on our children and regularly adapt and change accord to the children's needs.

Challenges

From assessment, observation, knowledge of our families and children, we have identified the following challenges and barriers which could negatively impact the achievement, wellbeing and life chances of the children.

Challenge	Detail of challenge
1	On entry to school, children are displaying low levels of language acquisition. It is evident that, for many children, the impact of missing a significant amount of their early years education has resulted in them being less prepared to progress in their learning.
2	Many families are experiencing financial barriers which are unprecedented. This is not only impacted the ability of parents to ensure their child is appropriately prepared for school, i.e. through the provision of uniform etc, but it is also having a significant impact on the stress experienced by parents, which in turn impacts children's well-being.
3	Children at all stages of their education have increased gaps in their phonic knowledge, which in turn is having a negative impact on progress in both reading and writing.
4	Across the curriculum, children have increased gaps in their knowledge and skills, particularly where engagement in remote education was lower. Similarly, where there was lower meaningful engagement in remote education, children are less able to recall what came before and what is likely to come next in their learning.
5	There is increased evidence of children experiencing stress, anxiety, a loss of confidence and other social and emotional challenges. This is impacting children's ability to fully access learning to actively engage in wider learning opportunities.
6	The attendance of some disadvantaged pupils has negatively affected learning attainment and progress.
7	Many children are now appearing to have compromised health, including being overweight and physically unable to engage in strenuous exercise. Support is needed to develop a stronger, lifelong healthy lifestyle.
8	Pupil voice has shown that disadvantaged children have fewer opportunities culturally and with sport. We aim to offer enrichment opportunities and a range of sporting opportunities to help inspire our children.

Intended outcomes

By the end of our current strategy plan, we intend to achieve the following outcomes:

Intended outcome	Success criteria
<u>Language, Communication and Oracy</u> **Language skills and Oracy use of vocabulary among disadvantaged pupils will be improved.**	Pupil voice, 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.
<u>Financial Barriers</u> **Financial barriers will be removed and not impact on enrichment opportunities.**	Financial barriers will not impact the achievement of disadvantaged children. This will be evidenced through outcomes and full engagement in all learning opportunities and in correct uniform, so they feel inclusive.
<u>Reading, Phonics and Early Literacy</u> **The gap in phonic knowledge for disadvantaged children will be closed leading to improved attainment in reading.**	Formative and summative assessments, along with observation and evidence of work in books, will reflect improved application of phonic knowledge in both reading and writing. The number of disadvantaged children securing a pass in phonics screening and applying phonics across the curriculum this will be in line with non-disadvantaged.
<u>Achievement Across the Curriculum</u> **The gaps across the curriculum in knowledge and skills acquisition for disadvantaged children will be closed, allowing them to put their learning in context.**	Formative and summative assessments, along with observation and evidence of work in books, will reflect improved application of skills and knowledge and retention of prior learning. End of key stage data will reflect this. Children's confidence will also be evident through pupil voice.
<u>Well-being and Personal Development</u> **Social and emotional challenges will not impact the achievement of disadvantaged children, and they will have evidently improved confidence.**	Sustained high levels of wellbeing from 2026/27 demonstrated by: • Pupil voice • qualitative data from pupils and parents • reduced need for social and emotional intervention • improved achievement for disadvantaged children
<u>Attendance</u> **Attendance of disadvantaged children will improve to be broadly in line with their peers.**	Sustained high attendance from 2026/27 demonstrated by: • disadvantaged children's attendance will be broadly in line with peers • any disadvantaged children who are persistent absence, support will be offered to families, and they will be closely monitored so patterns can be addressed
<u>Enrichment</u> **Disadvantaged children will access a full, broad range of learning opportunities and experiences, as outlined in the Holy Spirit Experience.**	By July 2027, disadvantaged children will have accessed the full range of experiences outlined in the commitments in the Holy Spirit Experience. They will have experienced leadership opportunities, residentials, and experiences as part of daily school life. Pupil voice will enable us to know the resilience, confidence and fun the experiences have brought the children.

Activity in this academic year

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

Teaching

Budgeted cost: **£ 19,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy will be central to the provision in used in EYFS. Children will be repeatedly exposed to quality vocabulary and discussions. Sentences will be modelled.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,3,4,8
Exposure to a range of high-quality texts will be a priority. Stories will be shared repeatedly in EYFS and KS1 and children will have the opportunity to retell. Investing in high-quality reading books for the children and for staff to teach and plan lessons from. across the school as needed.		
All children in Reception to receive books to keep at home where children do not have access to a range of materials.		
High-quality teaching of Monster Phonics closely monitored for impact. Using other phonics strategies if needed. Jolly phonics rhymes.		
Continuous reviewing of the provision in Frank's place to meet the complex needs of all children. Activities well planned and resourced. An adaptive practice planned by specialist teachers. A calm and productive environment will be provided.		
CPD programme including coaching for staff to ensure quality first teaching in all classes and provision of high-quality phonics teaching across the school. Training looking at adaptive and inclusive teaching and support.	Phonics and comprehension approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	5, 7, 8
Release of subject leads and outstanding practitioners to coach, support and improve standards across the curriculum and in teaching.		
Fully develop a Mental Health and wellbeing programme across the school using Public Health England guidelines and new existing resources. For SLT to ensure along with our highly trained learning mentor that children's emotional and pastoral needs are met so that children are ready to learn.		

Targeted academic support

Budgeted cost: **£ 40,798**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision and resourcing of a personalised rapid intervention program for disadvantaged pupils in all year groups.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: This will be across the school for children not at Age related expectations and to ensure higher standard is focused upon for target children Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 3, 4, 5
Updated training & resources to deliver 1-1 support for disadvantaged children with identified gaps in learning.		
Allocate staffing to increase provision of interventions for children identified as having a need for improved communication and language. Access to Frank's Place where needed.		
1:1 pastoral Support to ensure mental health wellbeing and resilience for vulnerable disadvantaged children.		1,3,4,5
1:1 or small group pastoral support to teach positive behaviours for learning.		
Employment of a highly trained Learning Mentor working with vulnerable disadvantaged families and offering support from school.		
In school home learning club to ensure all disadvantaged pupils can access the additional learning.		
Targeted support in place for disadvantaged children for SATs. After school booster sessions led by SLT offered for all disadvantaged children.		1,3,4,5
Support the development of 'love of reading' for disadvantaged pupils through the promotion of reading and access to resources to support reading outside of the classroom.	The average impact of Parental engagement is about four months over the course of a year. The impact is higher for pupils with low prior attainment.	
Parental workshops lead by EYFS and KS1 staff on phonics reading and maths with an emphasis on supporting disadvantaged pupils and their parents.		1,3,4
Parental Workshops led by external agencies to support ICT/Online issues and children's mental health and well-being.		1,3,4

Wider strategies

Budgeted cost: **£12,732**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring that all of the Holy Spirit Experience opportunities are accessed by all disadvantaged children.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 5, 6, 7, 8
Provision of sports and extra-curricular clubs provided free of charge/subsidised for disadvantaged pupils across all year groups. Development of a programme of activities for after school clubs-developing healthy diets and new life skills (knitting, art, sewing etc.)		
Uniform (second hand uniform and resources to be available) to enable the correct uniform to be worn. Vouchers for any uniform requirements for disadvantaged pupils.		
Green team opportunities and development of new outdoor learning space to deliver an outdoor nurture program.		
Provision of nurture support through the continual development of Frank's place to provide a safe space with safe adults.		
Increased home visits from WAS to engage disadvantaged families and improve attendance. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £62,115

Part B: Review of outcomes in the previous academic year

Reception	Outcome %	National 2025 %
GLD	71%	68%

Year 1	Outcome %	National 2025 %
Phonics Screening	83%	80%

Year 2	Outcome %	National 2025 %
Phonics Screening	50%	89%

Year 4	Outcome (average score /25)	National 2025 (average score/25)	Outcome (% achieving full marks)	National 2025 (% achieving full marks)
Multiplication Tables Check	23.5%	21.0	53%	37%

Year 6	Outcome %	National 2026 %
Achieving the expected standards in Writing	79.3%	73%
Achieving the expected standards in Maths	79.3%	75%
Achieving the expected standards in SPAG	86.2%	74%
Achieving the expected standards in Reading	75.9%	75%
Achieving the expected standards in Science	86.2%	82%
Achieving the expected standards in Reading, Writing & Maths	72.4%	63%
Achieving the higher standards in Writing	13.8%	13% National 2025
Achieving the higher standards in Maths	41.4%	26% National 2025
Achieving the higher standards in SPAG	41.4%	30% National 2025
Achieving the higher standards in Reading	31%	33% National 2025
Achieving the higher standards in Reading, Writing & Maths	20.7%	8%
Average scaled score Maths	103	105
Average scaled score SPAG	103	105
Average scaled score Reading	103	106

Y6 Attainment by Group:

Disadvantaged Year 6	Outcome %	National 2025 %
Achieving the expected standards in Writing	66%	59%
Achieving the expected standards in Maths	66%	61%
Achieving the expected standards in Reading	55%	63%
Achieving the expected standards in SPAG	66%	60%
Achieving the expected standards in Reading, Writing & Maths	55%	47%
Achieving the higher standards in Writing	11%	7%
Achieving the higher standards in Maths	33%	15%
Achieving the higher standards in Reading	22%	21%
Achieving the higher standards in SPAG	22%	19%
Achieving the higher standards in Reading, Writing & Maths	11%	4%
Average scaled score Maths	105	102
Average scaled score SPAG	104	103
Average scaled score Reading	105	103

SEND Year 6	Outcome %	National 2025 %
Achieving the expected standards in Writing	40%	32%
Achieving the expected standards in Maths	40%	40%
Achieving the expected standards in Reading	20%	42%
Achieving the expected standards in SPAG	40%	36%
Achieving the expected standards in Reading, Writing & Maths	20%	24%
Achieving the higher standards in Writing	0%	3%
Achieving the higher standards in Maths	20%	9%
Achieving the higher standards in Reading	0%	13%
Achieving the higher standards in SPAG	0%	8%
Achieving the higher standards in Reading, Writing & Maths	0%	2%
Average scaled score Maths	98.5	99
Average scaled score SPAG	98.2	99
Average scaled score Reading	94	100

EAL Year 6	Outcome %	National 2025 %
Achieving the expected standards in Writing	90%	73%
Achieving the expected standards in Maths	90%	78%
Achieving the expected standards in Reading	81%	74%
Achieving the expected standards in SPAG	90%	75%
Achieving the expected standards in Reading, Writing & Maths	81%	64%
Achieving higher standards in Writing	0%	13%
Achieving higher standards in Maths	45%	32%
Achieving higher standards in Reading	33%	32%
Achieving higher standards in SPAG	66%	36%
Achieving higher standards in Reading, Writing & Maths	0%	9%
Average scaled score Maths	107	106
Average scaled score SPAG	109	106
Average scaled score Reading	106	105

Girls Year 6	Outcome %	National 2025 %
Achieving the expected standards in Writing	81%	78%
Achieving the expected standards in Maths	81%	73%
Achieving the expected standards in Reading	81%	78%
Achieving the expected standards in SPAG	81%	77%
Achieving the expected standards in Reading, Writing & Maths	81%	65%
Achieving higher standards in Writing	9%	16%
Achieving higher standards in Maths	36%	22%
Achieving higher standards in Reading	27%	36%
Achieving higher standards in SPAG	36%	33%
Achieving higher standards in Reading, Writing & Maths	9%	9%
Average scaled score Maths	106	104
Average scaled score SPAG	107	106
Average scaled score Reading	107	106

Boys Year 6	Outcome %	National 2025 %
Achieving the expected standards in Writing	77%	66%
Achieving the expected standards in Maths	77%	75%
Achieving the expected standards in Reading	72%	72%
Achieving the expected standards in SPAG	83%	69%
Achieving the expected standards in Reading, Writing & Maths	66%	59%
Achieving the higher standards in Writing	16%	10%
Achieving the higher standards in Maths	44%	30%
Achieving the higher standards in Reading	33%	31%
Achieving the higher standards in SPAG	38%	27%
Achieving higher standards in Reading, Writing & Maths	16%	7%
Average scaled score Maths	106	105
Average scaled score SPAG	106	105
Average scaled score Reading	105	105

EHCP	Outcome %	National 2025 %
Achieving the expected standards in Writing	0%	13%
Achieving the expected standards in Maths	0%	18%
Achieving the expected standards in Reading	0%	20%
Achieving the expected standards in SPAG	0%	17%
Achieving the expected standards in Reading, Writing & Maths	0%	9%
Achieving the higher standards in Writing	0%	1%
Achieving the higher standards in Maths	0%	4%
Achieving the higher standards in Reading	0%	6%
Achieving the higher standards in SPAG	0%	4%
Achieving the higher standards in Reading, Writing & Maths	0%	1%
Average scaled score Maths	88.5	96
Average scaled score SPAG	89.5	97
Average scaled score Reading	90	98

Pupil premium strategy outcomes

Pupil premium funding has enabled us to be responsive to the needs of pupils and their families and to ensure that appropriate resourcing and support from staff enabled all children, and specifically those who are disadvantaged, to continue to make progress and close any gaps in learning.

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. Parents and families have worked closely with school to engage with learning how to improve children's language skills. Financial barriers have not impacted on the achievement of disadvantaged children. All learners have fully engaged in all learning opportunities. The use of the Holy Spirit Experience has led to children having many opportunities they wouldn't normally experience. Families are confident in speaking to school about financial barriers. Communication systems such as, text and emails have enabled parents to share information easily. Formative and summative assessments, along with observation and evidence of work in books, reflects improved application of phonic knowledge in both reading and writing. Staff have supported targeted intervention and ensured the learning is used to produce high-quality written work in lessons. Formative and summative assessments, along with observations and evidence of work in books, reflects improved application of skills and knowledge and retention of prior learning. Year six outcomes for disadvantaged were in line with national.

Support Provided in 2025/26

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,115
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year **If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year**	£62,115

Teaching £17,820

Challenge Numbers 1,3,4,5,7,8

Impact – Time to Talk intervention programme to be used in EYFS

Time to talk has been used on entry into Reception – this gives a good reading on what support children need. This has led to the Welcomm programme then being used so that specific speech and language can be addressed. If the three-month programme is not effective a referral is then made. Our experienced EYFS lead adapts the programme depending on what is needed. Clear speech is modelled within the EYFS provision. Children are supported to speak in sentences 'my turn, your turn'. Sentences are modelled through play. Quality first phonics teaching is delivered daily. Daily phonics and daily speech and language interventions take place. Assessment and observations show an improvement. Children are confidently articulating their needs and communicating through play. Children show resilience and an excitement when talking.

Impact – Resources and staff 'story stop' drop-in family sessions and story time for all year groups

High-quality texts are used for teaching; staff choose texts that engage the children and are linked to their interests. Texts are vocabulary rich and when replenishing books children's voice is listened to. Drop- in sessions happen regularly throughout the year and we adapted then to activity sessions. Story time seemed to deter less confident parents and so we adapted drop-in sessions to activities based around Feast days, art etc… These allow for verbal interaction and encourage children and parents to work together and communicate. Positive feedback has been received from parents.

Impact – Purchase of a home text for all new starters to encourage sharing stories at home

Our demographic of parents means that for a good percent of children, their parents do not value education and children have not necessarily shared many books together at home. This has helped us focus on children in their homes. Pupil voice was very positive. The children loved having special books.

Impact – Continuation of Monster Phonics to support phonics teaching and learning

Phonic outcomes are in line or slightly above national in year one. Year two phonics resits show good progress from where the children started. Phonics is tracked throughout the school and boosters put in place where needed. Progress is monitored and interventions tailored.

Impact – Purchase of further reading resources to support home learning tasks

Texts purchased in line with needs of the curriculum and children's interest. Books regularly sent home. School data shows that children's reading is good for most disadvantaged children. Pupil voice shows most children enjoy reading. Where books aren't read at home, children are on the daily readers register and monitor shows they read regularly.

Impact – Implement Talk for Writing and Reading in KS1 including Training

Long standing staff have been fully trained, new staff have had staff meeting training. Talking and holding sentences has been a valuable tool for staff. Oracy has become the focus this year and we have moved more for rehearsal of stories, ideas and lots of talk before writing. Think, pair share is consistently used across classrooms. Writing outcomes for disadvantaged are broadly in line with national but improving writing is still an area for improvement and focus.

Impact – CPD programme for staff to ensure quality first teaching in all classes and provision of high-quality phonics teaching across the school

Staff have fully engaged in all comprehensive training over the academic year. Monitoring shows that CPD is impacting the quality of teaching and therefore learning, our children receive. Learning walks, pupil voice and book looks show that disadvantaged children are making progress along with their peers.

Impact - Release of subject leads and outstanding practitioners to support improving standards in teaching

All leaders have had management time to ensure colleagues are supported, coached. This has enabled leaders to monitor their subject to develop a clear understanding of next steps. Team teaching has been used where staff have needed support, modelling expectations and different ways to deliver learning has helped staff to adapt and develop as practitioners.

Impact – Fully develop a Mental Health and Wellbeing programme across the school using Public Health England guidelines and new existing resources

Our Learning Mentor is fully trained in supporting children's and adult's mental health. Mental Health First Aid two-day course. Her wealth and knowledge have come from experience and continued CPD. Parent's voice their appreciation regularly and we can see the difference in the children who have support. Support is bespoke for each child/family. External provisions are accessed if our learning mentor feels particular needs cannot be met in school. Children are supported and stop accessing provision when they feel ready. They are then monitored half termly.

Targeted academic Support: £37,536

Challenge Numbers: 1,3,4,5,

Impact – Provision and resourcing of a personalised rapid intervention program for disadvantaged pupil in all year groups

Interventions match the children's needs and are reviewed regularly. Assessment information is used regularly to show impact. The majority of disadvantaged children make good progress from their starting point.

Impact – Updated training and resources to deliver 1-1 support for disadvantaged children with identified gaps in learning

Staff are supported to understand the children they are supporting. Training is regular and all staff support disadvantaged children. This is monitored by subject leads and SLT.

Impact- Allocate staffing to increase provision of interventions for children identified as having need for improved communication and language

All staff have training and support to understand how to improve communication and language. Targets from external professionals have been shared and are used within interventions. Assessment information shows positive progress for targeted pupils.

Impact – 1-1 Pastoral support to ensure mental health, wellbeing and resilience

The Learning Mentor works 1-1 with specific children regularly and reviews provision. This has led to many children who struggle with anxiety or attachment coming into school confidently by applying the strategies they have learnt and that work for them. Case studies show the impact.

Impact – 1-1 Pastoral support to support positive behaviours for learning

The learning mentor delivers friendship groups and Lego therapy with all children across the school but in particular EYFS and KS1 to help develop positive behaviours early. Small group work also takes place in Reception to ensure children learn positive learning behaviours. Impact is palpable throughout the school.

Impact – Employment of a learning Mentor working with vulnerable disadvantaged families and offering support from school

Our Learning Mentor works closely with many disadvantaged children and their families. This support contributes positively to engagement and wellbeing of our most vulnerable.

Impact – In school home learning club to ensure all disadvantaged pupils are able to access the additional learning

Lunchtime provision is in place for children to access as needed. This club varied in number and had an impact with a small number of children. Specific interventions had a bigger impact and not in what the children see as their free time.

Impact – Before/after school booster sessions offered for all disadvantaged children across the year in preparation for SATs

After school boosters during Autumn and Spring term led to good outcomes in SATs week. Children grew in confidence over the year. Disadvantaged targeted for provision and most attended.

Impact – Support the development of 'love of reading' for disadvantaged pupils through the promotion of reading and access to resources to support reading outside of the classroom

The library has been developed and is accessed regularly. Pupil voice dictates books that are popular and that our children will read and these are what the English lead purchases. Disadvantaged children heard read regularly and individual books purchased for home if not keen readers. Still developing and working on as a school.

Impact – Parental workshops led by KS1 staff on phonics reading and maths with an emphasis on supporting disadvantaged pupils and their parents

Parental workshops well attended. Disadvantaged children's parents targeted but year groups differ on parental attendance.

Impact – Parental workshops led by external agencies to support ICT/online issues and children's mental health and well-being

Learning Mentor targets needs of disadvantaged parents and offers individual invites. Not all asked attend looking at new way of approaching in new academic year.

Wider Strategies: £6,759

Challenge Numbers: 1,2,5,6,7,8

Impact – Provision of Holy Spirit Experience commitments for all disadvantaged pupils

All commitments delivered last academic year. Disadvantaged children accessing the same as non-disadvantaged. Support offered where needed. All staff aware of disadvantaged children and inclusion. Outcomes very good for all disadvantaged. Clear in pupil voice and newsletters reflect engagement and the fun had.

Impact – Provision of sports and extra-curricular clubs provided free of charge/subsidised for disadvantaged pupils across all year groups. Development of a programme of activities for after school clubs- developing healthy diets and new life skills (knitting, drawing, sewing etc…)

Sports offered daily after school and disadvantaged targeted, and lots accepted provision. Gardening club and art club accessed by many different disadvantaged children and during lunchtime so children could attend. Looking at cooking for September and additional sports clubs. Provision has led to more competitive sports being attended by disadvantaged children and success in leagues.

Impact – uniform (second hand uniform and resources to be available) to enable the correct uniform to be worn. Vouchers for any uniform requirements for disadvantaged pupils

Second hand railings available for parents all year long. Uniform swap on last week of school. Uniform purchased were needed.

Impact – Outdoor learning training and the development of new outdoor learning space to deliver an outdoor nurture program

Learning mentor leads our gardening club, and focus is on disadvantaged having access. Outdoor Wooden Spoon area accessed during pastoral times. Offering distraction and safe space to talk. Invaluable to all children but focus of disadvantaged children. For nurturing and regulating children impact has been huge. Evidence in behaviour and return to class environment confidently.

Impact – Provision of nurture support through the continual development of Frank's place to provide a safe space with safe adults

Frank's place is a space where bespoke learning academically or emotionally takes place. Provision shows clear progress of individual children. Our plan for next academic year is to ensure all children access relating to their individual needs. Padlet and books show bespoke curriculum with life skills as a big focus.

Impact – Increased home visits from WAS to engage disadvantaged families and improve attendance

Attendance 2025/26 was above national for our disadvantaged children. WAS, was communicated with regularly but our attendance officer managed to meet with parents herself and develop good relationships. Home visits took place when needed. Impact showed through the children being in school and making progress.

Impact – Embedding principles of good practice set out in the DFE's Improving School Attendance advice

Our attendance officer follows DFE guidance and works closely with WAS. The Attendance Officer acts swiftly in identifying if a child's absence could affect their learning. Relationships with parents are strong and support is always offered first. Attendance was above national for disadvantaged children.

Total Budgeted Cost: £ 62,115

Total PPG Received	£62,115
Total PPG Expenditure	£62,115

Overall Impact

Further information

Additional activity

In the Holy Spirit MAC, we work to ensure that we do not solely rely on pupil premium or recovery funding to meet the needs of all pupils. Additional provision which is not funded in this way includes:

- Cross MAC support and validation of judgements about the quality of teaching across the school. Validation is followed by a bespoke programme of support to improve the quality of teaching ensuring the needs of all children, including the most disadvantaged are met.
- Additional opportunities offered in the Holy Spirit Experience which cannot be met through the funding available. These include provision of residential trips; visits to theatres, museums, concerts, sporting events etc.

Planning, implementation, and impact

We are constantly seeking to improve and so routinely commission an external pupil premium review. The evidence of impact gathered from this and other sources informs the decisions we make about how to spend future funding.

In planning for spending, we also consider the needs of each individual pupil. Internally we keep a record of the individual needs of each pupil supported by pupil premium funding, and we map this against our overall strategy. This ensures that we have a targeted and child centred approach to spending which is rooted in a secure understanding of the needs of each child and their family.

We support our decision making with evidence and use the EEF's implementation guidance to help us develop our strategy. We then have a programme of regular review of the impact of the provision in place, and we alter our approach as necessary to ensure maximum benefit for each child.

Whilst we understand that several of our aims are longer term, we always seek to address identified needs as rapidly as possible. For this reason, much of the plan aims to address the first layer of each challenge within this academic year, whilst also maintaining an understanding that there will be further improvement needed against each highlighted challenge in subsequent years.