Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Edward Francis Primary School
Number of pupils in school	424 (40 PPG)
Proportion (%) of pupil premium eligible pupils	9.4%
Academic years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Gary Soars Headteacher
Pupil premium lead	Amy Vinnicombe Assistant Headteacher
Governor lead	Annette Chan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50093

Part A: Pupil premium strategy plan

Statement of intent

At Edward Francis Primary School we aim to prepare all our pupils for life through our core values of: Positivity, Respect, Effort, Partnership, Aspiration, Resilience and Enjoyment. Our intention is that all our pupils, irrespective of their background or the challenges they face, make good progress and attain academically, socially and emotionally, so that they can reach their potential.

The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils (including those who are already high attainers) to achieve this goal through a three tiered approach:

- teaching and whole school strategies
- targeted approaches, intervention programmes and tuition
- wider strategies to support children and family well-being

Our strategy is also integral to the school development plan for educational recovery and the challenges faced in ensuring all pupils have their academic and well-being needs met.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all stakeholders take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point the need is identified

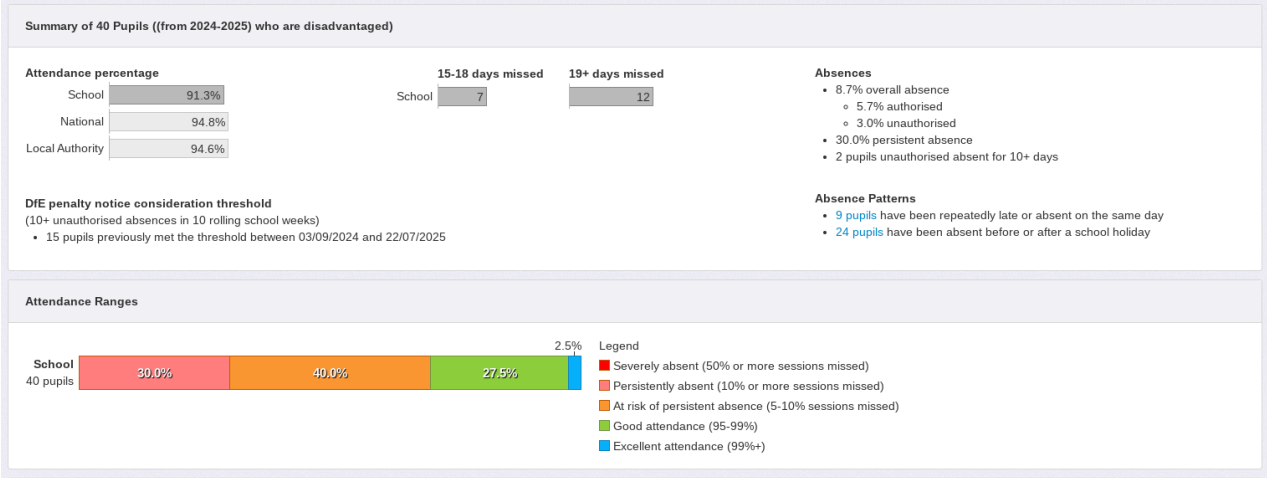
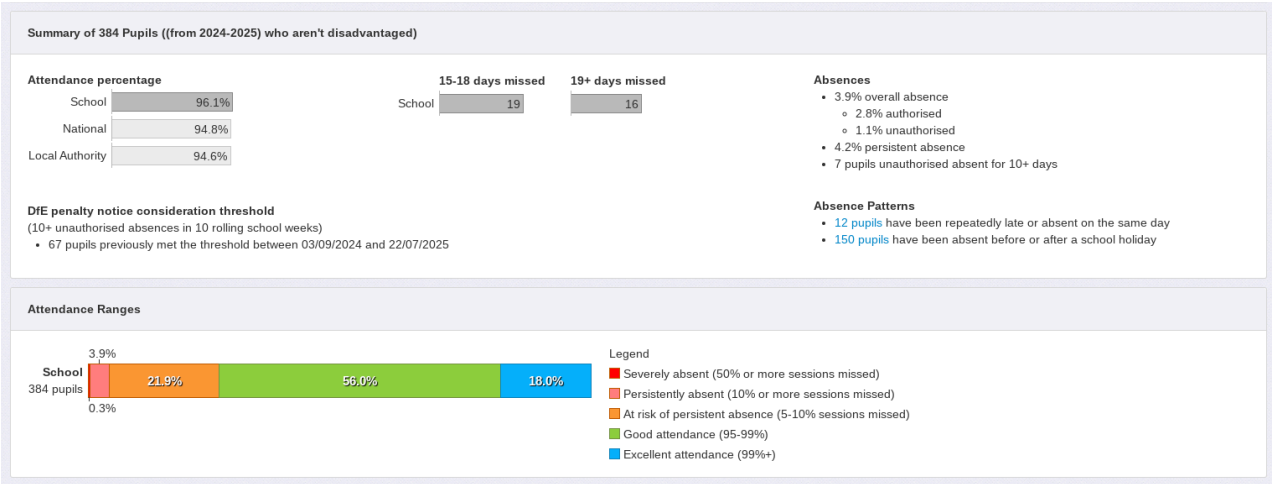
Staff have been given the opportunity to share their views and make suggestions on how we can support disadvantaged pupils and meet their varying needs, which have been used to create this plan. We also take into account the EEF guidance and research, using the 'Tiered Approach to Pupil Premium Spending' to inform our decisions.

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 pupil progress discussions indicate that some pupils and in particular, disadvantaged pupils in Key Stage 2, have underdeveloped reading, writing and maths skills. The following table shows the headline data for Summer 2025 and the percentage of disadvantaged pupils who achieved the expected standard or higher:

	Headline Report **Pupils (from 2024-2025) who are disadvantaged** 2024-2025 / Summer 2 / % of pupils Expected or higher Reading – Main Assessment: 30% Writing – Main Assessment: 40% Maths – Main Assessment: 28%
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers as well as their spelling. Teachers have conducted their 'start of unit assessments' using the Animaphonics scheme resources. 38% of the disadvantaged pupils in Y1-3 are currently working below the expected phase for their age.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in the reception cohort and in individual pupils across the school. We are still waiting on the baseline data from the NELI programme for pupils in Reception, but early signs show that there are a number of pupils who have underdeveloped S&L skills for their age. Update to follow.
4	The school curriculum offers many opportunities for learning outside of the classroom as well as a range of extra-curricular activities and clubs. The high cost of living continues to impact many families of disadvantaged children. Families have requested support from local food banks and others cannot afford to pay for school trips and extra curricular clubs. Over the course of the last year, we have: - Referred families to the local food bank - Provided winter coats and school uniform - Applied for food/gift hampers for Christmas - Provided breakfast/after school club support to ensure pupils have 3 meals a day
5	Our assessments, observations and discussions with pupils and families have identified increasing mental health challenges and social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils. The number of referrals made to the school Inclusion team continues to increase as a wider range of challenges and issues have been identified. 100% of disadvantaged pupils at EFPS have been supported by our Inclusion Team in the last 12 months, 77% of whom were supported for SEMH needs.

6	The attendance data for 2023-24 shown below shows the difference in school attendance between those pupils who receive FSM and those who do not. It can be seen that the overall absence for disadvantaged pupils was 8.7%, 3.0% of which was unauthorised. Observations and progress meeting data suggests that frequent absence has a direct impact on the progress of pupils as well as pupil mental health and wellbeing. **Attendance Data for Disadvantaged Pupils**  **Attendance Data for Non-Disadvantaged Pupils** 
7	Challenge 7: In the 2024-25 academic year, there were 90 occasions in which disadvantaged pupils were involved in a yellow or red card incident during the school day. DfE data shows that pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.

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 reading attainment among disadvantaged pupils	Reading outcomes in July 2025 will show that 60% of disadvantaged pupils have met the expected standard or above for reading, writing and maths.
Improved phonics attainment among disadvantaged pupils.	Outcomes in July 2024 Year 1 and Year 2 phonics assessments will show that more than 60% of disadvantaged pupils have met the expected standard. Assessments will show that 80% of disadvantaged pupils will stop requiring phonic intervention by the end of Year 4 if they did not pass their phonics check.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved speech, language and communication skills among disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing compared to 2024-25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024-25 demonstrated by: • the overall absence rate for all pupils being no less than 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 9% and the number of disadvantaged pupils who are persistently absent being no more than 3% of the total.
Fewer pupils will receive card changes for showing behaviours that go against the school values.	School behaviour logs will show fewer incidents of yellow/red card behaviours from disadvantaged pupils.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Training and support for staff to deliver effective lessons in literacy and maths, considering adaptive teaching approaches.	EEF - Improving Literacy in KS1 EEF - Improving Maths in KS1 EEF - Improving Literacy in KS2 EEF - Improving Maths in KS2 EEF - Moving from Differentiation to Adaptive Teaching	1,2,3
Purchase of resources and programmes to support interventions and home learning across the school for reading, maths, writing, speech and language Funding for staff to deliver interventions or to release teachers to carry out assessments or booster support for their pupils.	There is strong evidence that programmes with quantitative measures, pre and post assessments and a structured programme have a high impact on pupil attainment in reading, phonics and language skills. EEF - Oral Language interventions EEF - NELI Speech and Language Intervention	1
Training of support staff in delivering interventions in KS1 and 2 e.g. Talk Boost, ELKLAN, Musical Communication, Attention Autism	EEF - Oral Language interventions	1,3
Invest in an effective programme of quality CPD for teachers, support staff and parents. Ensure staff (particularly support staff) are given time to complete relevant and effective CPD (At least once a half term).	Our school staff are our biggest resource and it's important that we support and empower them to improve. Creative Education provides a wealth of effective CPD in all areas, including SEND, Mental Health and curriculum. Creative Education CPD	1,2,3,4,5,6,7
Ensuring the school feedback policy is being adhered to and that all staff who work in class are providing feedback effectively to improve pupils' learning.	EEF - Teacher Feedback Feedback done effectively supports pupil progress, builds learning, addresses misconceptions and therefore closes the gaps in understanding.	1,2,3

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

Budgeted cost: £17000

Activity	Evidence that supports this approach	Challenge number(s) addressed

1:1 or small group tuition to be offered in English and Maths (Targets to be set by class teachers based on their own evidence from classwork and assessments.)	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: EEF - One to One Tuition And in small groups: EEF - Small Group Tuition	1,2,3
Extra classroom support to enable focused interventions to take place in reading, writing and maths.	EEF - Teaching Assistant Interventions Regular reading improves fluency, confidence and enjoyment of reading Targeted intervention improves comprehension. Focused teaching (or pre-teaching) of skills in writing and maths builds confidence and allows for gaps in knowledge and skills to be filled.	1
Focused phonics interventions using Animaphonics in KS1 and in KS2 with pupils who require additional phonics input. Training for staff to deliver the scheme. Parent workshops led by phonics lead.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF - Phonics	2
Targeted language and communication interventions, particularly in EYFS and KS1.	There is strong evidence that programmes with quantitative measures, pre and post assessments and a structured programme have a high impact on pupil attainment in reading, phonics and language skills. EEF - Oral Language interventions EEF - NELI Speech and Language Intervention EEF - Communication and Language Approaches	3
Accurate start and end of intervention data to be collected to show impact.	Diagnostic and summative assessments can show a clear starting point before intervention takes place with a group or individual - this identifies the gaps and barriers to learning to focus support. End data should show whether the intervention has had the expected impact and allows for staff to plan for next steps.	1,2,3

Team around the Family/Child meetings for Early Intervention support.	Four members of our Inclusion Team have completed Early Help Training to allow them to chair TAF/C meetings and provide support for families in conjunction with other professionals. One-minute Guide: TAF	1,2,3,4,5,6,7

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Trauma Perceptive Practice philosophy into our daily practice.	NEU - Trauma Informed Practice and Approach	7
Invest in resources and training to embed and maintain a consistent approach to the Zones of Regulation across the school.	EEF - Metacognition and Self-Regulation	5
ELSA (Emotional Literacy Support Assistant) trained and provides support for specific pupils. Resources purchased to allow for successful, meaningful input	EEF - Social and Emotional Learning	4,5,6
Funding for a Family Support Worker and Learning Mentor to support family and pupil well-being	EEF - The effectiveness of mentoring for disadvantaged pupils is seen to be high when focusing on non-academic areas such as mental health, wellbeing and attendance.	4, 5, 6,7
Funding for a Specialist Support Assistant to support both academically and for SEMH needs	EEF - The effectiveness of mentoring for disadvantaged pupils is seen to be high when focusing on non-academic areas such as mental health, wellbeing and attendance.	4, 5, 6,7
Staff mentoring, coaching and supervision.	UCL - Embedding Professional Supervision in Schools	5,7
Counselling services to support pupils who need more bespoke support for their needs.	EEF - Social and Emotional Learning	5,6,7

Targeted individual and group support to support pupils' mental health, resilience, wellbeing in times of need e.g. bereavement.	EEF - Social and Emotional Learning EEF - Metacognition and Self-Regulation	5,7
Intervention support for pupils identified as having poor attendance historically and currently.	EEF - Supporting Attendance	6
Purchase of resources to enable mentoring to take place with individuals, siblings and groups of children.	Evidence has shown that pupils open up to trusted adults when they are doing activities they enjoy, such as sports, crafts and Lego. Having a range of resources to use in mentoring sessions keeps the pupils engaged and helps build relationships.	5,7
Ensure parents and carers are engaged and supporting pupils outside of school. Parent/carer workshops and support sessions will be available for all families.	EEF - Parental Engagement	1,2,3,4,5,6,7
Funding for enrichment and extracurricular activities, clubs or events for disadvantaged pupils	Observation and pupil voice shows this has a positive impact on pupil well-being. Disadvantaged pupils are able to engage with the wider curriculum, impacting on their overall progress both academically and emotionally.	1,2,3,4,5, 6
Provision of financial support and the purchase of clothing in conjunction with external agencies e.g. Winter Warmer fun, Salvation Army, Packed with Smiles		5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6

Total budgeted cost: £50 000

Part B: Review of outcomes in the previous academic year

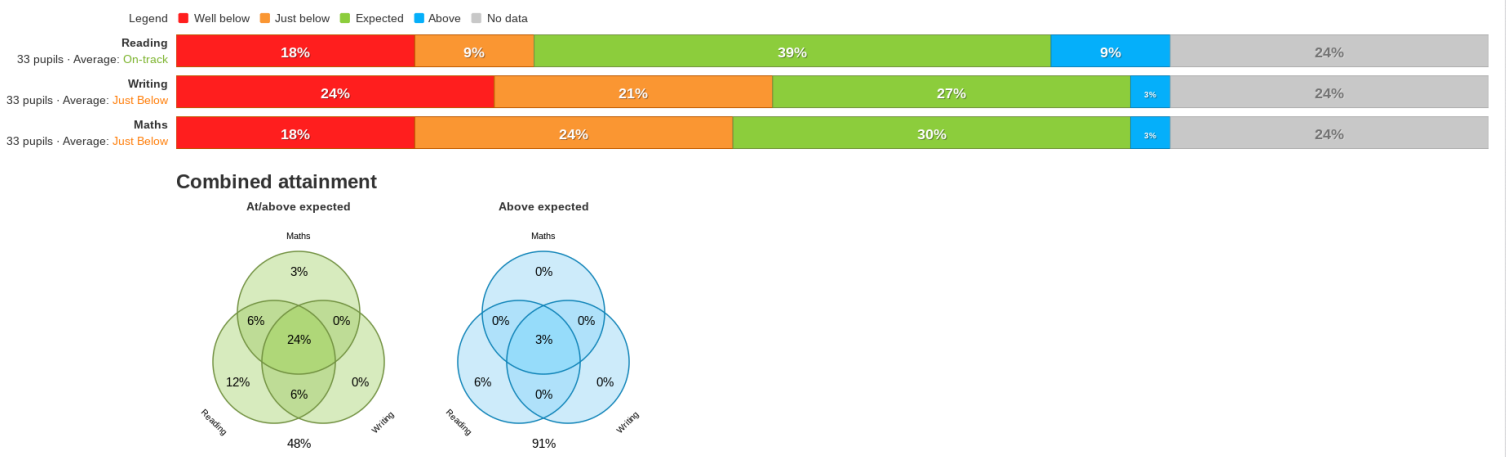
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

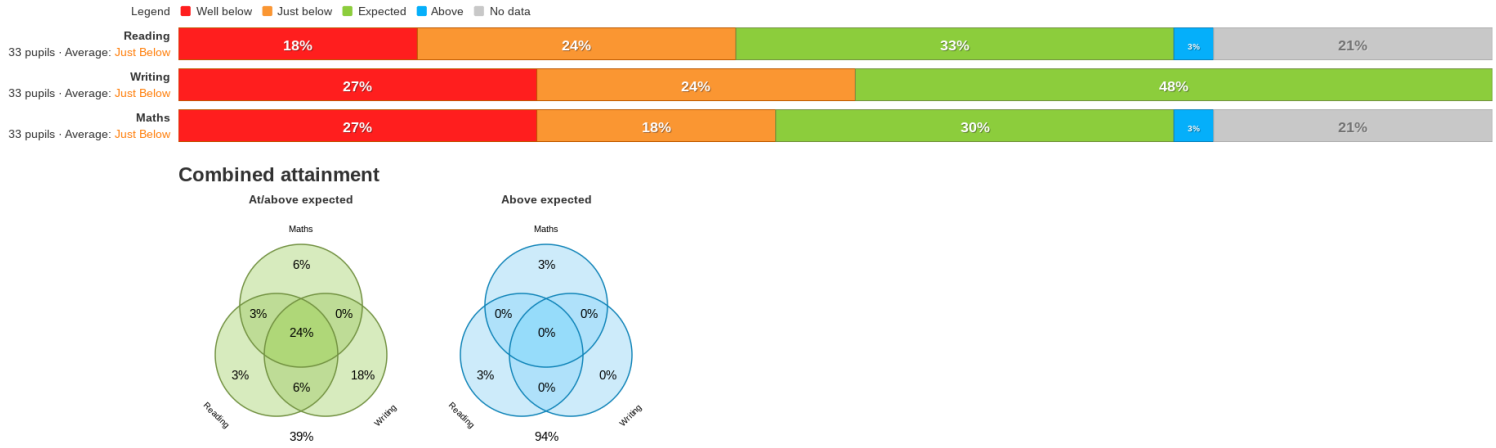
Challenge 1: Assessments, observations and pupil progress discussions indicate that some pupils and in particular, disadvantaged pupils in Key Stage 2, have underdeveloped reading, writing and maths skills.

The graphs below demonstrate the attainment of the same group of disadvantaged pupils in both summer 2024 and summer 2025.

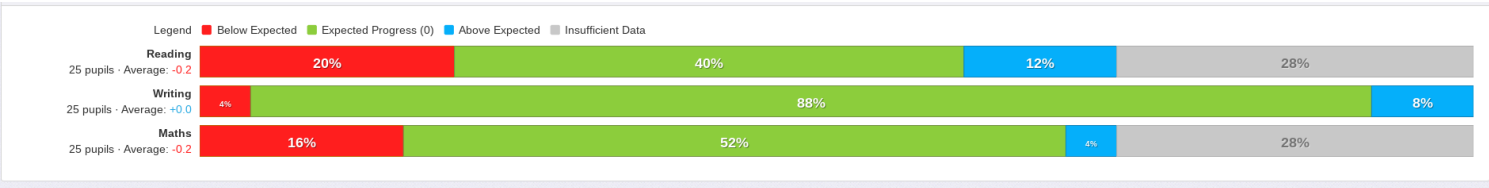
Summer 2024 Attainment



Summer 2025 Attainment



Progress between Summer 2024 and Summer 2025 (no data for Y1 pupils)



Challenge 2: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This is particularly evident in Year 3 and 4. This negatively impacts their development as readers as well as their spelling.

In the Year 1 phonics screening, 50% of disadvantaged pupils achieved the standard. Those that did not pass the check will require extensive phonics intervention as they move into Year 2.



In the Year 2 phonics screening, 100% of disadvantaged pupils achieved the standard.



Challenge 3: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in the reception cohort and in individual pupils across the school.

Data from the NELI (Nuffield Early Language Intervention) shows that pupils that engage with the programme make increased progress in their oral language skills compared to their peers. This still proves to be an effective intervention that we intend to continue using with our reception cohort moving forward.

Initials of child	Increase in standard score
AC	19
AA	27
CK	34
KM	29
MC	12
AVERAGE INCREASE OF THE ABOVE	**24.2**
AVERAGE INCREASE OF WHOLE YEAR GROUP	**1.2**

The school buys into Speech and Language Link as part of our offer to assess and support pupils with difficulties in their speech and understanding of language. In the last academic year, teachers felt that 9 disadvantaged pupils would benefit from assessment for S&L - 2 of these pupils were flagged up as requiring intervention either for their understanding of language with a particular speech pattern.

Challenge 4: The school curriculum offers many opportunities for learning outside of the classroom as well as a range of extra-curricular activities and clubs. The current cost of living crisis has further impacted many families of disadvantaged children. Families have requested support from local food banks and others cannot afford to pay for school trips and extra curricular clubs.

Through Pupil Premium funding, pupils have benefited from a wide range of extra-curricular activities and trips/workshops to enhance their learning. These include:

- Extra music tuition
- Music workshops
- School residential trip
- Science workshops
- Access to extra-curricular clubs
- breakfast/after school club provision

We also utilise the resources offered by local charities and organisations to provide some of our most vulnerable families with food, clothes and other essential items.

Challenge 5: Our assessments, observations and discussions with pupils and families have identified increasing mental health challenges and social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils.

Members of the Inclusion Team attend all progress meetings and parents' evenings to ensure they are aware of any barriers to learning that may arise. Time is spent getting to know all pupils who are considered to be disadvantaged, building relationships with the whole family - this enables the team to support on a number of levels, including SEMH concerns. We have a directory of external services that we draw upon to support families further if required.

There are an increasing number of young carers at Edward Francis, some of whom are on the Pupil Premium register. These pupils are offered a variety of support services and activities, including peer support groups, termly 'fun' events

such as trips to the woods/beach, a range of 'life-skills' events such as cooking workshops and monitoring by the team.

A number of disadvantaged pupils are mentored by a member of the Inclusion Team - this has shown its effectiveness based on the trust that has been built between the pupil and mentor. This enables us to identify early safeguarding, emotional and mental health needs.

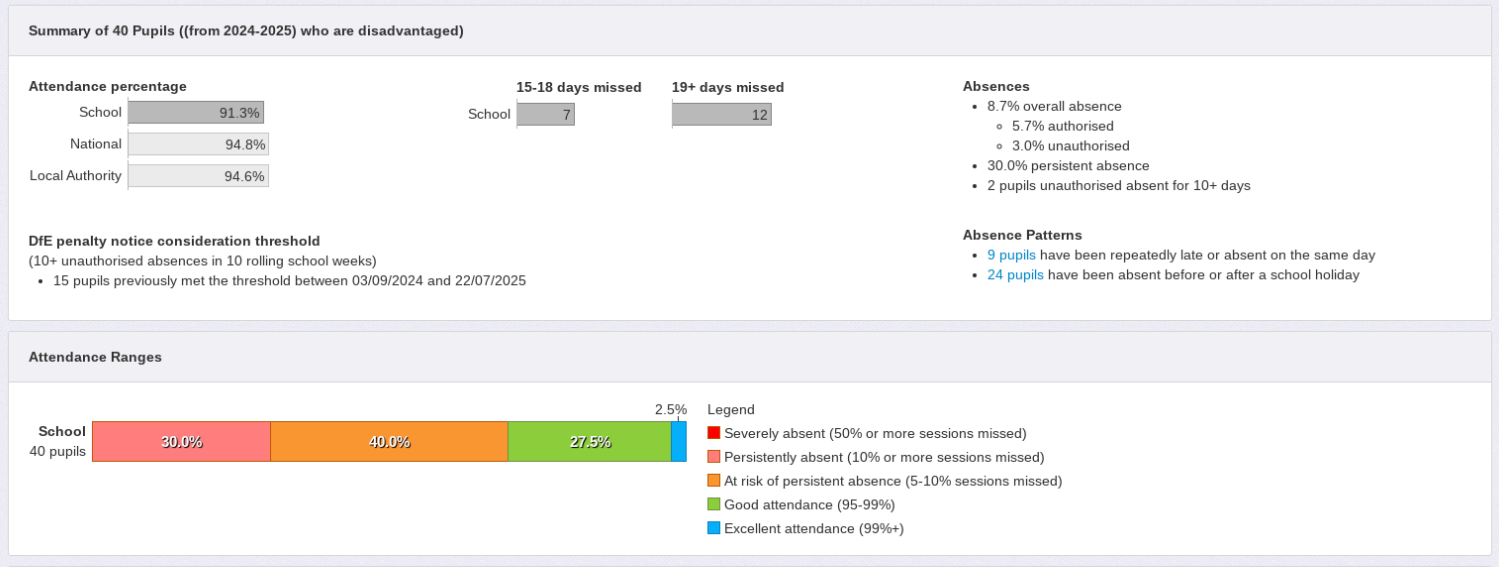
The school's Child and Family Support Worker is a trained ELSA, which enables her to intervene with and support pupils who may be dealing with challenges linked to their social and emotional wellbeing.

Challenge 6: Attendance data for 2022-23 shows that the attendance of disadvantaged pupils was between 0.9 and 6.3% less than the attendance of non-disadvantaged pupils - this is particularly evident in the attendance of disadvantaged pupils in the current Year 2 and 5 (Year 7 data from last year shows a wide range but these pupils are no longer on our roll) Observations and progress meeting data suggests that frequent absence has a direct impact on the progress of pupils.

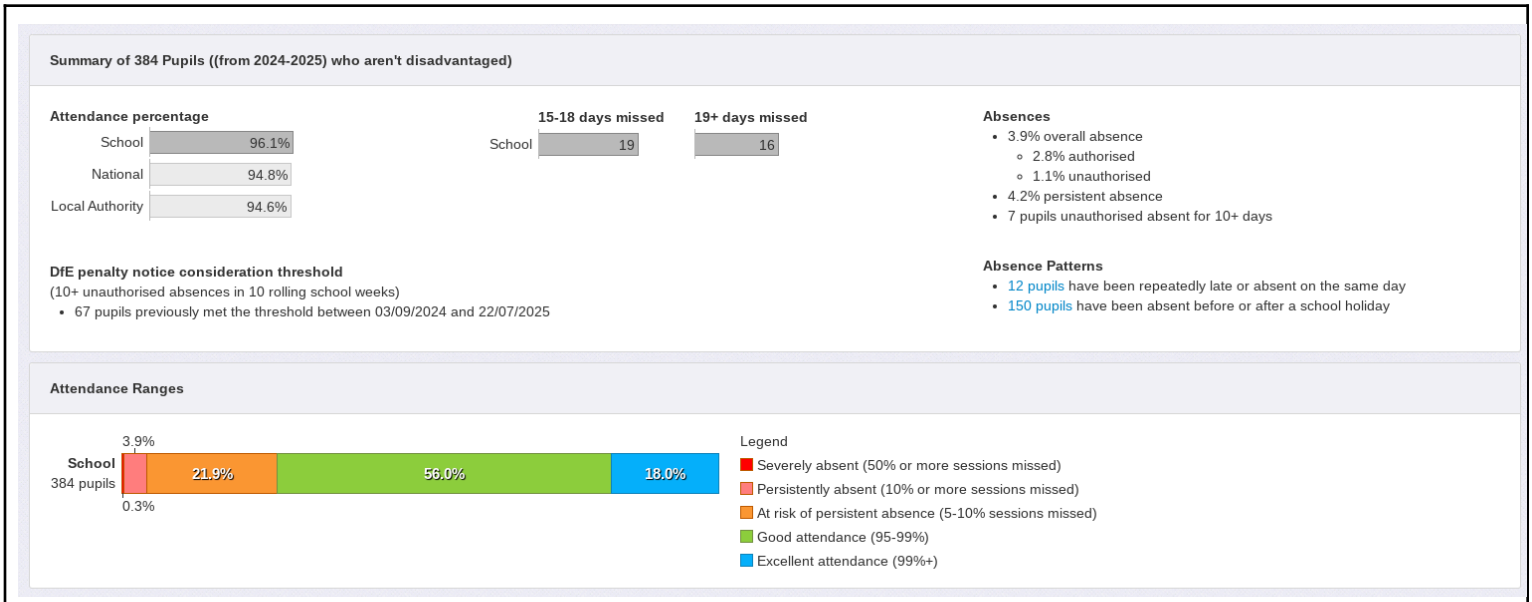
The attendance data comparison shows that the attendance of disadvantaged pupils compares less favourably to those pupils who are not considered to be disadvantaged in the 2024-25 academic year.

Every half term, the headteacher conducts attendance monitoring. Where a pupil's attendance is below 90%, a letter is sent to the parents/carers to make them aware of the adverse effect that poor attendance has on education. If attendance is persistently low, the headteacher will invite parents into school for a face to face meeting, to see how the school can support the family in improving attendance. The Inclusion Team works directly with pupils who show persistently poor attendance.

Attendance Data for Disadvantaged Pupils



Attendance Data for Non-Disadvantaged Pupils



Challenge 7: In the 2023-24 academic year, there were 48 occasions in which disadvantaged pupils were involved in a yellow or red card incident during the school day. DfE data shows that pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.

The number of occasions in which disadvantaged pupils were involved in yellow or red card incidents increased from 48 to 90 across the 2024-25 academic year. We now used a reflective approach to 'time out' for a card change, linked to the Zones of Regulation. Two of our LSAs are also working both 1:1 and with small groups of our disadvantaged pupils on targeted areas including behaviour.

Where we have perceived behaviour to be an increased concern, we have completed Strengths and Difficulties Questionnaires (SDQ) and/or Six Core Strengths assessments to help guide our intervention.