



St. FRANCIS CATHOLIC SCHOOL

PUPIL PREMIUM REPORT 2015-16

St Francis School Mission is to “Recognise Christ in Everyone.” Pupil Premium funding is targeted to provide support for individuals as they need it in order that they can be happy and successful learners who reach their full potential.

How Funding is Allocated:

The Pupil Premium is allocated to children from low income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and nonmainstream settings and children who have been looked after (LAC) continuously for more than six months at any time. It also includes pupils who have been eligible for FSM at any point in the last six years. Schools are free to spend the Pupil Premium as they see fit. However, schools are accountable for additional funding and must demonstrate the impact of their spending on pupils who receive it.

% pupils eligible for PP funding at St Francis	5% (11 pupils out of 210)
National average % pupils eligible	26.6% (2014-15 data)

Pupil Premium Funding total received for 2015-6= £19,200

Pupil Premium Funding allocation for 2016-7 = £13,920

How Funding was Used 2015-16

Funding was allocated in the following areas:

Provision	Description	Impact
Emotional Literacy Support	1 to 1 or group social and emotional support from trained staff for vulnerable pupils in the classroom and during playtime and lunchtimes.	Reduce the number of social issues reported by staff e.g. friendship issues, sportsmanship, managing emotions https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/social-and-emotional-aspects-of-learning/
Targeted Interventions by trained teaching assistants	In class and /or group interventions to improve speaking and listening skills, phonics, handwriting and reading skills	Support pupils with language delay in order to close gaps, increase pupil confidence and provide secure foundation for future learning. https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/reading-comprehension-strategies/ https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/oral-language-interventions/ https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/phonics/
Feedback to pupils	Staff release time to provide one to one feedback on elements of	Children are clear about their strengths and weaknesses. They understand their targets and know what to do to improve. Progress rates are

	children's work, proving support and identifying targets	accelerated https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/feedback/
Homework Club	Twice weekly club supervised by member of staff to encourage good work habits and positive attitudes to learning.	Homework is completed on time and to a good standard to support class learning with access to trained adult support if required. https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/homework/
Maths small group intervention	In Spring and summer terms for years 5 and 6 additional support provided by external maths specialist.	Children have time to embed and extend their understanding of the core concepts and calculations in Maths. https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/small-group-tuition/
Purchase of ICT equipment and intervention software for use in 2016-17	Laptops and software purchased aimed at supporting children in danger of falling behind.	Children make progress in maths and reading through a personalized programme of interactive games and assessment. https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/digital-technology/
Enrichment	Subsidised costs to enable pupils to attend school clubs, school trips, residential week or learn a musical instrument.	All pupils are able to benefit from wider curriculum opportunities that may be limited by additional costs. https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/arts-participation/

What was the impact?

Attainment: Table shows % pupil premium pupils who are at age related expectations (ARE) or above(ARE+) or below(ARE-) compared to % of non-pupil premium pupils.

	Reading PP	Reading Non PP	Writing PP	Writing non PP	Maths PP	Maths non PP
% ARE +	37	43	37	50	25	47
% ARE	38	45	38	35	31	38
% ARE-	25	12	25	15	44	15

Pupil Progress over Key Stage 1-2: Table shows % pupil premium pupils who made expected progress compared to non-pupil premium pupils.

	Reading PP	Reading non PP	Writing PP	Writing non PP	Maths PP	Maths non PP
% > Expected Progress	54	51	47	59	54	56
% Expected Progress	31	37	38	28	23	34
% < Expected Progress	15	12	15	13	23	10

The data has shown that the % of pupil premium children making expected and better than expected progress this year is much more closely aligned with that % of non-pupil premium children. This is especially noticeable in the % of children making better than expected progress in Maths.

How will funding be used 2016-17?

From the data the school has identified a need to focus on:

- Improving progress and attainment in maths for lower attaining PP Pupils
- Accelerating progress in writing

This will be done through:

- Pupil feedback <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/feedback/>
- Collaborative Guided Learning
<https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/collaborative-learning/>
- Regular intervention for maths using IT and a dedicated teaching assistant.
- Pupil mentoring to encourage children's metacognition and self regulation
<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/meta-cognition-and-self-regulation/>