



Pupil Premium Report 2014-2015

"Together we achieve excellence in our education, explore our special gifts, and love and follow Jesus"

Pupil Premium Grant (PPG) details	
Number of Pupils on Roll (as at the January 2015 census) : 451	
Total number of children eligible for PPG: 125	
Amount of PPG received per pupil: £1,323	
Total grant received: £165,375	
Enhanced provision to Improve Attainment	
Intervention groups (2 teachers x 9 afternoons)	£41,795
1:1 and targeted support and booster classes	£64,246
Ability setting groups	£26,624
Additional class resources for Early Years	£6,000
Additional Reading & Writing resources	£6,508
Mathletics & Phonics training	£3,847
Additional laptops for children to have wider access to intervention resources	£7,765
Monitoring and following up attendance issues	£23,083
Poet and poetry workshops	£430
Membership of school alliance	£4,483
Total amount spent	£184,781

Context (from RAISEonline 2014 report)	FSM Students	National Avg. FSM Students	
% of Cohort	30.3	26.6	30.3% of pupils at St Francis' are eligible for FSM. This is slightly above the national average. FSM pupils at St Francis' have a lower overall absence and persistent absenteeism than the national average for FSM students.
% sessions missed due to overall absence	3.1	5.1	
% persistent absentees	4.3	5.6	
% fixed term exclusions	0	0	

Achievement

Percentage of pupils at the end of Key Stage 2 (RAISEonline 2014)

	FSM	National FSM	
Mathematics	74	78	The data shows us that in Reading and English Grammar, Punctuation & Spelling FSM pupils have achieved better than the national average for FSM pupils. The attainment gap in Mathematics and Writing is closing but 2014 results indicate it is below the national FSM level.
Reading	87	82	
Writing	70	76	
English Grammar, Punctuation & Spelling	83	66	

Average Point Score at the end of KS1 (RAISEonline 2014)

	FSM	National FSM	The data shows us that the FSM pupils do better in Reading than the national average for FSM pupils. The attainment gap in Mathematics and Writing is closing but 2014 results indicate it is below the national FSM level.
Mathematics	14.1	15.0	
Reading	15.4	15.0	
Writing	13.4	13.7	

Phonics Screening Check percentage of pupils meeting the expected standard (RAISEonline 2014)

	FSM	National FSM	The data shows us that the FSM pupils do much better than the national average for FSM pupils in Year 1 and in the Year 2 recheck.
Year 1	72	63	
Recheck in Year 2	83	60	

Early Years Foundation Stage Profile Outcomes (RAISEonline 2014)

		FSM	National FSM	The data shows us that the FSM pupils do much better than the national average for FSM pupils in EYFS.
Physical development	Moving and Handling	100	82	
	Health and self-care	100	84	
Personal, social and emotional development	Self-confidence and self-awareness	100	80	
	Managing feelings and behaviour	100	77	
	Making relationships	100	80	
Understanding the world	People and communities	100	73	
	The world	88	73	
	Technology	88	84	
Expressive arts and design	Exploring and using media and materials	88	78	
	Being imaginative	88	76	

Objectives in spending Pupil Premium grant:

The objectives have been:

- To improve the levels of writing for pupils across the whole school.
- To improve the levels of mathematics for pupils across the whole school.
- To use data effectively to track pupils' progress in a sustained way throughout the key stages for all subjects.
- To reduce the level of absenteeism, by positively encouraging and rewarding good attendance.

Pupil Premium funding has enabled:

- Upper KS2 teachers to teach ability set groups which has enabled pupils to be taught in groups of less than 30 to a class.
- After school booster classes for Year 6 delivered by teachers this resulted in increased attainment in Reading, Maths and Spelling Punctuation and Grammar from the previous school year.
- Intervention groups in Mathematics and Writing for lower KS2 and KS1 delivered by two very experienced teachers each afternoon to help close the gap for identified pupils.
- A poet and author worked with 3 classes in performance poetry workshops which were then used as a basis for children's writing and performing their own poetry.
- One-to-One tutoring sessions have been established for the children in the lowest KS1 groups, with a focus on the children who are not yet blending independently. These groups are assessed at regular intervals. As a result the year 1 phonics screening demonstrated that FSM children were working above the nationally expected levels; this was the same in the year 2 re-check screening.

These various interventions are rigorously tracked to ensure progress and value for money. This data is reviewed termly to ensure that progress is sustained.

- Parent workshops for
 - EYFS parents in how to use 'pure sounds' and blend and segment words for reading and writing; which resulted in some parents purchasing subsidized sound cards to practice with their children at home.
 - Mathematics where all parents were introduced to the on-line learning programme Mathletics and given ideas about quick and easy ways to support their children's learning at home.
 - English where parent were shown how they can help their children with their reading and writing at home.
- The school is part of the South West Newham Group (SWNG) which is a partnership of 17 schools (16 of which have been graded good or better in their Ofsted inspection). Subject Leaders in English, Maths, Assessment, Science, Humanities, Early Years Foundation Stage (EYFS) and Headteachers meet once per term to share good practice.
- The Learning Mentor and Inclusion Leader continue to closely monitor absence, send out penalty notice letters for children who take unauthorized holidays and letters of concern about attendance and punctuality. This has resulted in increased attendance and punctuality and a decreased in persistent absence which has had a positive impact pupil attainment and progress.