

St Francis Primary School
Pupil Premium Funding Impact Report (2016-2017)



Number of pupils & Pupil Premium Grant (PPG) 2016-17:

Total number of pupils on roll as of September 2016	207
Total number of pupils eligible for PPG (including 'Ever 6')	29
Amount of PPG received per pupil	£1320 / £1900
Total amount of PPG received (academic year September 2016 – July 2017)	£ 38,042.49

Initiatives for Spending of PPG 2016-17:

1. Individual/small group support

- One to One tuition provided by qualified teacher to improve literacy, mathematics and or specific areas of learning. Support targeted towards identified Year 6, Year 2 and reception pupils initially.
- In House Intervention programs to support academic, physical and emotional learning. These could include 1st Class at Number, Read Write Inc Phonics and Reading, Gross Motor, Fine Motor, group and individual Nurture sessions etc.

2. Breakfast club support and attendance

- Breakfast club support to aid punctuality and attendance.

3. Extra Curricular and Family support

- Subsidy of school trips and visits and provision of wider opportunities through specialist music tuition as well as after school provision to enable children to access clubs and enhance learning experiences.

Impact of PPG Spending 2016-17:

Initiative:	Cost:	Impact:
Individual/small group support	£ 34,647.33	<p>Children from Years 2 and 6 as well as Reception have been targeted for small group/one-to-one tuition. Children have had personalised interventions to target specific areas of the English and Maths curriculum, addressing their own individual needs.</p> <p>Nurture sessions have ensured vulnerable children are calm and ready for their learning in school. Pupils have developed strategies to cope with difficult situations and this has been demonstrated in the classroom.</p> <p>In class support by support staff has been available across the whole of school either in small groups in the classroom or as groups for intervention programmes and this has had a positive impact on the achievement of children particularly in the Year 1 phonics screening.</p> <p>It must be noted that for some children, this extra adult input has had a positive impact on narrowing the gap between themselves and their peers. However, it must be noted that some children receipt of Pupil Premium are also on the SEND register. This can be identified from the results tables below. Additionally some children are not listed on the SEND register but have been closely monitored from a SEND perspective and these children cannot be identified on the figures below. It is felt however that some of these children, particularly in the Year 6 cohort, exceeded our expectations for progress even though their progress was below expected outcomes for their particular year groups. This was assisted by the provision of intervention groups funded by Pupil Premium.</p>
Breakfast club support and attendance	£ 260.00	<p>Attendance at breakfast club provided pupils with the opportunity to arrive in school promptly and enjoy a nourishing breakfast. This has led to a more settled start to the day and pupils who were ready to learn. This ultimately led to a remarkable rise in one particular child's percentage attendance figures, resulting in excellent academic progress being made by that child; progress that surpassed all expectations. For the academic year, across school, attendance figures for children eligible for Pupil Premium was 95.95% compared to 96.05% for 'other children' ie (not eligible for Pupil Premium). Taking into account that particular children had medical needs which required time away from school, the attendance of children eligible for Pupil Premium is not a concern at St Francis CE Primary School. Attendance will however be continued to be monitored monthly to ensure that this remains the case.</p>
Extra curricular and family support	£ 3,135.16	<p>Trips for pupils in receipt of PP have been paid for, providing enrichment and experiences beyond their financial situation. This has included educational trips and visits within the curriculum as well as the Year 6 residential course.</p> <p>Support with costs of both in school and out of school extra-curricular clubs and activities has meant greater involvement. As well as providing additional enrichment and experiences, an increase in pupil's confidence and self-esteem has been evident. For some children, the discipline needed for particular activities such as martial arts, is key to promoting self-discipline across all areas of the child's life</p> <p>Examples of these opportunities have included children accessing 'Wider Opportunities' music tuition, individual music tuition (keyboards), performing at King George's Hall as part of the Sing Together Project, swimming lessons and karate lessons. Families of children having taken part in the King George's Hall Sing Together thoroughly</p>

		<p>enjoyed seeing their children enjoying taking part in this event and hoped that this initiative would continue next year. It has been arranged that the whole of the Year 5 class will take part in the initiative for 2018 and also Blackburn Cathedral has waived the cost has been for this academic year as a gesture of goodwill.</p> <p>Services from Child Action North West with regard to emotional wellbeing for children and families have also been accessed.</p>
Total spend:	£ 38,042.49	<p>Next steps:</p> <p>Continue to support pupils across all classes, in EYs, KS1 and KS2, so that the attainment gap with others is reduced.</p> <p>Pastoral support for families and vulnerable pupils.</p> <p>Continue to provide enrichment opportunities for pupils.</p> <p>Continue to monitor attendance.</p>

These tables show the outcomes of formal assessments at the end of Year 6 and Year 2 using measures against the national age related expectations.

Reception shows the 'Good Level of Development' expected at age 5.

Year 1 assessment shows the outcomes from the Phonic Screening Check.

Note: where numbers of children are small, statistical comparisons are invalid.

Impact – KS2								
Number of children qualifying for PPG at the end of Year 6: 4								
Reading			Writing			Mathematics		
Below Expected	Expected Standard	Higher Standard	Below Expected	Expected	Greater Depth	Below Expected	Expected Standard	Higher Standard
2	2	0	3	1	0	3	1	0
(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)

Grammar, Punctuation & Spelling		
Below Expected	Expected Standard	Higher Standard
1	2	1
(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)

Impact – KS1								
Number of children qualifying for PPG at the end of Year 2:								
Reading			Writing			Mathematics		
Below Expected	Expected	Working at Greater Depth	Below Expected	Expected	Working at Greater Depth	Below Expected	Expected	Working at Greater Depth
1	0	0	1	0	0	0	1	0
(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)

Impact – Reception and Year 1			
Number of children qualifying for PPG: 2		Number of children qualifying for PPG: 3	
Reception Teacher Assessment		Year 1 Phonics Screening Check	
Not reaching expected levels	Reaching Expected levels	Not reaching expected levels	Reaching Expected levels
1	1	0	3
(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)	(inc 0 children with SEND)

*SEND

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. These difficulties may be cognitive, physical, emotional or sensory and some children may have complex needs which cover a range of difficulties.