



Disadvantaged Pupils and Catch up Premium 2016-17

Pupil Premium is a government grant in addition to the School's Delegated Budget. It is allocated to children from low-income families, who are claiming (or have claimed in the last 6 years) free school meals; children who are LAC (looked after children); CIC (Children in care) or have a parent in the armed forces (or have served in the last 5 years). The catch up premium is allocated to children whose attainment has not met expected levels at key stage 2.

Pupil Premium funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase student progress. Its' main aim is to close the attainment gap between young people who fall into this cohort and their peers.

2016/17 Allocation

The 2016/17 grant totalled £81662 and was based on the census figures for January 2016. There were 24 FSM (Free school meals) and 35 Ever FSM6 (students who have received free school meals at some point in the last six years). There were 40 Service Students and 20 Service Ever 5 (whose family has been in the armed forces in the last 5 years). There was also 3 looked after children and 3 children in care.

2016/17 Expenditure

Please note these figures are changeable. So far the expenditure has been focused on the following areas:

Provision of 4 teaching groups £44524 (The school has a 3 form entry)

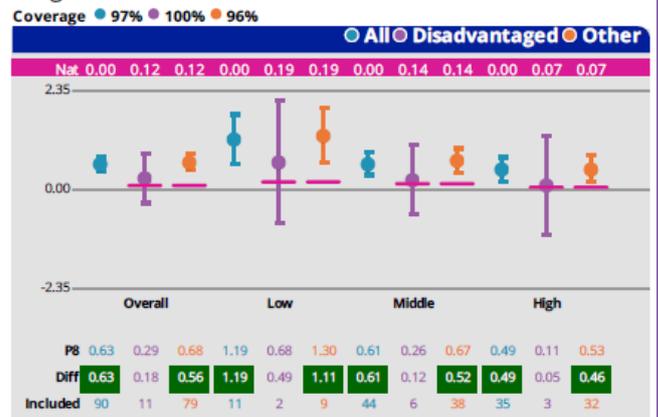
This allows students across all ability levels and all pupil premium groupings to work in smaller group sizes. This enables a very small set 4 in core Mathematics and English throughout the school, providing accelerated progress with targeted support. It also allows for small mixed ability groups in year 7 (20-23 students) in all other subject areas.

Impact

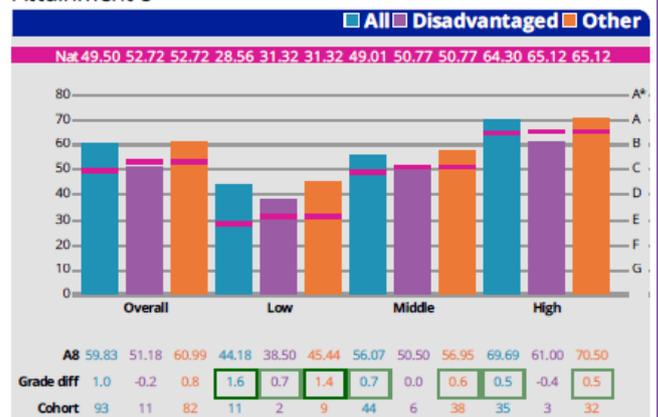
A true measure of impact cannot be assessed until this year 11 have received their results however, this is our current position.

The key stage 3 data shows that the progress of pupils across all groups is good and above national average, although it is not for service and disadvantaged pupils.

Progress 8



Attainment 8



SISRA - £1995

SISRA has replaced our previous system. It provides teachers with a method to deeper understand why a pupil may have fallen below their potential. Deeper analysis of data on PP students has enabled staff to identify where gaps exist and focus on ensuring that progress of all groups of students is at least expected with the challenge of good for all.

In-class support Use of Teaching Assistants - £16750

The school does not have a policy of attaching a Teaching Assistant directly to a student (apart from exceptional circumstances). We aim, instead for the TA to support the teacher so that they can give directed support and guidance to the student in their specialism.

Impact

Support to those students who are in receipt of funding has allowed for them to receive support both academically and emotionally. The Pupil Voice evidence supports progress made by students.

Mentoring - £2297

Pupil premium students who were identified as underachieving or in need of emotional support were mentored on a fortnightly basis throughout year 11. Certain students, outside of the year 11 structure were also assigned to particular members of staff for mentoring because of emotional and or educational barriers.

Impact

Of the 49 year 11 students who continued mentoring up to and during exams in the 2015/16 7 were FSM or FSM6 and 10 were Service or Service 5. Of the 17 pupil premium students given mentoring 10 achieved at least 5 GCSEs at A* - C including English and Maths, including 8 that were marked as red on the RAG system at the beginning of the academic year.

As a result of early intervention and support from the Clock there were no students Not in Education, Employment or Training.

Subject intervention and revision sessions £3949

Students were able to take advantage of attendance at intervention and revision sessions for English, Mathematics, Science, RE, Geography, History, Computing, Physical Education, Music, Art and Technology. Students were provided with personalized support to meet their learning needs or gaps in learning. This involved small group work and some 1 to 1 sessions

Impact

The impact for this financial year is under review will be measured in the GCSE results.

Funding for additional resources / access for students £2766

A number of areas were identified where additional, financial support could benefit a disadvantaged student. These included:

- Ingredients and equipment for Hospitality
- Duke of Edinburgh Award
- Revision guides
- Educational visit costs
- Music lessons
- Spiritual retreats
- Anger Management course

Impact

Simple support has ensured that all students feel valued and can have the same opportunities for educational and spiritual growth. Although there are elements that will be difficult to measure in the short term the forecast is positive in closing the gap for pupil premium children with the additional support.

Careers £132

Using the Aspire Careers Company every student is entitled to up to 2 careers interviews in year 11. The Advisor helps them with finding direction, deciding on what to do when leaving St Francis Xavier School and support with applications. In addition to the allocated sessions some Pupil Premium students receive additional interviews and support. These are discussed according to the specific needs of the individual and may start as early as year 9.

Impact

Findings from this years results and next step review will not be available until August however, historical data does show that the scheme reduces the risk of children being N.E.E.T and increases their effectiveness in selecting the right course and improving their interview techniques.

Film & Craft Club £5927

The film club was is available on Monday and Tuesday lunchtimes to support students during the lunchtime period. Supervised by Teaching Assistants the club is effective and popular and, with the addition of new staff has developed the Craft Club which offers students an activity during lunchtime and creates an environment where students can nurture friendships and develop interpersonal skills as well as creating interesting artwork.

Impact

The main impact has been Social. The club provides a safe space where young people can develop their social interaction skills, including sharing, discussing and respecting others. Comments from the students include "I like the club it is calming and social" and 'it's where you can be around a good group of people you can get along with'.

Chaplaincy Coordinator £1577

The Chaplaincy coordination supports our students socially and emotionally. She has been a great strength to some of our service students who need somewhere to go and reflect. The Chaplaincy Coordinator has also supported individual Pupil Premium students with organized sessions focused on empathy and forgiveness.

The use of a student Counsellor£ 486

3 Pupil premium students were referred to the school counsellor for a minimum of 6 weeks (standard programme).

Improving Literacy Interventions £ 521

Intervention takes place 3 times a week, during registration time with the aim of improving the literacy levels within school. These sessions are primarily aimed at the year 7 and 8 students to give them the foundation they need to reach their potential during their academic career. These sessions are run by ATAs under the guidance and leadership of the SENCo. The session cover:

- Indirect Dyslexia Learning
- Units of Sound
- Handwriting
- Typing
- Read Write Gold

Although a block of 12 sessions are offered to all children identified with a need additional provision is made for disadvantaged children.

Impact

The work during registration has been invaluable and seen a marked improvement in handwriting and corrective support for students. It has also seen a marked improvement in confidence and willingness to engage. Students have, on average improved their reading and spelling by 8 months.

The ultimate impact will be the results students achieve as a combined result of the time invested in their education through the interventions.

2015/16 Allocation

The 2015/16 grant totalled £76865 and was based on the census figures for January 2014. There were 24 FSM (Free school meals) and 35 Ever FSM6 (students who have received free school meals at some point in the last six years). There were 64 Service Students and Ever 4 (whose family has been in the armed forces in the last 4 years). There was also 3 looked after children.

2015/16 Expenditure

Please note these figures are changeable. So far the expenditure has been focused on the following areas:

Provision of 4 teaching groups £43227 (The school has a 3 form entry)

This allows students across all ability levels and all pupil premium groupings to work in smaller group sizes. This enables a very small set 4 in core Mathematics and English throughout the school, providing accelerated progress with targeted support. It also allows for small mixed ability groups in year 7 (23/24 students) in all other subject areas.

Impact

A true measure of impact cannot be assessed until this year 11 have received their results however, this is our current position:

St Francis Xavier School
Progress 8 in 2015

The cohort shows the number of pupils for whom Progress 8 (P8) was calculated, because they had prior attainment at Key Stage 2. It may be lower than the cohort for Attainment 8. Charts use four different scales based on the widest confidence interval in each type of grouping (all, SEN, disadvantaged/other, gender).



EVA - £1295 & SISRA—£1995

With the addition of SISRA there has been a noticeable but justified impact on cost because of an overlap. The money has been used to provide a detailed analysis of student progress. Deeper analysis of data on PP students has enabled staff to identify where gaps exist and focus on ensuring that progress of all groups of students is at least expected with the challenge of good for all.

In-class support Use of GTA's £5542

The school does not have a policy of attaching a Teaching Assistant directly to a student (apart from exceptional circumstances). We aim, instead for the TA to support the teacher so that they can give directed support and guidance to the student in their specialism.

Impact

Support to those students who are receipt of funding has allowed for them to receive support both academically and emotionally. The Pupil Voice evidence supports progress made by students.

Mentoring - £2380

Pupil premium students who were identified as underachieving or in need of emotional support were mentored on a fortnightly basis throughout year 11. The cost was calculated at £10 per session over 14 sessions or £140 per student.

Impact

Of 27 Pupil Premium students in year 11, 17 were identified for mentoring out of 39 students identified in the cohort. Of the 17 who embarked on the mentoring scheme 5 moved from red to amber (on the RAG system based on number of subjects and level of risk) and 4 moved to green and required basic monitoring rather than intensive mentoring. (Exam results to follow).

Of the 46 students who continued mentoring up to and during exams in the 2014/15 year 11 cohort 16 were disadvantaged children. 9 achieved 5 or more GCSEs A*-C and 7 achieved A* - C in Maths and English.

As a result of early intervention and support from the Clock there were no students Not in Education, Employment or Training.

Subject intervention and revision sessions £3761

Students were able to take advantage of attendance at intervention and revision sessions for English, Mathematics, Science, RE, Geography, History, Computing, Physical Education, Music, Art and Technology. Students were provided with personalized support to meet their learning needs or gaps in learning. This involved small group work and some 1 to 1 sessions

Impact

The impact for this financial year is under review will be measured in the GCSE results.

Funding for additional resources / access for students £2486

A number of areas were identified where additional, financial support could benefit a disadvantaged student. These included:

- Catering jackets for Hospitality and Catering
- Sports Leadership Award
- Revision guides
- Educational visit costs
- Music lessons
- Spiritual growth

Impact

Simple support has ensured that all students feel valued and can have the same opportunities for educational and spiritual growth. Although there are elements that will be difficult to measure in the short term the forecast is positive in closing the gap for pupil premium children with the additional support.

Careers £318

Using the Aspire Careers Company every student is entitled to up to 2 careers interviews in year 11. The Advisor helps them with finding direction, deciding on what to do when leaving St Francis Xavier School and support with applications. In addition to the allocated sessions some Pupil Premium students receive additional interviews and support. These are discussed according to the specific needs of the individual and may start as early as year 9.

Impact

Findings from this years results and next step review will not be available until August however, historical data does show that the scheme reduces the risk of children being N.E.E.T and increases their effectiveness in selecting the right course and improving their interview techniques.

G4 Club £3480

The film club was introduced during Tuesday and Friday lunchtimes to support students during the lunchtime period. Supervised by Teaching Assistants the club proved effective and popular and, with the addition of new staff has developed into the G4 Club which now covers every lunchtime and includes craft activities and games.

Impact

The main impact has been Social. The club provides a safe space where young people can develop their social interaction skills, including sharing, discussing and respecting others. Comments from the students include "I like the club it is calming and social" and "it's where you can be around a good group of people you can get along with".

Chaplaincy Coordinator £3510

The Chaplaincy coordination supports our students socially and emotionally. She has been a great strength to some of our service students who need somewhere to go and reflect.

The use of a student councilor

There has been no additional cost for the school counsellor for the first period she was with us although her help has been priceless. There will, however be a cost from 2016/17

Improving Literacy Interventions £ 474

Intervention takes place 3 times a week, during registration time with the aim of improving the literacy levels within school. These sessions are primarily aimed at the year 7 and 8 students to give them the foundation they need to reach their potential during their academic career. These sessions are run by ATAs under the guidance and leadership of the SENCo. The session cover:

- Indirect Dyslexia Learning
- Unis of Sound
- Handwriting
- Typing

Although a block of 12 sessions are offered to all children identified with a need additional provision is made for disadvantaged children.

Impact

The work during registration has been invaluable and see a marked improvement in handwriting and corrective support for students. It has also seen a marked improvement in confidence and willingness to engage. The ultimate impact will be the results students achieve as a combined result of the time invested in their education through the interventions.

2014/15 Allocation

The 2014/15 grant totalled £83405 and was based on the census figures for January 2013. There were 63 FSM (Free school meals) and Ever 6 (students who have received free school meals at some point in the last six years). There were 65 Service Students or Ever 4 (whose family has been in the armed forces in the last 4 years).

Evaluation of 2014/15

The school continued to run the same activities and interventions as of 2013 /14 for our students. However, in addition for 2014/15 we introduced additional support to meet, primarily the social emotional aspects of our young people’s education and well-being.

Provision of 4 teaching groups (The school has a 3 form entry)

This allows students across all ability levels and all pupil premium groupings to work in smaller group sizes. This enables a very small set 4 in core Maths and English throughout the school, providing accelerated progress with targeted support. It also allows for small mixed ability groups in year 7 (23/24 students) in all other subject areas.

Impact

Evaluation of data from RAISEonline shows that of the 9 students in year 11 who were classed as disadvantaged their overall Progress 8 score compared to the school cohort was 0.43 compared to 0.45 for the other pupils. There has been a significant closing of gaps 2013/14 and overall disadvantaged pupils at SFX outperform non-disadvantaged pupils nationally. The within school gap has reduced by 88% since 2012, with a 83% reduction from 2013/14.

St Francis Xavier School Progress 8 in 2015

The cohort shows the number of pupils for whom Progress 8 (P8) was calculated, because they had prior attainment at Key Stage 2. It may be lower than the cohort for Attainment 8. Charts use four different scales based on the widest confidence interval in each type of grouping (all, SEN, disadvantaged/other, gender).



Mentoring - £508

Pupil premium students who were identified as underachieving or in need of emotional support were mentored on a fortnightly basis throughout year 11. The cost was calculated at £10 per session over 14 sessions or £140 per student.

Impact

Success of mentoring overall was good. However, only 1 out of 4 achieved A*-C including English and Mathematics from the 4 pupil premium students who were identified as underachieving.

As a result of early intervention and support from the Clock there were no students Not in Education, Employment or Training.

EVA - £1195

Money has been used to provide a detailed analysis of student progress. Deeper analysis of data on PP students has enabled staff to identify where gaps exist and focus on ensuring that progress of all groups of students is at least expected with the challenge of good for all.

Impact

Achievement at GCSE indicates that disadvantaged students are not disadvantaged in terms of progress. Service students make more progress than all other groups in the school. With 100% of students making expected progress in English and Maths.

Students in receipt of Free School Meals and those who have received Free School meals at some point in that last 6 years were 92% expected progress in English and 100% in Maths. This is significantly above national averages.

Subject intervention and revision sessions £2788

Students were able to take advantage of attendance at 4 revision sessions per week on average. Students were provided with personalized support to meet their learning needs or gaps in learning.

Specific intervention for English at the Station in Richmond targeted some disadvantaged students.

Impact

The school does not have a significant gap between disadvantaged and non-disadvantaged students.

There was a 100% success rate for those PP students who had attended the station sessions in achieving their English language.

Funding for additional resources for students £354

Food technology ingredients were bought for identified students.

University visits

Money was used to fund transport for disadvantage students attending Teesside University for taster days. Students in year 9 had the opportunity to try out different university courses

Impact

Students are aware of the possibilities open to them at university and are now considering university as an option for the future

LAMDA – reading for performance £840

13 disadvantaged and service premium students in Key Stage 4 took advantage of the LAMDA session which was organized as an after school and lunchtime qualification.

Impact

All students achieved at least a pass, with a number of PP students achieving a merit or distinction. These students have gone on to appear in school performances and the school show. The impact has not only been in developing speech and language skills, but also students self-confidence.

Shakespeare Schools Festival £431

8 disadvantaged and service pupils took part in the Shakespeare Schools Festival.

Impact

The festival is not only about developing students academically, but encourages them to take risks in a safe environment and has had a significant impact in developing the confidence of these young people.

HMS Heroes £393

Service pupils and others support each other emotionally. They meet weekly with an identified member of staff who has responsibility for running the HMS Heroes club.

Money has been provided for the cost of travel to venues, sundries and subscription costs.

Students also attend the HMS Heroes local conference, developing links with fellow service pupils across the country.

Impact

Students value the support and friendship they receive through attending the group. There is always someone who understands their situation if for example a parent is posted away from the family home.

Maths Intervention

Maths intervention has been varied and has included a variety of schemes These have included

Success at Arithmetic

Groups of 4/5 students in year 7 and 8 received 24, 20-minute lessons focusing mainly on functional maths. The impact has been greater with year 7, however it has enabled us to close the gap for a number of students

MyMaths – students encouraged to complete work and improve through working at home.

Additional 2 computers in maths room – provides working space for those who don't have access to a computer at home. This has particularly targeted identified disadvantaged students who have made use of the facility.

Film Club £1626

Film club is held every Tuesday and Friday Lunchtime with a teaching member of staff and a teaching assistant.

Impact

The main impact has been Social. The film club provides a safe space where young people can develop their social interaction skills, including sharing, discussing and respecting others. Comments from the students include "I like the club it is calming and social" and "it's where you can be around a good group of people you can get along with".

Chaplaincy Coordinator £7100

The Chaplaincy coordination supports our students socially and emotionally. She has been a great strength to some of our service students who need somewhere to go and reflect.

The use of a student councilor

Add more detail

Students who have entered the school with low literacy levels are receiving additional English lessons.

2013/14 Allocation

The 2013/14 grant totalled £78100 and was based on the census figures for January 2013. There were 62 FSM (Free school meals) and Ever 6 (students who have received free school meals at some point in the last six years). There were 66 Service Students or Ever 4 (who's family has been in the armed forces in the last 4 years)

Evaluation of 2013/14

General Provision

Provision of 4 teaching groups (The school has a 3 form entry)

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Impact

Evaluation of data from RAISEonline shows that of the 9 students in year 11 who were classed as disadvantaged their overall value added score compared to the school cohort was 1021.7 compared to 1026.6 for other pupils. There has been a significant closing of gaps since 2012/13 and overall disadvantaged pupils at SFX outperform non-disadvantaged pupils nationally. The within school gap has reduced by 88% since 2012/13, with a 83% reduction from 2013/14.

In-class support Use of GTA's

TA timesheets display evidence on who is getting support – when, by whom and costs have been calculated

The school does not have a policy of attaching a Teaching Assistant directly to a student (apart from exceptional circumstances).

Impact

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