



St John Rigby Catholic Primary School PUPIL PREMIUM REVIEW 2017-2018

Introduction and Principles

Catholic education was founded on the principle that education is for all, but especially the poor and disadvantaged. Those children who are classed as “disadvantaged” or “vulnerable” is becoming increasingly complex and, St. John Rigby, like many schools, does not stop with those pupils who do not meet the current DofE criteria. Nevertheless, the DofE criteria remain as follows:

From April 2012, pupil premium funding extended to children eligible for free school meals at any point in the past 6 years. For the 2017 to 2018 financial year schools received:

- £1,320 per pupil of primary-school age
- £1,900 per pupil (due to increase to £2,300 18/19) who:
 - have been looked after for 1 day or more
 - have been adopted from care
 - have left care under a special guardianship order, a residence order or a child arrangements order

(www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children)

Narrative regarding External outcomes for pupils:

End of Key Stage Two:

The table below compares the progress scores measures in Reading, Writing and Maths for our disadvantaged pupils with those for the whole year group (55).

Progress measure	Reading	Writing	Maths
Whole Cohort	-1.89	-2.86	-2.06
Disadvantaged (9)	-3.97	-8.84	-2.56

End of Key Stage One

There were **four** disadvantaged pupils in this cohort. The table below shows how they performed when compared to the national figures for disadvantaged pupils:

	SJR Disad (%)	National Disadv (%)
Reading expected	42.90% = 3 pupils	61%
Writing expected	28.60% = 2 pupils	52%
Maths expected	28.60% = 2 pupils	60%

Phonics

There were 3 disadvantaged pupils of which 2 made the phonics screener threshold. One was disapplied due to SEND.

Background

Looking at those pupils who are eligible for pupil premium across the school during this academic year, there has been a steady increase in mobility with more pupils arriving in the school at various chronological points. Quite often, these points are very late in the key stage.

Some children arrive with KS1 results that staff would question when compared to our pupil attainment.

Many of these children arrive with previously undiagnosed learning needs and so time is invested in identifying these needs for each individual child and working in partnership with parents in order to address these.

Many of these needs vary from speech and language needs through to ASD, but more recently we are seeing social emotional and behavioural challenges on the rise. This includes children who have been on the child protection register. They can be very complex and require a number of agencies to work together in support of the child.

In responding to these needs, the school is committed to ensuring that all children, including those who are classed as disadvantaged, can enjoy the most enriching and inspiring of learning experiences. In striving for excellence for all, we work hard to ensure that potential barriers to academic progress are removed through enrichment and well-being activities/strategies as well as academic.

Due to our location, SJR does not have a typicality amongst cohorts. This means actions, strategies and interventions that worked well in previous years may not in another. We have found this year (KS2 results) in particular to be the case. Moving forward, it is becoming more necessary to create bespoke intervention packages to ensure that progress and attainment marry.

Review of the Spend

Number of pupils and Pupil Premium Grant (PPG) received	
Total Number of Pupils on Roll (April 2016)	419
Pupil Premium Grant received	52,710
Number of eligible pupils (2016/17)	34
Total Number of Pupils eligible for Pupil Premium (children looked after)	2.7 (one pupil)
Amount of PPG received per pupil (CLA)	£1900
Total	£57 840

PPG spending by item/project 2016/7				Impact
Item/Project	Cost	Objective	Outcome	
PASTORAL and PUPIL WELL BEING	£13,150	To offer a family support service. Increase hours of Family Support Worker and enlist cross Trust support and train up FSW team in partnership	Maintain high standards in Pupil Premium attendance.	FSW has been able to offer support to various families (Particularly

		<p>with Trust and Borough to offer further support for pupils and families in need.</p> <p>To offer play therapy as means of supporting the PSED of those children who need to develop positive relationships and positive behaviour management. This will be done through external services but play therapy training is also being offered to existing staff.</p> <p>Implement a transition programme for SEND/Vulnerable Pupils (Y6) in order to be secondary ready.</p> <p>E safety – to ensure that all PP pupils have a thorough understanding of the responsible use of the internet including social networking and mobile devices.</p> <p>Resources from TTS – Circle Time to support self esteem (talk ball; emotions fans etc.)</p>	<p>Increased Parental Involvement and confidence. Reduce number of cases of poor behaviour for targeted pupils in Years 1,2 (collating data)</p> <p>Students on track to meet targets with progress in line with peers.</p> <p>Pupil and parent feedback (post report questionnaires) + retention into STM high.</p> <p>Addressed with new Y6 cohort (Autumn 2016) and PC Denton June 2017 (this happens biannually). Also involved MK Safety Centre workshops</p> <p>Pc Denten parental presentation on protecting children in the digital world.</p> <p>Resources purchased and in place for one2one as well as Rainbows, Sunbeams programmes.</p>	<p>parents with supportive strategies)</p> <p>Continue with FSW Work 18/19</p> <p>Qualified LSA able to offer Support through play which has benefited pupils SEMH</p> <p>To continue (AV & MC to meet and discuss transition)</p> <p>PC Denton for a 2nd parental presentation on E-Safety – to be planned for an AM session with refreshments.</p> <p>Hazard Alley in to speak with children (Y4) re online safety.</p> <p>E-Safety Lead to produce E-Safety Policy & Termly Bulletin for parents.</p> <p>CPD around SEMH delivered by CAMHS and CHUMS: to be attended by AV and OW Topic Sessions include: Self-Esteem Friendships Anxiety Transitions Low Mood/ Depression/ Loss & Grief AV and OW to deliver training sessions to staff.</p>
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HARDSHIP	£2250	<p>To support with school uniform on a case by case basis at HT/FSW's discretion.</p> <p>Transport Costs at HT discretion for vulnerable families</p> <p>To continue support for trips subsidies and wrap around care on a case by case basis.</p>	<p>Increased attendance, those involved with play therapy show increased SDQ scores (strengths and difficulties).</p>	<p>Financial support for families has supported family relationships and pupil self-esteem.</p> <p>Pupils have also attended school trips, including a residential.</p>
HOME LEARNING	£3800	<p>Provide online reading comprehension and maths package (BugClub and MyMaths) that engages learners.</p>	<p>Progress of PP in Maths/Literacy</p> <p>Pupil/Parent survey looking at increase in use of these packages at home.</p>	<p>Pupils engagement has been high but impact has not been as good as expected – needs to be more targeted</p> <p>Times tables rock stars.(18/19)</p>
RAINBOWS and SUNBEAMS	£3400	<p>To employ and train Teaching Assistants to run 'Rainbows programme' (a programme to support vulnerable students touched by emotional suffering caused by a death, divorce, deployment of a family member, incarceration of a loved one, or any of a multitude of significant event traumas including natural or man-made disasters. To develop students' resilience and ability to 'bounce back' without help).</p>	<p>Students who are confident, secure and resilient.</p> <p>Improved student attendance.</p> <p>Students 'on track' and in line to meet targets.</p>	<p>LSA's to have access to further CPD around SEMH needs:</p> <p>AV and OW to take lead in delivering on CAMHS/CHUMS training and Growth Mindset.</p>
SATS intervention	£4900	<p>Specialist Maths Teaching (L Guard – Maths lead) pushing potential high achievers in Maths.</p> <p>One to one support to address writing provided by K Kopec.</p> <p>SATS breakfasts during SATS week to ensure that children enter these tests in a positive, confident, calm, yet purposeful state of mind.</p> <p>Gapps Education – online SATs tests practice preparation for developing exam skills.</p>	<p>-2.56 Progress Score below expectations.</p> <p>Hidden deprivation a lot of families are on the cusp. Year on year this is increasing, families that are coming in part way through the year.</p>	<p>Use of White Rose Maths Scheme has been implemented – Mastery approach</p> <p>A more bespoke support for pupil premium pupils needs to be implemented.</p>

		<p>Use of QCA Testbase and CGP guides to support Year 2 KS1 SATs preparation.</p> <p>Additional SATs packages and end of year testing publications made available following the Summer 2016 SATs.</p>		
INTERVENTION	£10,500	<p>To use one to one and small group tuition in order to ensure that PP premium children are making progress at least in line with peers. (There is a need to increase provision here following withdrawal of Local Authority funding from Summer 2016). This includes small group support from local tutors and engagement with the Beanstalk initiative.</p> <p>Ed Psych time and intervention in removing barriers to the learning of individuals with specific needs. (e.g. SpLang, CogMed)</p> <p>Maths Intervention Package for SEN/Lower ability pupils bought in in order to intervene at an early age (Sandwell Early Numeracy test).</p> <p>Upper Primary: Guided Reading Support Package (True tales – ultimate bundle)</p> <p>EMAS UK resources and online training for ensuring that EAL pupils can be supported as early as possible</p> <p>Appointment of Cover Supervisors to create monitoring and mgt time for EAL leads. One of the cover supervisors to support EAL lead.</p> <p>Further interventions planned for Summer Term to ensure that pupils are “on track” going into the new academic year.</p> <p>Engagement with the Beanstalk programme to ensure that our most reluctant readers are develop desire to read for pleasure.</p> <p>Training in Write Stuff as a new initiative for writing. Trial year.</p>	<p>Reported to Directors</p> <p>Other key groups such as EAL/SEN and SEN Support also making progress broadly in line with peers.</p>	<p>Staff training on data analysis - in particular progress - in order to drill down into group data and target pupils at every year group and stage.</p> <p>Progress is below expectations – for 18/18 Intervention Timetables will need to respond to progress data as well as attainment. Booster interventions to be introduced in afternoon sessions, as well as focused teacher led assembly interventions.</p> <p>Use of NFER assessment scheme across the school to ensure all pupils are assessed using a consistent tool.</p> <p>PIRA assessment also used as an assessment tool for SEND.</p> <p>After AP3 Target groups identified for booster interventions- preparation for the next academic year.</p>

<p>ENRICHMENT</p>	<p>£2430</p> <p>£6420</p>	<p>Encourage those on Pupil Premium to participate in a variety of After School Clubs</p> <p>Ensure that PP pupils have full access to a range of curriculum enrichment activities including WOW days and stunning starts.</p> <p>Membership of Potential Plus (run by the National Association of Gifted and Talented) which provides opportunities for Gifted and Talented pupils and their families as well as support and training for teachers.</p> <p>Subscription to the National Literacy Trust which specialises in engaging vulnerable children with reading.</p>	<p>Registers indicate that PP pupils funded for Italian, homework club, funded Drama club, and a variety of sports clubs.</p> <p>PP pupils have accessed residential and school trips with financial support. (incl those where the whole cohort does not go e.g. Grendon (Y4), Kingswood (Y6))</p> <p>Curriculum Map and enrichment indicates that a number of in-year activities including cross school initiatives.</p> <p>Whole school initiatives such as two author visits, SION, Healthy Selves have been attended and well received.</p>	<p>'Out and About' Group to include more PP pupils as part of an enrichment/well-being program.</p> <p>Lunchtime Den resourced to include more pupil led/chosen activities. Additional staff to help support pupils during this time.</p> <p>Year 6 PP pupils attended Hill Top will have their costs subsidised by £100.</p> <p>Year 6 Friday Fun day as part of our reward system for those who have achieved 80% or more on dojo. Staff work closely with pupils and parents who may fall short. Ensure PP pupils are identified.</p> <p>Use of Leuven scale for pupils and staff to self-assess well-being show improvement.</p>
<p>TEACHER INTERVENTION and L4 and L3 COVER SUPERVISOR APPOINTMENTS.</p>	<p>£10,000</p>	<p>To cover staffing costs to enable high level, both in terms of academic and emotional/social development.</p> <p>To develop specific strategies and resources that support the learning of PP pupils in particular (EAL – EMAS UK, work with UoB; ELKAN SpLang) led by Pupil Premium champion.</p> <p>To coach teachers to plan for, deliver support and track vulnerable, 'at risk' and underperforming students (inc.</p>	<p>Students 'on track' and in line to meet targets.</p> <p>Students confident in their basic skills.</p> <p>Teaching is graded Good or Outstanding in formal lesson observations</p>	<p>Progress is below expectations so Cross trust peer support programs will be set up to enable collaboration with neighbouring schools. Specific work with numeracy and literacy leads.</p>

	very able and, where applicable, Children who are Looked After). Subsidised the bespoke Pupil Planners which reflect the needs of each key stage and year group.		One to one sessions for pupils with EAL and specific difficulties with MW.
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Next steps for 2018/19

By analysing the measurable outcomes and the non-measurable observations taking into account pupil, parent and teacher views, the school has identified the following success criteria and desired outcomes:

Desired Outcomes	Success Criteria
Improve engagement of families	High % attendance at twice-yearly Pupil Premium strategy meetings between teacher/parent. Agreement of personal budget that promotes academic progress, involvement in school life and wellbeing based on the needs of each individual. Coffee mornings to engage parents in the life of the school. Attendance at key parental meetings that promotes academic achievement i.e. introduction to phonics. Attendance at presentations that discuss health and well-being of the child i.e. E-safety.
Extending Opportunities	Increase in the number of PP pupils participating in enrichment and extracurricular activities- tracking and monitoring the effects of well-being on academic progress. Children to have more opportunities to become young entrepreneurs through sale initiatives- raising self-confidence and presence.
Reducing gaps	Looking at bespoke intervention packages that target progress as well as attainment. Every year group to embed 'The Write Stuff' in order to begin closing the gap in writing. Every year group to embed 'The White Rose' in order to begin closing the gap in numeracy. Identifying SEMH needs across the school early and putting actions into place. Continued CPD on teaching and learning and environmental factors.