



## St John Rigby Catholic Primary School PUPIL PREMIUM REVIEW 2016-17

### 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, we extended pupil premium funding to children eligible for free school meals at any point in the past 6 years. For the 2015 to 2016 financial year, funding for the pupil premium has increased to £2.545 billion. Schools will receive:

- £1,320 per pupil of primary-school age
- £935 per pupil of secondary-school age
- £1,900 per pupil who:
  - has been looked after for 1 day or more
  - has been adopted from care
  - has 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](http://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 (8 matched pupils) for our disadvantaged pupils with those for the whole year group (55).

What is clear from this is that performance in Maths exceeds that for the whole cohort with 100% of pupils achieving expected or better. Work is needed, however to narrow the progress gap in literacy between disadvantaged pupils and peers:

Progress measure	Reading	Writing	Maths
Whole Cohort	-0.50	-1.81	-0.46
Disadvantaged	-2.19	-3.55	+0.11
Disadv confidence intervals	-6.50 to +2.12	-7.74 to +0.64	-3.79 to +4.00

With 8 disadvantaged pupils, there are always issues with the statistical significance of the data. The government publishes confidence intervals to account for these. Where there

are concerns, the top confidence would still be negative. This is not the case for our pupils.

### **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 non-disadvantaged pupils:

	SJR Disadv (%)	National Non-Disadv (%)
Reading expected	75	79
Writing expected	75	72
Maths expected	50	79

### **Phonics**

There were 4 disadvantaged pupils of which 2 made the phonics screener threshold (50%). The school score was 83% overall. (National 81%)

Of the 2 disadvantaged pupils who retook in Year 2, one of these pupils made the screener. The school score was 90% overall (National 91%)

### **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. With last year's cohort, the challenge was that some of these children were expected to achieve greater depth but had not had the mastery opportunities before they joined us meaning that they had to catch-up in a short space of time.

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 social emotional and behavioural challenges, including 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.

This is only one aspect of the children's learning experience and development, however. We are also charged with ensuring that all children can develop lifelong learning traits such as resilience, resourcefulness, teamwork and self-reflection in order that all children can be successful citizens in society.

Finally, we don't forget that we have high ability disadvantaged pupils. It is essential that they are able to "master" the curriculum and that they are given opportunities to do so

### Review of the Spend

National agencies such as the National Education Trust (NET), Sutton Trust and Education Endowment Foundation argue that the best use of the spend is on long term projects. For example, a NET review in Warwickshire concluded that the most successful schools adopt the following principles:

- They take a long term approach, using the funding for early interventions as well as for preparing students for national tests and exams.
- They take a whole school approach, identifying every child's needs, and proportionally part-funding the appropriate interventions with pupil premium funding to create economies of scale.
- They focus on high attainers too, stretching them academically.

([http://nationaleducationtrust.net/wp-content/uploads/2016/06/1\\_PremiumPupilsSeptember-2.pdf](http://nationaleducationtrust.net/wp-content/uploads/2016/06/1_PremiumPupilsSeptember-2.pdf))

The review for St. John Rigby sticks to these principles. Some have been in place for more than the last year which is positive.

Please note, also, that future developments for 2017/18 are denoted in [blue](#).

<b>Number of pupils and Pupil Premium Grant (PPG) received</b>	
Total Number of Pupils on Roll (April 2016)	415
Pupil Premium Grant received	52710
Number of eligible pupils (2016/17)	38 (+3 PP+)
Total Number of Pupils eligible for Pupil Premium (children looked after)	2.7 (one pupil arrived in Term 2)
Amount of PPG received per pupil (CLA)	£1900
Total	£57 840

<b>PPG spending by item/project 2016/7</b>			
<b>Item/Project</b>	<b>Cost</b>	<b>Objective</b>	<b>Outcome</b>
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 with Trust and Borough to offer further support for pupils and families in need.	Maintain high standards in Pupil Premium attendance.  Increased Parental Involvement and confidence. Reduce number of cases of poor behaviour for targeted

		<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. Next step 2017/18 is support for parents.</p> <p>Resources from TTS – Circle Time to support self esteem (talk ball; emotions fans etc.)</p> <p>Sensory Circuits: Resources and Staffing in place with targeted children invited in the mornings. This ensures, as far as possible, a good start to learning for these pupils.</p> <p>Next step 2017/18 is to look at lunchtime clubs that support those children who have SocEmoBeh challenges outside of the classroom.</p>	<p>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>Resources purchased and in place for one2one as well as Rainbows and Sunbeams programmes.</p> <p>Academic progress and levels of engagement in class in line with peers.</p>
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>
HOME LEARNING	£3800	<p>Provide online reading comprehension and maths</p>	<p>Progress of PP in Maths/Literacy</p>

		<p>package (BugClub and MyMaths) that engages learners.</p> <p>Next steps (2017/18):: Investment in the Reading Cloud to allow access to wider range of books on mobile devices.</p>	<p>Pupil/Parent survey looking at increase in use of these packages at home.</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>
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>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>	<p>Positive progress Maths score of +2.7 overall.</p> <p>SATS outcomes well above progress floor and within top 4 of Beds Borough.</p>
INTERVENTION	£10500	<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</p>	<p>PP pupils are making progress year on year (and from one key stage to the next) which is broadly in line with peers. (evidenced and reported to Directors in July 2016).</p>

		<p>includes small group support from local tutors and engagement with the Beanstalk initi</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>Next steps (2017/18) to look at new approaches to writing (The Write Stuff) and reading (Lemov: reading reconsidered and Miskin’s “literacy and language”).</p>	<p>Other key groups such as EAL/SEN and SEN Support also making progress broadly in line with peers. (again, reported to Directors in June 2016).</p>
ENRICHMENT	£2430	Encourage those on Pupil Premium to participate in a variety of After School Clubs	Registers indicate that PP pupils funded for Italian, homework club, funded Drama club, and a variety of sports clubs.
	£6420	Ensure that PP pupils have full access to a range of curriculum	PP pupils have accessed residential and school trips with financial

		<p>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>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>
TEACHER INTERVENTION and L4 and L3 COVER SUPERVISOR APPOINTMENTS.	£10000	<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. very able and, where applicable, Children who are Looked After).</p> <p>Subsidised the bespoke Pupil Planners which reflect the needs of each key stage and year group.</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>

### Next steps for 2017/18

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 for 2017/18:

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.
Extending Opportunities	Increase in the number of PP pupils from 2017 to 2018 participating in enrichment and extracurricular activities
Reducing gaps	Gaps in KS1 to KS2 progress in literacy narrowing. (Look at external comparators with non PP data and in-school)

At the core of this will be the agreement of a personal budget for each pupil premium child. There will be a mutual agreement between school and parent as to how this would be spent for each individual child. The criteria that will be followed is that this money should have a positive impact on at least one of the following areas:

- Accelerating academic progress
- Increasing involvement in all aspects of school life
- Improving emotional wellbeing.

Here are some suggested examples below:

Academic Progress	Involvement in school life	Emotional WellBeing (for child and family)
<p>Guidance on independent learning (MyMaths; Espresso; The Reading Cloud; BugClub) Further resources that support independent learning may need investigation but which are specific to child need or interest. Some of these are covered by the school (one to one; teacher support)</p> <p>Subsidised revision guides/books/similar resources as agreed with the teacher.</p> <p>Support for homework club.</p>	<p>Subsidised monies for trips, enrichment activities including extracurricular clubs.</p>	<p>Subsidised After-School Care Uniform Temporary support (e.g. for a week) for transport (if a car needs repair) – where there is a threat to attendance</p>