

SJR Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John Rigby Catholic Primary
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	14% (46)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 2 of 3
Date this statement was published	November 2021
Date on which it will be reviewed	October 2024
Statement authorised by	Michele McGettigan
Pupil Premium lead	
Governor / Trustee lead	Cathy Piotrowski

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,075
Recovery premium funding allocation this academic year	£ 5,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,150

Part A: Pupil Premium strategy plan

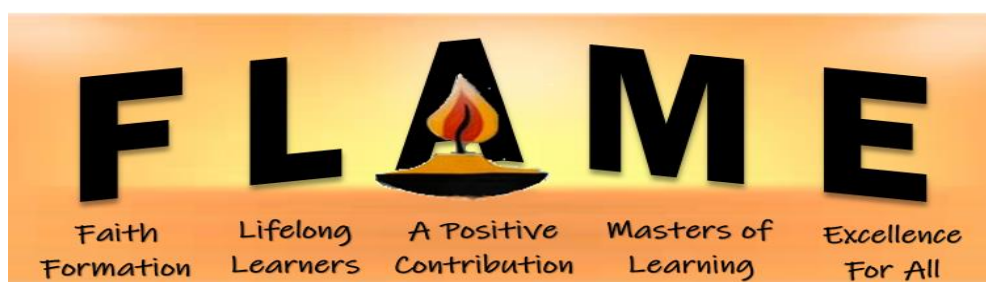
Statement of intent

'God's will be done through work and play, as we follow Jesus day by day'

As a Catholic school, St John Rigby is committed to inclusion, the valuing of each individual and removing barriers in order to meet the needs of each and every child. Equity and the equality of opportunities that we provide is central to our mission, which underpins our overarching aims:

- To ensure **God's will** is achieved by empowering our children to develop as happy, safe, confident and successful learners who are able to make informed choices that are in their own and others best interests.
- To enable children to **work** with a joy and love for learning, acquiring the knowledge, skills and behaviours needed to make a positive contribution to society.
- To enable children to **play** with an inquisitive and exploratory mind as they imagine, collaborate and create. They will take ownership of their learning journey and know that limitations are also opportunities for growth, showing courage to sometimes be wrong.
- To inspire children to grow, **day by day**, in their knowledge and understanding of the virtues to live by, reflecting our core virtues of Faith, Hope, Love, Forgiveness and Trust, whilst continuing to flourish and discover their unique God given potential.

Supported by research, our Pupil Premium Strategy has three key priorities which reflect our vision, formed and driven around the concept of FLAME, of ensuring that all pupils develop through their academic progress, social development and teachings that helps to form faith.



Learn and grow together in the light of the Lord

Our aim is to ensure all children, particularly the disadvantaged, are provided with opportunities to learn and grow, becoming successful lifelong learners who have high aspirations and go on to make a positive contribution.

Therefore, the three key priorities within our Strategy are:

- The Improvement of Quality First Teaching in all classrooms across the school;
- Precision Targeted Academic Support to meet individual pupil need; and
- Pastoral Support and Wider Strategies which provides financial, social, emotional and behavioural support to children and families who find inclusion to be a challenge.

Please find below our rationale for each area of funding:

1. Quality First Teaching: The best available evidence indicates that high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged (EEF). We believe that through improved CPD for teachers, developing effective pedagogical practice which reflects explicit teaching of cognitive and metacognitive strategies, along with the

development of our progressive Question-based curriculum, children’s engagement and maximising of learning will increase and progress will accelerate. Our aim to launch a whole school approach to the teaching of reading and reading for pleasure will also model high expectations and give all children, including Pupil Premium children, the skills and love of reading that they will need in later life.

2. Targeted Academic Support: Some pupils may require additional support alongside high-quality teaching in order to make good progress, and precision targeted interventions will be a key focus for all children based on gap analysis and barriers to knowledge. Adaptive teaching and interventions will be carefully linked to classroom teaching, which will focus on bridging the gap in knowledge and skills, and will be robustly tracked to monitor impact. Some interventions will be delivered outside of the classroom with one to one, or small group work to ensure that children are making progress from their starting points. Our long-term aim is that as Quality First Teaching improves, in the coming years, this part of the strategy will be revised.

3. Pastoral Support and Wider Strategies: Social and emotional skills, as well as wellbeing and good mental health, are essential for children’s development— they support effective learning and are linked to positive outcomes in later life (EEF). With this in mind, the pastoral support, including attendance, for our Pupil Premium children and disadvantaged families is key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. As a school, our aim is to develop a whole school approach to mental health and wellbeing, including staff training on recognising and supporting needs, as well as the development of a Mental Health First Aider and Senior Mental Health Lead. The school will provide support in a range of ways including; one to one nurture sessions, group nurture sessions, early trauma or bereavement support, parent support workshops (as needs dictate), targeted support for parents, early help intervention with families, support for material disadvantage and development of cultural capital. We aim to work with each family individually, where the need arises, to ensure the very best outcome is reached for the children in their care.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower attendance by some of our children limits their learning and expands knowledge and skills gaps.
2	Some of our PP children lack learning behaviours necessary for accessing classroom learning consistently.
3	Some of our PP children lack self-esteem and/or have a poor perception of school or staff. This effects motivation and engagement.
4	Most of our PP children have knowledge gaps in reading, writing or numeracy. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

5	Some of our PP children lack aspiration and do not see the choices offered by education
6	Some of our children's parents are not engaged with the learning process as they are do not feel confident to support the learning at home.
7	Some of our PP children suffer from material or electronic disadvantage which limit access to learning and to extra-curricular experiences.
8	Some of our PP children display behaviour which suggests social and emotional needs which can prohibit engagement with learning
9	Some of our PP children have difficulties in accessing the language required for learning due to EAL challenges

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To offer a bespoke child-led broad and balanced curriculum, where teaching and learning is at least good.	Lessons observed as part of a formal or informal process are at least good and will show how children are active in learning, using metacognitive skills and strategies to support and own their learning/progress. Children will develop greater understanding due to excellent teaching of vocabulary and will use Oracy skills to communicate effectively in small groups, with a partner and within the whole class so that they can engage more with the curriculum. Responsive teaching and learning will allow children to respond appropriately to feedback/feedforward, both verbally and written, and this will impact positively on their progress/learning.
All non-SEND PP Children make at least expected progress in reading.	Within year group cohorts, increased numbers of PP children achieve ARE in reading.
All non-SEND PP Children make at least expected progress in writing.	Within year group cohorts, increased numbers of PP children achieve ARE in writing. Written work will be of a substantial length so that new learning can be applied and secure understanding of what has been taught can be demonstrated.
All non-SEND PP Children make at least expected progress in Maths.	Within year group cohorts, increased numbers of PP children achieve ARE in Maths.
All PP children have access to further learning opportunities outside of school hours.	All children have access to internet, devices and programmes required.
Interventions are suitable, impact driven. monitored and reviewed every half-term in order to meet children's needs	Evaluation of interventions demonstrate that PP children achieve the intended outcome when participating in interventions.
Children who have been identified as requiring additional pastoral support receive this for the length of time that it is required.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS assessment. These assessments are completed

	by all pupils in KS2 in the first and third assessment cycle. (September and June).
All families who require Early Help, receive this in a timely fashion	EHA will be completed within half a term of needs being identified
There is a clear, well managed behaviour policy which ensures classrooms are productive and safe.	Behaviour incidences at all tiers (1-3) are recorded on CPOMs. Numbers of notable behaviour incidences for PP children remains low.
Impact of the use of external agencies leads to better outcomes for pupils.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test and academic tests.
The attendance of targeted PP children who are persistent absentees, improves	Attendance and punctuality when arriving at school will improve. The attendance of Pupil Premium children will be in line with whole school national attendance expectations; currently 95%. Work undertaken demonstrates a notable improvement in PP attendance percentages and punctuality.
Children in receipt of the PP have equal access to all that the school offers in terms of additional provisions.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test, where there is an increase of 20% year on year in terms of aspirations.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,079

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Purchase Word sparks books for KS1 to improve tier 2 vocabulary, close the growing word gap in KS1 and improve writing. • All staff (including new staff) will receive phonics training (Little Wandle Accredited Scheme) to ensure effective and consistent teaching approaches are maintained. • Phonics lead employed to implement and over see improvements. • Whole school investment in new phonics/reading scheme. Big Cat phonics books and resources bought, that match the teaching of the Letters and Sounds phonics teaching sequence. All books now carefully matched to the phonic knowledge of the child, so learning at school is reinforced through individual practice at school and at home. • Reading training from Trust to be embedded across school for consistent and whole school approaches to raising attainment. • KS2 approach to vocabulary development through the Powerful Words and use of subject specific vocabulary identified and explained at the start of each lesson in all year groups • Class library books updated to support reading for pleasure at home and ensure all pupils have access to books at home • Progressive plan for core texts across the school that challenge pupils understanding of vocabulary and are linked to class learning. • Identified pupils in breakfast and after school club to be heard read, to ensure they are reading outside of class time • Teachers trained to analyse summative assessment data and conduct gap-analysis to identify the children who require catch up • To promote a love of learning through the school • Cover for subject leaders to monitor standards and to support where there are areas for further development. • Embed the use of Accelerated Reader across key stage 2 to increase reading for pleasure, comprehension skills, fluency and time spent reading at home. 	<p>We have taken particular guidance from the Ofsted Report ‘how schools are spending funding successfully to maximise achievement’ in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Formative and summative data, Inclusion meetings and progress meetings identifies specific gaps and responses to these are agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus.</p> <p>All evidence including that of our own experience, the Sutton Trust and EEF toolkits and the Ofsted guidance is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest in training to ensure that quality first teaching is always supported and remains a goal.</p> <p>We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie’s research culminating in the Visible Learning Metax global research database</p>	<p>2,3,4,5,7</p>

<ul style="list-style-type: none"> Teachers will be trained to analyse and use the data provided by ARP to engage pupils in reading and track their progress Group teacher support for targeted children Deliver CPD programme linked to evidence-based research in order to develop pedagogical practice e.g. Walk Thrus. Implement and embed metacognition strategies into classroom practice across the school with further training if needed. Teachers' knowledge and understanding of metacognition and self-regulation for learning strategies to be developed through Structural Learning Resources Improved communication and opportunities for oracy embedded across the school 	<p>This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54).</p> <p>The Sutton Trust and EEF toolkits identify a focus on a few key things which have the most significant national impact on achievement and progress.</p> <ol style="list-style-type: none"> A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children. Reading comprehension strategies and the explicit embedding of phonics throughout the school. Staff training and the effective use of experts to assist and intervene in the educational process for children. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our ultimate goal is to create a team of teachers so expert that quality first teaching effectively meets the needs of all children. Whilst we continue to work towards that goal it is clear that some inherited and created issues regarding individual children have resulted in skills and knowledge gaps which need to be filled. When deciding how to do this we are led by our barrier map diagnosis and evaluation of data to measure the impact of responses to gaps.</p>		
<p>Pupils invited to school at 8.30 for interventions such:</p> <ul style="list-style-type: none"> The NESSY reading and spelling program Doodle English to support reading comprehension. Doodle spell to support spelling practice Pupils invited to school at 8.30 for Doodle Maths catch up programme Pupils invited to school at 8.30 for Doodle English catch up programme <p>• Interventions of Small group letters and sounds phonics targeting pupils identified each morning in KS1.</p>	<p>Whilst we agree that a variety of methods should be employed to meet individual need we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful method to fill gaps. This mirrors the findings of the Sutton Trust and EEF toolkits and the Ofsted guidance discussed above.</p>	1,2,4

<ul style="list-style-type: none"> KS2 pupils identified through GL assessments, Dyslexic screen or teacher assessment. 		
<ul style="list-style-type: none"> Pupils invited in at 8.30 for the Learning village blended English as an Additional Language programme, including 2 x 20 minutes sessions a week with a trained LSA. 		
<ul style="list-style-type: none"> 1-1 and small group interventions such as Toe by Toe, gross and fine motor skills, handwriting programme, cognitive skills (working memory, processing speed, visual spatial difficulties), attention and listening, 		
<ul style="list-style-type: none"> Pupils identified through language screen/wellcom for the NELI small group Early Language Intervention programme. 	<p>The EEF have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.</p>	9
<ul style="list-style-type: none"> Trained Communication champions, plus other trained LSAs in speech and language to identify needs early and put appropriate provision in place while waiting for referrals. 		
<ul style="list-style-type: none"> TA training to support high quality intervention (Making Best Use of Teaching Assistant - MITA) 	<p>£3 + 4 additional months progress if training is effective TA interventions</p>	
<ul style="list-style-type: none"> Library sessions across the school – newly refurbished library School library service Class library World Book Day, National Literacy Trust 	<p>Reading for pleasure</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP pupils will have access to IT provision at home to support additional learning (including internet access if needed) along with set programmes to support their home learning through:</p> <ul style="list-style-type: none"> Kindles to be purchased to prevent digital disadvantage. Class teacher to monitor PP pupils engagement in home learning. <p>At SJR we aim to reduce the gap between PP pupils and non PP pupils regarding the life experience opportunities available to them through:</p>	<p>Our approach to social and emotional support is to embed inclusion as a keystone throughout our school. The priorities of our inclusion provision are...</p> <ol style="list-style-type: none"> To have systems in place to secure the inclusion of all children so teachers can teach and learners can learn, 	1,2,3,7,8

<ul style="list-style-type: none"> Monitoring PP pupil involvement in extra curricular activities in and out of school and cultural capital experiences <p>At SJR no pupil will go without due to financial disadvantage by making sure that any families struggling financially will receive some funding towards the following:</p> <ul style="list-style-type: none"> School trips to enhance the curriculum experience Uniform to enhance the sense of belonging. Peripatetic tuition or a sports activity to develop own interests in extracurricular activities. Access to before and after school clubs Any other expenditure deemed necessary by the school. <p>At SJR we aim to improve PP pupils wellbeing, resilience, self-esteem and attitudes to school measured through individual PASS scores by ensuring:</p> <ul style="list-style-type: none"> A whole school PASS audit takes place to make whole school amendments that will enhance pupils attitudes to self and school. All pupils take part in the PASS survey two/three times a year and PASS results are analysed by class teachers to identify pupils needing support. 'Talk about' interventions on self-esteem, self-awareness, social skills and friendship skills to take place. Work closely with the Making Me charity to embed a wellbeing curriculum into the timetable each week with feelings pots to let adults know confidentially how they are feeling each day. Resilience workshops in place for KS2 pupils. <p>Our dedicated Family Support Worker, Safeguarding Officer and Mental Health First Aider will support our families in the following ways:</p> <ul style="list-style-type: none"> ensuring that the families have access to adequate, permanent housing; ensuring that families have access to the government funding and benefits to which they are entitled; 	<ol style="list-style-type: none"> To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge. <p>There is a plethora of research surrounding the benefits and establishment of inclusion in education¹. A study called <i><u>Inclusion and the standards agenda: negotiating policy pressures in England</u></i>² in 2006 defines successful inclusion as '<i>Schools...hav[ing] strategies for encouraging the presence, participation, and achievement of all learners</i>'.</p> <p>This is now echoed in <i><u>UNESCO's 'Guide to Ensuring Inclusion and Equality in Education'</u></i> (2017). Various models and factors have been discussed and recent studies (including <i><u>Dimitrellou 2017</u></i>³ and <i><u>Farrell 2004</u></i>⁴) have started to model the features required to enable inclusive education to occur. These studies coupled with '<i><u>School exclusion: a literature review on the continued disproportionate exclusion of certain children</u></i>⁵' provide a comprehensive literature review of inclusion and a sound basis of research.</p> <p>From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour</p>	
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¹ 'Inclusive education' means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

² Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*

³ Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

⁴ Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International.

⁵ Graham et al, DfE, 2019

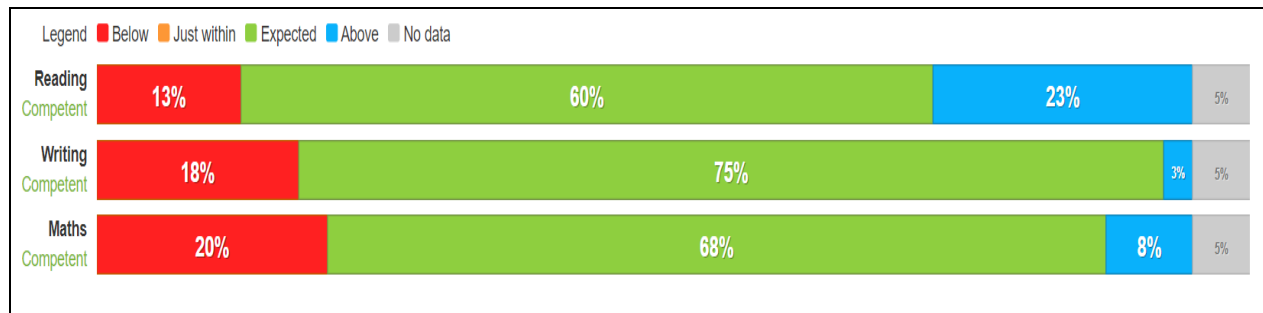
<ul style="list-style-type: none"> engaging parents and families with support for their mental health and the impact of this on the children; supporting victims of domestic abuse ensuring that families are supported by appropriate external agencies e.g. MARAC, Faces, Food bank, One Support, Aquarius, Families First, Relate, Early Help, CHUMS, CAMHS, Beds Police Education and diversion team <p>In response to these and other needs, the children often require regular and direct support to help them deal with a variety of issues and barriers including:</p> <ul style="list-style-type: none"> general emotional wellbeing and mental health behaviours associated with poor attachment or trauma induced behaviours children who have witnessed domestic abuse issues arising from neglect, including low self-esteem, issues with general appearance etc <p>Establishment of a clear, articulatable behaviour policy and approach, which is inclusive and escalatory.</p> <p>Children are supported academically and emotionally to fully engage with the school day.</p>	<p>principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.</p> <p>We firmly believe in the establishment of relationship in order to support SEL. We heavily resource pastoral support and are beginning to find strategies to better evidence this spend including the analysis of data from the PASS survey and cross-referencing outcome data with pastoral support using the Insights programme.</p> <p>We also rely on the findings of the EIF (Early intervention foundation) in relation to the effect of early help and intervention in respect of mental health and achievement</p>	
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Total budgeted cost: £ 52,150

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.



Quality Teaching for All

- Oracy - Oracy training attended by Teaching and Learning Lead. Teachers received 6 hours of professional development on easy to embed strategies for making learning more active through effective, quality talk.
- Mastery – The school engaged with Maths Mastery & NCETM to support with our provision for highly able children.
- Curriculum / Foundation Subject Development – All Curriculum areas have clear progression of subject disciplines and knowledge. The Core Aims are fed effectively through the Curriculum and wider provision of the school. Where needed, schemes of work have been purchased to support the quality first teaching in Curriculum areas; for example, PE and MFL, Music, Computing. Middle Leads have a developing understanding of how to lead subjects and have led opportunities for the moderation of standards and scrutiny of evidence, including data. There has been continued significant investment into the Curriculum this year. The main investments include:
 - Book Spine books across the Curriculum
 - Curriculum resources for foundation subjects
 - New schemes for key foundation subjects
- Reading – Teachers and Support Staff have received ongoing professional development throughout the year. This includes, but is not limited to, Reading for Pleasure, Fluency, the teaching of Phonics and assessment / intervention. The English Lead has successfully monitored the impact of provision across the school and has worked collaboratively with the Trust Reading Lead to do this
- Maths – The teaching of Maths has been completely overhauled this year. The Subject Lead and Headteacher received highly quality training from a maths specialist. The Maths Lead has then worked with staff to develop a bespoke approach to meet the school's needs. Staff have had the opportunity to observe, team teach and plan collaboratively. Pupil and staff voice has been incredibly positive and gaps are narrowing for maths.

Targeted Intervention

- 1:1 / Small Group Intervention - Individualised learning for pupils addressed specific gaps in knowledge. Both formative and summative internal assessment illustrates accelerated progress had taken place.

Other Approaches

- Emotional Health – A growing number of children have had access to internal, and external, support services to address a range of needs.
- Behaviour Policy – The school has developed a progressive Behaviour Policy rooted in educational research and aligned with a validated approach (to be launched in Sept23). Parents, staff and pupils have been involved in consultation.
- Attendance -The school's attendance rate is currently above the National benchmark. The school has been impacted by illness and long term holidays that were delayed due to Covid.
- Fully Funded Residentials - 4 pupils were able to access their residential. Pupil voice was very positive about the experience in terms of Wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths Hub	White Rose
Accelerated Reader	Renaissance Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.