



St John Rigby Catholic Primary - Pupil Premium Strategy Statement (2018/2019)

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” are becoming increasingly complex and, St. John Rigby, like many schools, does not stop with those pupils who do not meet the current criteria. The school’s evaluation of its own performance is rigorous and key to ensuring all pupils achieve. Tracking of progress over time for each pupil is thorough in order to identify gaps and identify any pupil falling behind. It allows us to review strategies and implement interventions to promote improvement.

| 1. Summary information | | | | | |
|------------------------|--------------------------------|----------------------------------|-----------|--|----------------|
| School | St John Rigby Catholic Primary | | | | |
| Academic Year | 2018/19 | Total PP budget | £41,900 | Date of most recent PP Review | N/A |
| Total number of pupils | 420 | Number of pupils eligible for PP | 31 (7.4%) | Date for next internal review of this strategy | September 2019 |

| 2a. Previous attainment | | | | | | | | | | | | |
|--|-----------------------------------|-----|-----|-----|-------------------------------------|-----|-----|-----|-----------------------------------|-----|-----|-----|
| KS2 (2017/18 cohort) Number of disadvantaged pupils = 8 | <i>SJR Pupils eligible for PP</i> | | | | <i>SJR Non-Disadvantaged Pupils</i> | | | | <i>National Non-Disadvantaged</i> | | | |
| | R | W | M | RWM | R | W | M | RWM | R | W | M | RWM |
| % achieving ARE+ in reading, writing and maths | 25% | 25% | 38% | 25% | 85% | 85% | 83% | 70% | 80% | 83% | 81% | 70% |
| % achieving above ARE in reading, writing and maths | 13% | 13% | 13% | 13% | 23% | 19% | 23% | 4% | 33% | 24% | 28% | 12% |

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

| In-school barriers | |
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| A. | Attainment & Progress – PP pupils are making less progress, particularly in reading and writing, than pupils not eligible for PP funding |
| B. | Significant multiple vulnerabilities impact on capacity for equal levels of attainment and progress |
| C. | Reduced reading comprehension and writing skills due to limited receptive vocabulary and experiences |
| D. | Capacity to support the significant social, emotional and mental health needs of some PP children |
| E. | Access to role models who provide aspirational goals and support of education |
| F. | Poor resilience and fixed mindset |

External barriers (issues which also require action outside school, such as low attendance rates)

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| G | Lack of wider life experiences |
| H. | Social and emotional difficulties due to complex family situations which also impacts on parental support with learning at home |
| I. | Poor experience of play, language development, speaking and listening skills |
| J. | High proportion of PP parents with English as an Additional Language |
| K. | Attendance rates and punctuality |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|----|---|--|
| A. | Accelerated progress for all Pupil Premium pupils is achieved through quality first teaching in order that they attain expected standard or above in Reading, Writing and Maths | <ul style="list-style-type: none"> - Ambitious PP targeting ensures equitable progress in comparison to cohort - Evidence of successful interventions demonstrate clear impact on individual progress to ensure every effort has been made to diminish the difference - Improvements in Quality First Teaching enhances opportunities and experiences for all pupils, including PP Pupils - Final attainment and progress measures are in line with non-PP national at the end of each academic year and key attainment points. |
| B. | Barriers to learning for Pupil Premium pupils identified as needing social, emotional well-being or other support are reduced | <ul style="list-style-type: none"> - Enhancement of school physical provision for children with SEMH or other needs e.g. the Den - Impact of Growth Mindset and mindfulness activities can be seen in readiness to learn and self-regulation - Partnership working with external agencies results in positive support for pupils with SEMH e.g. CHUMS, play therapy and art therapy - School wide approach to supporting children with SEMH impacts positively for all children, including PP pupils. - Successful use of the surrounding area and wider community allows for the opportunity to widen life experiences - Pupils receiving support to reduce the barriers show improved behaviours for learning and make good or |

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| | | better progress by end of the year |
| C. | Pupils eligible for pupil premium funding are able to access a full and broad curriculum, including a range of extra-curricular activities | <ul style="list-style-type: none"> - All disadvantaged pupils are able to access full provision of educational visits, including residential trips - PP-eligible pupils participate in extra-curricular clubs in similar proportions to other pupils - Varied and enriching opportunities offered provide a range of spiritual, moral, social and cultural experiences |
| D. | Pupils develop positive attitudes towards school and learning, understanding how this links to high levels of aspiration and career development | <ul style="list-style-type: none"> - Children recognise how learning links to later life choices and strive to achieve their best - Whole school events challenge children's misconceptions of stereotypes and begin to demonstrate the wider choices available in career progression |
| E. | Improved attendance and punctuality of PP children | <ul style="list-style-type: none"> - Improved attendance in line with National figures (96%) and decreased tardiness - Pupil attainment & progress increase due to consistent access to teaching and learning |

5. Planned expenditure

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | Intended Impact | Evaluation and Monitoring | Staff lead | Review |
|----------------------|--|---|---|-------------------------|--|
| Accelerated Progress | The Write Stuff & White Rose programmes to be embedded across all year groups | Accelerated progress and attainment in writing and maths mastery for PP pupils | Planning scrutiny, lesson observations, book scrutiny Data collection and analysis | BW/LG SLT | Monitoring Schedule |
| | Provision of Time Tables Rockstars | Improved scores on related assessments Proportion of PP pupils meeting Y4 standard on Multiplication check matches that for all pupils | Online assessment tool Key assessment points Pupil Progress meetings Multiplication Trials | Class Teacher LG/SLT | Ongoing Termly Pupil Progress Meetings |
| | Provision of Spelling Shed to support the teaching and learning of spelling strategies and support home learning | Improved scores on related assessments Proportion of PP pupils meeting standard on GPS assessment matches that for all pupils | Online assessment tool Key assessment points Book scrutinise _ spelling improvement | Class Teacher BW/SLT | Monitoring Schedule Ongoing Termly Pupil Progress Meetings |

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| Informed planning by all staff | Subsidised provision to Accelerated Reader and associated assessment tool. | KS2 PP pupils make rapid progress, whilst developing language & vocabulary to support writing skills | Key assessment points | BW/SLT | On-going Termly Pupil Progress Meetings |
| | Purchase books to support book-based learning and support 'Bringing books to life' programme | Pupils develop a love of reading and engage with the text, resulting in progress measures that show PP groups making progress at least in line with their peers. | Data collection and analysis Key assessment points | BW/SLT | |
| | Provision of appropriate support materials and planning materials that help to ensure that all lessons are well planned and executed with the needs of Pupil Premium pupils to the forefront | Teaching and learning is carefully matched to the PP pupil needs, allowing for accelerated progress in lessons | Planning scrutiny, lesson observations, book scrutiny | SLT | Monitoring Schedule |
| Total budgeted cost | | | | | £ 6.000 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | Intended Impact | Evaluation and Monitoring | Staff lead | Review |
| To achieve clarity around the precise needs of under-performing PP children and ensure these needs are met | Targeted support through support staff to ensure identified children have additional high-quality teaching in small groups, 1:1 and through booster classes. | Interventions/boosters will be focussed using gap analysis and rigorously tracked target outcomes. | Key assessment points and pupil progress meetings will monitor pupil progress and attainment. Data analysis to identify areas of concern | AV BW/LG/ SLT | Half termly Intervention reviews Key Assessment Points – Termly Pupil Progress Meetings |

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| Narrowing of the gap between PP and non- PP pupil attainment and progress | 1:1 tuition- Targeted individualised support for selected Y6 PP pupils to address misconceptions, gaps and weaknesses in preparation for SATs | PP pupil progress is at least in-line with non- PP pupils | Half- termly tracking and monitoring data analysis | Mrs Kopec AV | Half termly |
| More rigorous tracking and monitoring of PP pupils | PP lead to review progress of disadvantaged children on a regular basis; meet with class teachers as appropriate; and monitor intervention programmes. (1 half-day per fortnight) | All staff are fully aware of the PP pupil progress in their classes | Half- termly tracking and monitoring data analysis | AV/Class teacher/SLT | Half termly |

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|--|--|---|---|--|--|
| <p>To address the SEMH needs of PP pupils and their families where appropriate</p> | <p>Lunchtime Den- aimed at vulnerable pupils, giving them a space to play and interact with peers off the playground.</p> <p>Out and About- a life skills group in which staff take pupils into the community to explore various settings.</p> <p>Family support worker, available every afternoon for pupils and families.</p> <p>Sunbeams and Rainbows counselling group.</p> <p>Supportive play therapy and Art Therapy for pupils with SEMH needs.</p> | <p>Pupils will feel supported in their emotional well-being/development in a smaller, contained environment through play, art, sensory and music strategies.</p> <p>Pupils are supported in developing communication, basic number and literacy skills through Life Skills activities. Use of Forest School</p> <p>Pupils and families are given support in areas of family life that are affecting their social, emotional well-being, family dynamics and relationships. Parents are directed towards other agencies/associations and professionals to meet need.</p> <p>Pupils are given strategies and resources to help them through emotional situations.</p> <p>To support pupil emotional and well-being development, giving them tools through talk and reflective practice.</p> | <p>Monitor SEMH and track if improvements in SEMH translate to improved attainment and progress</p> | <p>AV SB CC DB</p> <p>MMcL</p> <p>CS MM AV Professional therapist.</p> | |
| <p>Total budgeted cost £35.000</p> | | | | | |

| iii. Other approaches | | | | | |
|---|--|---|--|--------------------|---------------|
| Desired outcome | Chosen action/approach | Intended Impact | Evaluation and Monitoring | Staff lead | Review |
| Improved parental engagement of PP pupils to support learning | 1-1 parent meetings to focus on pupil needs and how to spend a targeted amount of PP money | Parents have a better understanding of their child's needs and there is a more collaborative approach to improving pupil outcomes | Assessment points | SLT/Class teachers | On-going |
| Improve attendance and punctuality of identified PP pupils | Fortnightly tracking of all attendance. Meetings with parents/pupils/EWO | Attendance rates improve resulting in greater levels of attainment and progress | Regular monitoring of attendance and punctuality. Data captures reflect improvements /concerns | MZ/Class teachers | On-going |
| To enable all PP pupils to participate in school activities. Enrichment of experience | Support with extra-curricular activities and trips | An increased number of pupils regularly attending after school clubs and other extra -curricular activities | Records kept of attendance at all clubs/activities | JW/AV | Half-termly |
| Total budgeted cost | | | | | £5850 |