



St John Rigby Catholic Primary - Pupil Premium Strategy Statement (2019/2020)

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	2019/20	Total PP budget	£42,240	Date of most recent PP Review	N/A
Total number of pupils	404	Number of pupils eligible for PP	33	Date for next internal review of this strategy	September 2020

2a. Previous attainment									
KS2 (2018/19 cohort)	Pupils eligible for PP				All Pupils (National)				
	R	W	M	RWM	R	W	M	RWM	
% achieving ARE+ in reading, writing and maths	70%	60%	80%	60%	82% (73%)	75% (78%)	87% (79%)	68% (65%)	
	R	W	M	RWM	R	W	M	RWM	
% achieving above ARE in reading, writing and maths	30%	10%	40%	10%	18% (27%)	15% (20%)	23% (27%)	8% (11%)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Attainment & Progress – Need to narrow the gap further especially in writing	
B.	Skills on entry in Reception are often lower for pupils eligible for PP than for other pupils. This affects the GLD measure and attainment in subsequent years.	
C.	Reduced reading comprehension and writing skills due to limited receptive vocabulary and experiences	
D.	Currently, a higher percentage of PP pupils (compared to non-PP pupils), require self-confidence and self –esteem support.	
E.	Lack of clarity around the precise needs of under-performing PP pupils. Poor reading, writing and maths skills with insufficient support.	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Parents of some PP pupils require additional support in order to engage with the school and their child’s learning & care including some core needs e.g. adequate sleep.	
G.	The punctuality of some PP pupils is low which affects opportunities to learn.	
H.	Limited opportunities outside school, leading to a narrower range of experiences.	
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 all areas with a focus on Writing	<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 - Writing outcomes are greatly improved
B.	Focus groups on Communication & Language (CL), together with Personal, Social, Emotional Development (PSED)	<p>CL and PSED levels increase and GLD is in line with or above national average</p> <p>The gap between pupils eligible for PP in Reception and non-PP pupils is narrowed.</p>

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 - Reading and comprehension skills are improved and impact on overall levels of attainment
D.	Social and emotional issues (SEMH) of PP pupils addressed.	Wellbeing trackers demonstrate improved SEMH in PP pupils.
E.	To achieve clarity around the precise needs of under-performing PP children and to ensure that these needs are being met.	Under-performing PP children to be assessed re SEND, SEMH, attendance, behaviour issues. Individualised and group plans and programmes in place to address identified needs. Individual attainment and progress to be improved in direct relation to the additional support implemented. Mentoring in place by SLT member for PP children where a need is identified.
F.	Support for parents to ensure pupils have prime conditions in the home to be able to learn	Programmes in place for families to develop learning. Pupil surveys confirm that conditions have improved.
G.	Attendance/punctuality of PP pupils being managed effectively.	The attendance of PP pupils will be in line with or better than non-PP pupils. There will be effective and comprehensive support programmes in place to address attendance and punctuality issues.
H.	Pupils will have more opportunities for activities out of the normal school day.	PP participation in extra-curricular, school activities, trips and visits will increase. Pupils will be more confident in their approach to learning based on the enhanced opportunities they have had.

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
Outcome A Accelerated Progress	The Write Stuff & White Rose programmes to be further 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 Timetables Rockstars	Improved scores on related assessments	Online assessment tool Key assessment points	Class Teacher	Ongoing

Comment [RB1]:

Informed planning by all staff		Proportion of PP pupils meeting Y4 standard on Multiplication check matches that for all pupils	Pupil Progress meetings Multiplication Trials	LG/SLT	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
	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 are carefully matched to the PP pupil needs, allowing for accelerated progress in lessons	Planning scrutiny, lesson observations, book scrutiny	SLT	Monitoring Schedule

Outcome B Personal, Social & Emotional Development in EYFS	EYFS curriculum & interventions that target Personal, Social & Emotional Development as well as Communication & Language.	The curriculum matches the needs of the pupils and end of year data shows pupils are in line with or above national average	Key assessment points and Pupil Progress meetings Learning walks	EW/SLT	Monitoring Schedule
Outcome C PP pupils are targeted to engage in extra-curricular activities	Audit of PP engagement in extra-curricular activities. Funding support given for support participation	More PP pupil engagement and through enrichment learning outcomes are enhanced	Records of pupils attending various activities Parent and pupil surveys	JJ	
Outcome E Quality first teaching is improved to ensure all PP pupils progress well	Targeting of PP pupils within every lesson to ensure there is a good understanding	The gap between PP pupils and non- PP pupils is narrowed even more than 2019	Key assessment points Pupil Progress meetings	SLT	
Total budgeted cost					£ 7.000
ii. Targeted support					
Desired outcome	Chosen action/approach	Intended Impact	Evaluation and Monitoring	Staff lead	Review
Outcome D To address the SEMH (social, emotional and mental health) needs of PP pupils and their families, where appropriate.	Use family support worker to engage with pupils and parents. To engage appropriate outside agencies to meet the SEMH needs of PP pupils. Develop restorative approaches and focus on	Pupils develop resilience and confidence in their own abilities and are fully engaged in their learning and school life. Parents feel supported and are able to help their children in their learning	Monitor SEMH but also monitor whether improvements in SEMH translate into improved attainment.	JJ	

	positive behaviours.				
Outcome E To achieve clarity around the precise needs of underperforming PP pupils and to ensure that these needs are being met	SENDCo to identify the precise needs of pupils who are under-performing. High-quality, time-limited interventions to be implemented by a teacher	PP pupils who are SEND, HA or other category groups achieve in line with expectations	Key assessment points Pupil Progress meetings	JJ/AG	

	<p>SENDCo to support class teachers to ensure that the needs of PP pupils with SEND needs are met.</p> <p>Higher-attaining PP pupils to be identified. SENDCo/AHTs/DH to support class teachers to ensure that the needs of these are met. SENDCo/AHTs/DH to lead on time related specific programmes of support for groups or individuals who need focused support</p>				
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<p>Outcome F</p> <p>Increased involvement of parents in learning for PP pupils will ensure better attainment and progress in learning.</p>	<p>More events to attract parents into school to learn more about engaging with children's learning. SLT lead to ensure that all PP pupils are engaging appropriately. SLT lead to closely monitor provision for PP pupils</p> <p>Use staff from across the school to facilitate Parent groups</p>	<p>Parents more engaged in their children's learning.</p> <p>Improved attainment and progress for all PP pupils</p>	<p>Parent surveys/evaluation forms</p> <p>Record of attendance at parent workshops</p>	<p>JJ/AG</p>	<p>On-going</p>
<p>Outcome G</p> <p>Attendance/punctuality of PP pupils being managed effectively. Data improves</p>	<p>AHT to track PP pupils; overlaying attendance against attainment and progress. Attendance Manager and AHT to monitor attendance data regularly; identifying issues and taking actions to address this.</p>	<p>All PP pupil attendance and punctuality is in line with whole school targets/expectations</p>	<p>EWO checks</p>	<p>OW/MZ</p>	<p>On-going</p>
<p>Outcome H</p> <p>PP pupil's opportunities in school and engagement in extra-curricular activities will have a positive effect on self-esteem, participation and experiences</p>	<p>PP pupils will be offered opportunities to participate in a range of activities in the school day and beyond.</p> <p>Parents will have the opportunity to request support for activities they want their PP child to take part in</p>	<p>More PP pupils taking part in a variety of extra-curricular activities</p>	<p>Monitoring of pupil's engagement and participation in activities and reviewed half termly.</p>	<p>JJ</p>	

Total budgeted cost					£15.000
iii. Other approaches					
Desired outcome	Chosen action/approach	Intended Impact	Evaluation and Monitoring	Staff lead	Review
Outcome F Increased parental engagement in their children's learning	Full time Family Support worker to assist pupils and their families.	Parents have a better understanding of their child's needs and there is a more collaborative approach to improving pupil outcomes	Assessment points	JJ/MM	On-going
Outcomes A-H PP leadership throughout the school will champion PP pupils, track progress, attainment and participation in school life	Critically analyse and act on attainment, progress and opportunities for PP pupils and ensure high self-esteem	All staff have a sound knowledge of the needs of PP pupils and implement appropriate interventions to secure positive outcomes for all	Weekly line management meeting of each 'Champion' with SLT lead	JJ/SLT	
Total budgeted cost					£25.000