

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
Number of pupils in school	369
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Mrs McGettigan
Pupil premium lead	Mrs Jepps
Governor / Trustee lead	Mrs 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

As a Catholic school the equality of the opportunities that we provide to children is central to our mission. National performance data for primary schools indicates that disadvantaged pupils are nearly 10 months behind non-disadvantaged pupils, and are often significantly behind their peers when entering formal schooling at the age of 4. We are committed to closing these attainment gaps and ensuring that all children have equal access to the opportunities that education provides. We therefore ensure that the Pupil Premium budgets are ringfenced to support our most disadvantaged children and used insightfully so that spends are impactful in narrowing achievement gaps; the impact of such spends are monitored, reviewed and amended as necessary. Our aim is to ensure support can always be flexible and bespoke in order to meet the needs of all of our children.

Supported by research, the spend is categorised in these three areas: Quality First Teaching in all classrooms across the school, Targeted Academic Support which 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 among them (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 enquiry-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 their gaps and barriers to knowledge. 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. 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 needs and development of a Mental Health First Aider and Senior Mental Health Lead. The school will provide support in a range of ways and we will 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.
All non-SEND PP Children make at least expected progress in reading.	Within year group cohorts, increased numbers of PP children achieving ARE in reading.
All non-SEND PP Children make at least expected progress in writing.	Within year group cohorts, increased numbers of PP children achieving ARE in writing.
All non-SEND PP Children make at least expected progress in Maths.	Within year group cohorts, increased numbers of PP children achieving 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 and 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.
There is a clear, well managed behaviour policy which ensures classrooms are productive and safe.	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	Work undertaken demonstrates a notable improvement in PP attendance percentages.
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.

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 receive letters and sounds training (Little Wandle Accredited Scheme) • All year groups using same teaching approach to phonics. • 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. • Use of key vocabulary identified and explained at the start of each lesson on the whole class PPT • Use Spelling Shed to support vocabulary development across the school, with all PP having access to use at home • 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 • To analyse summative assessment data and 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. • Buy and embed the use of Accelerated Reader across key stage 2 to increase reading for 	<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>

<p>pleasure, comprehension skills, fluency and time spent reading at home.</p> <ul style="list-style-type: none"> • Buy and embed the use of Doodle English and Doodle spell to identify and close gaps writing. • Buy and embed the use of Doodle Maths and Doodle times tables to identify and close gaps in Maths. • Buy and embed the use of Powerful words vocabulary programme across KS2. • DEAR Drop Everything And Read embedded into the timetable • Whole class reading timetabled everyday • Teacher training and implementation in the Write Stuff to improve writing across the school • Group teacher support for targeted children • Outdoor learning OUT DO Project • Deliver CPD programme linked to evidence-based research in order to develop pedagogical practice. • Implement and embed metacognition strategies into classroom practice across the school with further training if needed. • 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"> 1. A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children. 2. Reading comprehension strategies and the explicit embedding of phonics throughout the school. 3. 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 	<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</p>	<p>1,2,4</p>

<ul style="list-style-type: none"> Pupils invited to school at 8.30 for Doodle English catch up programme 	<p>method to fill gaps. This mirrors the findings of the Sutton Trust and EEF toolkits and the Ofsted guidance discussed above.</p>	
<ul style="list-style-type: none"> Afternoon interventions of Small group letters and sounds phonics targeting pupils identified each morning in KS1. 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"> 3 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"> Cover supervisors used to free up teachers to push targeted PP pupils to achieve GDS 	<p>This will be covered if we do the tutoring so we may want to change this to low ability PP as it will allow us to support non pp lower ability pupils.</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> <p>Kindles to be purchased to prevent digital disadvantage.</p> <p>Class teacher to monitor PP pupils engagement in home learning.</p> <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

<p>Monitoring PP pupil involvement in extra curricular activities in and out of school and the introduction of a cultural capital experience passport with a variety of different opportunities provided by the school for all pupils to take part in a wide range of activities. These will be specific to each year group, so that experiences are built upon as they journey through the school.</p> <p>All pupils to have experienced everything on the list for their year group unless circumstances like absence do not allow, measured through the pupil experience passport tick boxes.</p> <p>At SJR no pupil will go without due to financial disadvantage by making sure that:</p> <p>Any families struggling financially will receive some funding towards the following:</p> <p>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> <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> <p>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 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. FW available to support parents and children in difficult circumstances and refer to Early Help if needed.</p>	<ol style="list-style-type: none"> 2. To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and 3. 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 'Schools...hav[ing] strategies for encouraging the presence, participation, and achievement of all learners'. 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. From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children</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

	<p>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 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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.