



ST RICHARD REYNOLDS CATHOLIC COLLEGE

Pupil Premium Grant (PPG)

Primary School – 2016/17

The Pupil Premium Grant gives schools extra funding to raise attainment of disadvantaged pupils from reception to year 11.

The government, in introducing this grant, has left it up to individual schools to allocate the resources to the areas where they will have most impact.

At St Richard Reynolds, we recognise that not all pupils who are eligible for Free School Meals (FSM) are disadvantaged, and that some disadvantaged pupils are ineligible for FSM. These pupils are identified in various ways, in particular the College's pastoral monitoring system, or the monitoring of pupil progress.

Total number of pupils: 120, increasing to 150 in September 2017

Pupils eligible for PPG: Ever 6 (5), PP+ (2)

The school has the following provision or Pupil Premium children:

- An interventions role to support with mathematics, phonics and English
- Providing resources to support these interventions
- Ongoing TA training
- NQT training programme
- Subsidising school trips and extra-curricular activities
- Support for pupil music lessons

Funding received for 2016/17 academic year £10,400



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Principal: Richard Burke BSc MA
Diocese of Westminster

Targeted Support for children in receipt of Pupil Premium (2016-17)

Focus	Objective	Action	Cost	Impact and Evidence
Emotional Support	To support the emotional well-being, resilience and self-esteem of pupils to enable them to engage in their learning.	Support from Nurture group to develop pupil's emotional resilience.	Nil cost	Assessments show children are developing the ability to articulate their feelings and can implement strategies in different social situations.
Cognition and learning	To raise the attainment and progress in English and Maths	The Sutton Trust advocates the benefits of small group work and one to one tuition. The school plans, delivers and evaluates booster groups in Maths, English and phonics.	£32,184 - Cost of Teaching Assistants to deliver a range of Maths and English Interventions.	The school evaluates the impact of each intervention. The progress and attainment of each pupil is tracked. Further action is taken if a child is not making the expected progress. (See attainment and Progress)
Cognition and learning	To raise the attainment and progress in phonics.	Specific phonics support implemented 12 hours a week to consolidate phonics for reading and spelling.	£9,013 Specific Phonics Intervention cost.	50% of PP pupils achieved expected standard in National Screening Check and targeted phonics support has been implemented for specific pupils.
Attendance	To improve the attendance of pupils (College target 96%) in order to raise attainment and progress.	Welfare officer and Attendance Lead monitor the attendance of children in primary. Meeting with parents regarding any concerns with attendance.	£525 – administrative/welfare support	Attendance data shows that 86% of pupils receiving PP funding improved attendance over a 2 year period. (2015-16 and 2016-17)

Focus	Objective	Action	Cost	Impact and Evidence
Social and Emotional Health	To raise the achievement and interest level in extracurricular activities which support the curriculum.	Support to access extracurricular activities, school trips music lessons or sports clubs.	Minimal spend, to increase in 2017/18 academic year	Families are supported financially with school trips and extracurricular activities allowing children to participate.
Training and Development	To raise the attainment of progress in English and Maths	Planned programme of Continued Professional Development in developing pedagogy and strategies to support children. Director of Primary Learning supports LSAs and TAs to deliver Intervention programmes.	£730 – Time to prepare Insets for staff.	Intervention Provision map shows pupils making expected progress and shows targeted support for any child who is not meeting progress expectations.

Proposals for 2017/18

From December 2017, we have started training staff to deliver the specialist Emotional Literacy Programme (ELSA) to provide support to pupils in managing their emotions. Further interventions will be provided as a part of this role.