



Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Richard Reynolds Catholic Primary School
Number of pupils in school	210 (Reception –Year 6)
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Headteacher-Anna McMullen
Pupil premium lead	Dee Forsdick
Governor / Trustee lead	Luke Parker/Eddie Doyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,700
Recovery premium funding allocation this academic year	2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£18,700
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant was introduced by the government to help disadvantaged children and young people from Reception to Year 11 to achieve well at school. Schools receive specific funds to support children who are eligible for free school meals or have been at any point in the last six years, looked after children and those from families with parents in the Armed Forces. This funding is additional money given to schools to help raise the attainment of eligible pupils and improve the educational and personal outcomes for this group of pupils. Schools have the autonomy to spend the funds as they wish, with the aim of reducing the attainment gap between Pupil Premium and non-Pupil Premium children. Schools are required to publish details on their pupil premium grant, its allocation and the impact it has had on pupil attainment.

We recognise that not all pupils who are eligible for Free School Meals (FSM) are disadvantaged, and that some disadvantaged pupils are not registered for FSM. These pupils are identified through the College's pastoral or progress monitoring systems and we allocate pupil premium funding to support them.

The support that Pupil Premium children receive and the planned provision provided is informed by the latest documentation and research from: The Department for Education; Ofsted; The Education Endowment Fund and the Sutton Trust. In light of recommendations for best practice. Our ultimate objectives for our disadvantaged pupils are:

- Raise attainment for PP pupils so that they make expected or better than expected progress and in line with their non-disadvantaged peers.
- Raise percentage of PP pupils achieving Expected + at end of Key Stage 1 and Key Stage 2.
- Continue to provide a culturally rich education that goes beyond academic development.
- Maintain Improved attendance amongst PP pupils in line with the whole school attendance target of 96%.
- Continue to address emotional barriers to learning.

Our key principles are:

- **High quality teaching** with an emphasis on cognition and learning. Whole school strategy of "Quality First Teaching" to ensure PP pupil progress and attainment is in line with their non-disadvantaged peers.
- **Attainment-** Ensure each child that is eligible has a personalised plan to help them achieve academically and enrich their personal development. This will help them close any attainment gaps that may exist, ensure they are ready to thrive at secondary school by the end of Year 6 and ultimately improve their life chances.



- **Target support-** Continued SEMH support to develop resilience and ensure emotional well-being is not a barrier to learning. Targeted support at key transition points Year 2-3 and Year 6-7 and KS4.
- **Entitlement and enrichment.** Provide a culturally rich education that goes beyond academic development through the provision of extracurricular activities which will enhance educational entitlement for PP pupils.

Challenges

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

Challenge number	Detail of challenge
1	Reading – To support those eligible for the PPG to close the attainment gap with their peers.
2	Writing – To support those eligible for the PPG to close the attainment gap with their peers.
3	Maths – To support those eligible for the PPG to close the attainment gap of working at the greater depth standard with their peers.
4	Raise the attendance and responses to curriculum demands for those pupils eligible for PPG. (i.e. engagement, access to the curriculum and finding it challenging) .
5	Low emotional literacy and difficulty in self-regulation.

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
Improve PP pupil outcomes in Reading. Raise attainment in Reading for PP pupils so that they make expected or better than expected progress and are in line with their non-disadvantaged peers.	<ul style="list-style-type: none"> ● PP pupils attend Read Write Inc interventions. ● The attainment of non-SEND, disadvantaged pupils across Years 1 to 6 is in line with the attainment of their non-SEND peers.



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	<ul style="list-style-type: none"> ● By the end of Key Stage 2, PP pupils' attainment in Reading is equitable to their peers. ● There is an increase of percentage of PP pupils achieving the greater depth standard. ● PP pupils enjoy reading and take part in enrichment opportunities.
<p>Improve PP pupil outcomes in Writing. Raise attainment in Writing for PP pupils so that they make expected or better than expected progress and are in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● PP pupils attend Read Write Inc interventions. ● The attainment of non-SEND, disadvantaged pupils across Years 1 to 6 is in line with the attainment of their non-SEND peers. ● By the end of Key Stage 2, PP pupils' attainment in Writing is equitable to their peers. ● There is an increase of percentage of PP pupils achieving the greater depth standard. ● Teachers have successfully implemented oracy strategies recommended by Voice 21 with a focus on PP pupils. ● PP pupils enjoy Writing and are taking part in enrichment opportunities.
<p>Improve PP pupil outcomes in Maths. Raise attainment in Maths for PP pupils so that they make expected or better than expected progress and in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● PP pupils are part of Maths interventions. ● There is an increase of percentage of PP pupils achieving the greater depth standard. ● The attainment of non-SEND, disadvantaged pupils across Years 1 to 6 is in line with the attainment of their non-SEND peers. ● By the end of Key Stage 2, disadvantaged pupils' attainment in Maths is equitable to their peers. ● PP pupils enjoy Maths and are taking part in enrichment opportunities.
<p>Maintain Improved attendance amongst PP pupils in line with the whole school attendance target of 96%.</p>	<ul style="list-style-type: none"> ● Monitoring and support systems ensure attendance of PP pupils is in line with their peers.



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	<ul style="list-style-type: none"> ● PP pupils who are consistently late regularly attend the breakfast club.
<p>SEMH support develops resilience, self-regulation and ensures emotional well-being is not a barrier to learning.</p> <p>Entitlement and enrichment, ensure that all pupils benefit from a culturally rich education that goes beyond academic development through the provision of extracurricular activities.</p>	<ul style="list-style-type: none"> ● Designated, specialised support will be scheduled and monitored. ● Staff are applying the training on Zones of Regulation. ● PP pupils attend Zones of Regulation intervention when needed. ● LSA successfully completes the training in Emotional Literacy Support Assistance (ELSA). ● The therapy dog in school supports pupils in regulating their emotions. ● An effective tracking of participation is established and monitored. ● Levels of engagement in extracurricular activities are in line with peers. ● Pupils have the opportunity to go on school trips and residential trips. Pupils develop their talents, improve social skills, develop cultural capital and provide life experiences which they draw upon when learning.



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: £4,629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching. No Cost</p> <p>Evidenced based teaching through Learning Inquiry & CPD. CPD Focus on Oracy and Voice 21 £1,000</p>	<p>The evidence suggests that quality Professional Development improves teaching and pupil learning (Fletcher-Wood & Zuccollo, 2019; Kennedy, 2016a; Lynch et al., 2019). Senior leaders regularly carry out learning walks, monitor and evaluate teaching and learning.</p> <p>EEF ToolKit (2001) claims that Interleaving and questioning can add +7 months and assessment for learning and feedback can add +6 to pupil’s progress. EEF research on working memory intervention (2019) claims that pupils who took part in the intervention made the equivalent of 3 months progress compared to those pupils who did not take part in the intervention.</p> <p>The Communication Trust’s 2017 report, ‘Talking About a Generation’ found that children who struggle with language or have poor vocabulary at age five are:</p> <ul style="list-style-type: none"> ● Six times less likely to reach the expected standard in English ● Ten times less likely to achieve the expected level in Maths. ● More than twice as likely to be unemployed at age 34. 	<p>1,2,4 &5</p> <p>1,2&3</p>



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<p>ELSA training for one member of support staff. £950</p>	<p>ELSA stands for Emotional Literacy Support Assistant. ELSA support in schools is a project designed to help schools support the emotional needs of their pupils.</p> <p>ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed.</p> <p>The initiative was developed and supported by educational psychologists who used knowledge of how children develop socially and emotionally and apply this knowledge to the needs of pupils.</p> <p>ELSAs are trained to plan and deliver programmes of support to pupils in their school who may be experiencing temporary or long term additional emotional needs.</p>	<p>1,2,3,4&5</p>
<p>Subject Leader release time to ensure outstanding curriculum for all pupils. £1,479</p>	<p>To continually evolve and improve our school curriculum, leaders need to regularly evaluate their subject, provide support to those that need it and continuously innovate based on the evidence they gather.</p>	<p>1,2&3</p>
<p>Professional Development for teachers through subject scholarship.</p>	<p>Reflective and well trained teachers will constantly strive to improve their practice for the benefit of all those pupils they teach.</p>	<p>1,2,3,4&5</p>
<p>Sensory Circuit Training provided by school Occupational Therapist No cost</p>	<p>Reflective and well trained teachers will constantly strive to improve their practice for the benefit of all those pupils they teach especially those with focus and concentration difficulties.</p>	<p>1,2,3,4&5</p>



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<p>Social stories and comic strip training by the school Speech and Language Therapist. No cost</p>	<p>Reflective and well trained teachers will constantly strive to improve their practice for the benefit of all those pupils they teach, especially those who find it difficult to self -regulate and to play appropriately.</p>	<p>1,2,3,4&5</p>
<p>Phonics training & parent workshops. No cost</p> <p>Professional Development for teaching assistants on Read Write Inc Phonics and interventions , maths interventions and effective questioning and Oracy Skills. £1,200</p>	<p>Enabling children to decode and read confidently opens up the whole curriculum and improves attainment across all subjects, improving life chances. Better informing parents how to support their child leads to greater impact.</p> <p>Reflective and well-trained teaching assistants will strive to improve their practice to enable them to make further impact on pupil progress. Training provided by English and Maths subject lead and School SENDCo</p>	<p>1,2&4</p> <p>1,2&4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Champions. No cost</p>	<p>Each pupil is assigned a champion mentor from the senior leadership team and English subject lead to provide an opportunity for the pupils to read to</p>	<p>1,2,4&5</p>



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	them weekly 1-1 or in a small group to model reading and help promote their love of reading.	
Year 6 Booster Group (English and Maths). £1,050	Twice weekly targeted teaching for English and Maths by our most experienced teachers to provide a small group of pupils the support they need to meet the end of Key Stage 2 expectations.	1,2,3 4&5
Read Write Inc interventions: Fast Track Phonics, Comprehension and Fresh Start. Read Write Inc £4,361	20 hours per week of targeted intervention in phonics, spelling, reading and writing Read Write Inc taken by our trained TAs to support pupils in closing the gap and to help meet the expected standard for their age.	1&2
Maths Intervention. Doodle Maths subscription and twice weekly intervention. £500	DoodleMaths is an individual tailored intervention that creates every child a unique work programme filling the gaps in their knowledge, targeting tricky topics and consolidating their learning, helping them to get ahead in maths.	3
Sixth form mentoring programme. No cost	30 minutes per week with a PP pupil to improve confidence and help raise attainment amongst Year 6 girls. <i>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. (EEF)</i>	3
Identify and support the needs of PP pupils in Reception and Year 1 with speech and language difficulties. £1,500	Continue using Nuffield Early Language Intervention (NELI) in Reception to provide specific target intervention for each identified pupil.	1,2&4
Sensory and Physical intervention. £310	30 minutes weekly carried out by our PE specialist focussing on fine and gross motor activities to help improve coordination and balance.	1,2,3&4



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Sensory Circuits £1,155	Daily energise intervention involving a sequence of physical activities that are designed to alert, organise and calm.	1,2,3&4
Book Club £200	A weekly club for the more able Year 5 & 6 readers explores high level texts and gives pupils the opportunity to discuss, explore and comprehend advanced texts.	1&2

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

Budgeted cost: £ 8,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH survey £200	<i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF Toolkit)</i>	1,2,3,4&5
Individual Education Plans £200	By creating a specific and individual plan with SMART targets, pupils, parents and staff will be able to work towards specific and achievable goals.	1,2,3,4&5
Emotional Literacy Support Assistance (ELSA) £1,817	Children sometimes need support to express their emotions, deal with challenges they face. Our dedicated ELSA teacher is able to provide this support to pupils that are referred. By enabling children to feel safe, secure and happy, we are providing the conditions for them to be ready to learn.	4&5
SEMH Small group and 1-1 sessions led Zones of Regulation Champion. £1,237	Zones of Regulation Champion will equip pupils with strategies to help them regulate in emotional situations allowing them to become more focussed on learning. <i>The average impact of metacognition and self-regulation strategies is an</i>	4&5



	<i>additional seven months' progress over the course of a year. (EEF)</i>	
Draw and Talk Therapy for identified PP pupils. £726	Specialist Draw and Talk therapy to be provided for those pupils who are low in self-esteem and finding it difficult to communicate their feelings. Art and drawing can be used to create a calming atmosphere where they may be able to express their feelings and emotions through drawing.	4&5
Zones of Regulation resources £500	If children have the vocabulary to express their emotions and the tools to regulate their feelings and make good choices, they will be more likely to be ready to learn. The zone of regulation provides this framework.	1,2,3&5
Breakfast Club £1,450	<i>Breakfast clubs can help pupils' punctuality. Breakfast clubs can be a way of encouraging pupils to get to school on time. Providing breakfast free of charge can encourage parents to let their children come in earlier. Pupils generally like the food on offer and the opportunity to mix with their friends before lessons. (DfE)</i>	1,2,3,4&5
Enrichment days Subsidised trips & extra-curricular clubs/music lessons given to families on a case-by-case basis. £1,800	The evidence in the Toolkit from the EEF suggests that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience. <i>(EEF Toolkit)</i> Giving pupils the opportunity to benefit from a wide range of enrichment opportunities enhances their learning, improves their cultural capital and supports their personal development.	1,2,3 &4
Remote learning resources, IT & support with uniform if required. £500	<i>Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. The studies</i>	3&4



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	<p><i>from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic. Providing a child with the necessary means to access remote learning removes the socio-economic barrier to learning.</i></p>	
<p>Parental Engagement support programme £200</p>	<p>Parents are the primary educators of their child. By supporting parents to develop their skills in supporting their child's education at home, disadvantaged pupils will make accelerated progress.</p>	<p>1,2,3&5</p>

Total budgeted cost: £22,335

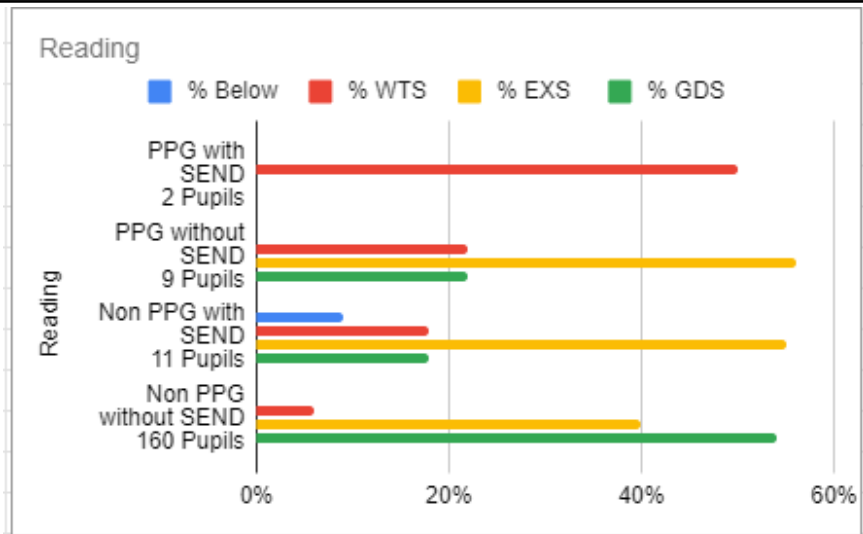


Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

	Intended Outcome	Success Criteria
1	<p>Improve PP pupil outcomes in Reading. Raise attainment in Reading for PP pupils so that they make expected or better than expected progress and in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● PP pupils to attend Read Write Inc interventions. ● Termly Pupil Progress meetings. ● PP pupils to be on track year on year for the end of each Key Stage target. ● By the end of Key Stage 2, PP pupils' attainment in Reading is equitable to their peers. ● PP pupils enjoy reading.
	<p>Evaluation July 2022</p>	<p>There was 1 PP pupil in Year 6 who made excellent progress over Key Stage 2 achieving the greater depth Standard in Reading at the end of KS2.</p> <p>Reading attainment at the end of the academic year 2022-23 across Years 1 to 6 is summarised below.</p> <p>The proportion of disadvantaged children, without SEND, meeting the expected standard + in reading is 78%, above the national average. The proportion of non-disadvantaged children, without SEND, meeting the expected standard + in reading is 94%. This shows that the attainment gap still exists between disadvantaged pupils and their peers in Reading and will continue to be a priority. The evidence also demonstrates that our disadvantaged pupils are not in line with their peers in achieving the greater depth standard. 22% of PPG pupils from Years 1-6 achieved greater depth compared to 54% of non-disadvantaged pupils. Therefore, focusing on targeted PP pupils for greater depth in Reading through our PPG Champion Programme, Read Write Inc intervention and daily reading continues to be a priority for 2023-24 academic year.</p>



The Pupil Premium Grant was also used to fund the cost of the Read Write Inc interventions, which our disadvantaged pupils who are not achieving the expected standard attend. These interventions are effective and will continue throughout the 2023-24 academic term.

2 Improve PP pupil outcomes in Writing. Raise attainment in Writing for PP pupils so that they make expected or better than expected progress and in line with their non-disadvantaged peers.

- PP pupils to attend Read Write Inc interventions.
- PP pupils in Year 6 attend writing intervention with specialist teachers .
- PP pupils to be on track for their end of each Key Stage target.
- By the end of Key Stage 2, PP pupils' attainment in Writing is equitable to their peers.
- PP pupils enjoy Writing.

Evaluation July 2022

There was 1 PP pupil in Year 6, who achieved the expected standard in Writing. The attainment in writing is generally in line with their peers but this is a small sample size.

Writing attainment at the end of 2022-23 across Years 1 to 6 is summarised below.

The proportion of disadvantaged children, without SEND, meeting the expected standard in writing is 67%. The proportion of non-disadvantaged children, without SEND, meeting the expected standard in writing is 89%. Although this shows that a gap remains between disadvantaged pupils and their peers, 7% more of our disadvantaged pupils are achieving the expected standard in writing than they were in last academic year.

Currently we have no PPG pupils achieving the greater depth standard in Writing, therefore this will be a focus area for the 2023-24 academic year.



	<p>Writing</p> <table border="1"> <caption>Writing Attainment Data</caption> <thead> <tr> <th>Group</th> <th>% Below</th> <th>% WTS</th> <th>% EXS +</th> <th>% GDS</th> </tr> </thead> <tbody> <tr> <td>PPG with SEND (2 Pupils)</td> <td>0%</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>PPG without SEND (9 Pupils)</td> <td>0%</td> <td>~35%</td> <td>~65%</td> <td>0%</td> </tr> <tr> <td>Non PPG with SEND (11 Pupils)</td> <td>0%</td> <td>~65%</td> <td>~35%</td> <td>0%</td> </tr> <tr> <td>Non PPG without SEND (160 Pupils)</td> <td>0%</td> <td>~10%</td> <td>~85%</td> <td>~5%</td> </tr> </tbody> </table>	Group	% Below	% WTS	% EXS +	% GDS	PPG with SEND (2 Pupils)	0%	100%	0%	0%	PPG without SEND (9 Pupils)	0%	~35%	~65%	0%	Non PPG with SEND (11 Pupils)	0%	~65%	~35%	0%	Non PPG without SEND (160 Pupils)	0%	~10%	~85%	~5%
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<p>3 Improve PP pupil outcomes in Maths. Raise attainment in Maths for PP pupils so that they make expected or better than expected progress and in line with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> ● PP pupils to attend White Rose interventions where necessary. ● PP pupils targeted to achieve a greater depth standard in Maths. ● PP pupils to be on track for their end of Key Stage target. ● By the end of Key Stage 2, disadvantaged pupils' attainment in Maths is equitable to their peers. ● PP pupils enjoy Maths. 																									
<p>Evaluation July 2022</p>	<p>There was 1 PPG pupil in Year 6, who made a progress score of +4.5 and achieved the expected standard in Maths. In terms of progress this PPG pupil has made considerably more progress than their peers.</p> <p>Maths attainment at the end of 2022-23 across Years 1 to 6 is summarised below.</p> <p>The proportion of disadvantaged children, without SEND, meeting the expected standard in Maths is 89%. The proportion of non-disadvantaged children, without SEND, meeting the expected standard in Maths is 94%. This shows that disadvantaged pupils are not achieving in line with their peers.</p> <p>Due to a gap of 19% between disadvantaged pupils and their peers in the greater depth standard, increasing the number of disadvantaged pupils achieving GDS in Maths will be a key focus in 2023-24.</p>																									



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<p>4 Maintain improved attendance amongst PP pupils in line with the whole school attendance target of 96%.</p>	<ul style="list-style-type: none"> ● Attendance will be in line with their peers. ● School will work with parents to raise the attendance of our disadvantaged pupils. ● The EWO and Inclusion lead support parents to improve attendance. 																									
<p>Evaluation July 2022</p>	<p>At the end of the 2022-23 academic year the attendance of our disadvantaged pupils increased from 84% to 92%. The attendance of our Non disadvantaged pupils was 96.8%. This means that although careful monitoring of PPG attendance has led to an increase it is still not in line with our college expectation of 96%</p> <p>Disadvantaged pupils in Years 2 and 6 had the lowest attendance this is due to emotionally related school avoidance (ERSA).</p> <p>Attendance 2022-2023</p> <table border="1"> <caption>Attendance 2022-2023</caption> <thead> <tr> <th>Category</th> <th>Attendance (%)</th> </tr> </thead> <tbody> <tr> <td>PPG</td> <td>~92%</td> </tr> <tr> <td>Non PPG</td> <td>~96.8%</td> </tr> <tr> <td>Whole School</td> <td>~96%</td> </tr> <tr> <td>National</td> <td>~96%</td> </tr> </tbody> </table> <p>Raising the attendance of PP pupils to be in line with College expectations of 96% remains a key focus area for the 2023-24 academic year.</p>	Category	Attendance (%)	PPG	~92%	Non PPG	~96.8%	Whole School	~96%	National	~96%															
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<p>5 Continued SEMH support to develop resilience, self-regulation and ensure emotional</p>	<ul style="list-style-type: none"> ● Designated, specialised support will be scheduled and monitored. ● Staff will be trained in the Zones of regulation. 																									



<p>well-being is not a barrier to learning.</p> <p>Entitlement and enrichment, ensure that all pupils benefit from a culturally rich education that goes beyond academic development through the provision of extracurricular activities.</p>	<ul style="list-style-type: none">● An effective tracking of participation is established and monitored.● Levels of engagement are in line with peers.
<p>Evaluation July 2022</p>	<p>As a school we achieved the Silver award as part of the School Attachment programme.</p> <p>CALM spaces are in every classroom and Zones of Regulation strategies are on display for pupils to help self regulate.</p> <p>Lunchtime Nurture groups are in place helping pupils navigate social situations that they may find difficult.</p> <p>Pupils have strong friendships and have good relationships with their class teacher.</p> <p>Pupils are becoming increasingly able to express their emotions effectively.</p> <p>Pupils can show resilience and determination when completing their work.</p> <p>Pupils have a positive attitude towards attending school and love of learning this is evident in the increase of attendance.</p> <p>All enrichment experiences, educational visits and clubs that were able to run were funded for disadvantaged pupils who needed support, this was reviewed on a case by case basis. 100% of our disadvantaged pupils old enough to attend before or after school clubs have attended at least one enrichment club. Disadvantaged pupils were given support to fund residential visits by the pupil premium grant, where appropriate. Disadvantaged pupils have benefitted from a huge range of opportunities to build on their personal development and cultural capital.</p> <p>Parents were kept informed of all local offers providing out of school activities, including the FUEL programme.</p>



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL



	The PPG school lead has met with parents of each disadvantaged pupil to put together education plans. These plans are to be reviewed each year.
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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
Fresh Start	Read Write Inc
Fast Track Phonics	Read Write Inc
ELSA	Achieving for Children
Doodle Maths	Doodle 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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a



Further information (optional)

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Hattie, J. (2016). *250+ influences on Pupil Achievement*. Retrieved from Visible Learning PLus: <https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>

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