## St George's Central C.E. Primary School and Nursery Pupil Premium Strategy Review 2018/2019



'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

## St. George's Central Pupil Premium Strategy Review 2018/2019

1. Summary information					
School	St George's Central C of E Primary School				
Academic Year	2018/2019				
Total number of pupils	320	Number of pupils eligible for PP	101		we commissioned.

2. Attainment 2018/2019				
<u>KS2</u>	Pupils eligible for PP in school	Pupils eligible for PP nationally/locally	Pupils not eligible for PP in school	Pupils not eligible for PP nationally/locally
% reaching age related expectations in reading, writing and maths	55%	ТВС	83%	ТВС
% reaching age related expectations in reading	59%	61%	83%	79%
% reaching age related expectations in writing	68%	66%	94%	86%
% reaching age related expectations in maths	73%	66%	100%	87%
<u>KS1</u>	Pupils eligible for PP in school	Pupils eligible for PP nationally/locally	Pupils not eligible for PP in school	Pupils not eligible for PP nationally/locally
% reaching age related expectations in reading, writing and maths	21%	ТВС	71%	ТВС
% reaching age related expectations in reading	43%	57%	82%	81%
% reaching age related expectations in writing	29%	51%	76%	75%
% reaching age related expectations in maths	36%	58%	79%	81%
Y1 Phonics Screening Check	Pupils eligible for PP in school	Pupils eligible for PP nationally/locally	Pupils not eligible for PP in school	Pupils not eligible for PP nationally/locally
% reaching age related expectations	83%	65%	88%	84%
Reception Good Level of Development	Pupils eligible for PP in school	Pupils eligible for PP nationally/locally	Pupils not eligible for PP in school	Pupils not eligible for PP nationally/locally
% reaching Good Level of Development	47%	Local authority:51%	78%	Local authority: 71%

3	3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-sc	In-school barriers					
Α.	Attainment in reading, writing and mathematics is lower than non PP children in most year groups.					
В.	Many PP children lack knowledge, understanding and emotional awareness gained from life experience in key areas.	ces and enrichment of the curriculum to the detriment of their achievement				
C.	Home learning is not fully supported.					
Exter	nal barriers					
D.	Attendance and punctuality are below the expected level for some PP children at our school.					
4. D	Desired outcomes					
	Desired outcomes and how they will be measured	Success criteria				
Α.	Attainment in reading, writing and mathematics improves for PP children across all year groups and gaps will close between PP children and non PP children.	Attainment data will be reviewed termly. Termly assessments will show that the gap between PP and non PP children is closing. End of KS2, end of KS1 and Reception GLD results will show improvements year on year for the attainment of PP children and the gap between PP and non PP children will close.				
В.	PP children will have improved knowledge, understanding and emotional awareness of the world and will be able to apply this to their school work.	PP children will attend trips and other enrichments to the curriculum. More PP children will take part in enrichments and extra-curricular activities than in previous years. Termly assessments will show that the gap between PP and non PP children is closing. End of KS2, end of KS1 and Reception GLD results will show improvements year on year for the attainment of PP children and the gap between PP and non PP children will close.				
C.	Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home.	Number of children attending breakfast club and accessing learning mentor support will increase. Termly assessments will show that the gap between PP and non PP children is closing. End of KS2, end of KS1 and Reception GLD results will show improvements year on year for the attainment of PP children and the gap between PP and non PP children will close.				
D.	Improved attendance and punctuality for PP children and for other pupils also.	Attendance and punctuality data will show an improvement from previous years for PP children.				

## Review of Expenditure Academic Year: 2018/2019

i. Quality of teaching for all

Total cost for this part of the strategy:

£38,021

			£38,021
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	Small group tuition within class and in class same day interventions. This is directed by individual class teachers to support learning within class and is led by experienced teaching assistants. Identified pupils are able to work in small groups on objectives critical to their achievement within their year group. This includes groups for reading, writing, mathematics, phonics and speaking and listening. It will also look to boost achievement and enable more children to achieve greater depth. This may also involve identified pupils receiving extra intervention on a day to day basis from teachers or teaching assistants. The nature of this intervention will change on a daily basis depending on children's needs.	*This strategy was more effective in some classes than others. There was little gap between percentages of PP and non PP children achieving the expected standard in reading, writing and maths in some classes but not necessarily in others. The cause for gaps in some classes is felt to be cohort and child specific but is being investigated. *In KS2 this approach appears to have been effective overall as despite gaps between PP and non PP children's attainment in individual subjects our PP chidlren's attainment is broadly in line with local authority averages for PP children's attainment.	*Support will be amended where appropriate to target children on an individual basis rather than as part of a group.
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<b>Daily reading support</b> All PP children in EYFS and KS1 and those who require it in KS2 will read to an adult on a daily basis.	*Class teachers kept lists of those pupils who needed to be heard read and both teachers and teaching assistants were involved in listening to children daily. *Home learning clubs facilitated reading with children and families. *The library was improved and utilised on a regular basis to support and promote reading. *The head teacher checked planners of pupil premium pupils on a termly basis and feedback was	*This approach was effective so it will be continued.

		given to staff.	
<ul> <li>B: PP children will have improved knowledge, understanding and emotional awareness of the world and will be able to apply this to their school work</li> <li>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</li> </ul>	Enrichment Activities Funding will be set aside to subsidise trips, visits and visitors to school to support curriculum delivery and enhance learning opportunities. Funding is also available to ensure PP children's attendance at chargeable extra- curricular clubs. This also includes a subsidy towards the annual residential at Hinning House. Courses, training and other bought in interventions. Funding is reserved for staff training and other bought in interventions which may be deemed necessary over the course of the year, dependent on pupil needs.	*All children have been on a wide range of trips across school which have enriched learning experiences. *Successful residentials took place at Hinning House in January and February 2019. Several PP children accessed this. *"Wow" events are consistently used to introduce topics and engage children in their learning. *Staff participated in greater depth/mastery related training for maths. *An Inset on PE was delivered in September 2019, this supports our focus on physical and mental health and well being. *Class timetables were amended to provide more time for the English and maths curriculum. *There was a wide variety of CPD accessed by all members of staff in areas pertinent to their role or subject within school. Full details are available in school.	<ul> <li>*We will maintain this next year as a lot of PP and non PP children benefit from this approach.</li> <li>*We will embed the use of Boxall Profiles to better monitor the impact of this approach and additionally the diaries completed as part of the Hinning House experience will be utilised in reviewing effectiveness.</li> <li>*Class "budgets" have been introduced as a way of further encouraging and supporting imaginative and inventive trips and other learning experiences.</li> <li>*Embed methods shared in the greater depth maths training within maths lesson.</li> <li>*Utilise the activities and suggestions provided during the PE Inset training.</li> </ul>
ii. Targeted Support			Total cost for this part of the strategy: £87,979
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	Intensive Phonics Sessions for KS1 KS1 children are placed into flexible groups for daily phonics sessions. Teaching assistants are utilised to ensure children can work in small groups within this time.	*Children were organised in flexible groupings. A group with children on lower phases was supplied with more adults to try and encourage the progress of children in this area and pupil premium children did benefit from this extensive support. *The gap between the attainment of PP and non PP children in the Y1 Phonics Screening Check was reduced to -5%. Our PP children	*Continue with this approach next year.

		outperformed the local authority average for PP children by 18%.	
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<u>Phonics Intervention KS1</u> Children receive intensive phonics intervention from an experienced teaching assistant for thirty minutes, four times a week.	*KS1 Phonics interventions were used extensively and the gap was reduced to -5% between PP and non PP children. Our PP children outperformed the local authority average for PP children by 18%.	*Continue with this approach next year.
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<b><u>Reading Explorers Interventions</u></b> <u>Y2 – 6</u> Children take part in a skills based reading intervention with an experienced teaching assistant, designed to boost achievement so children are either working at the expected standard or working at greater depth.	*Reading Explorers was used extensively as a reading intervention across Y1 – Y6. *Children involved in this made good progress relative to their starting points. However this is not always reflected in comparison data between PP and non PP children's attainment. Y6 PP children's attainment in reading was only 2% lower than that of local authority PP children's averages in this area.	*Continue with this approach next year.
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	Grammar Interventions KS2 Children take part in a grammar based intervention with an experienced teaching assistant.	*This occurred on an ongoing basis throughout the year. Work was directed by class teachers and completed by teaching assistants. *The grouping for this intervention was fluid depending on how children had performed during class based activities and many PP children benefited from this intervention.	*This approach will be continued next year.
B: PP children will have improved knowledge, understanding and emotional awareness of the world and will be able to apply this to their school work.	SpeechandlanguageInterventionsChildrenreceiveinterventionsfocusing on speech and language.Theseareusuallyconductedindividually or in a very small groupandchildrenwillworkonpersonalisedtargetsprovidedbyour speech and languagetherapist.	*Speech and language interventions for individual children were carried out throughout the year. *Some classes carried out Communication Groups which focused on developing language and communication in a social setting. *Teaching assistants received training from Speech and Language Therapist on the delivery of interventions.	*This approach will be continued next year.

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Desired outcome	Chosen action / approach	Estimated impact	Lessons learned
<ul><li>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</li><li>C: Environments conducive to</li></ul>	Breakfast Club A Breakfast club is provided for identified pupils. Breakfast is provided and children take part in games and activities to enable them to have a positive start to the	*Several PP children accessed Breakfast Club and this was important in terms of ensuring they were ready to learn. *If children have not attended Breakfast Club, where necessary	*We will continue with this approach next year. *The Inclusion Leader and Learning mentor will be more heavily involved in tracking the numbers of PP children attending Breakfast Club.
learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home.	day.	they have been provided with milk and toast upon arrival to school and pupil premium funding has been used to enable this.	
<ul> <li>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</li> <li>C: Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home.</li> </ul>	Home Learning Club Provision of two free Home Learning Clubs, one for Key Stage Two and one for Key Stage One pupils.	*Many PP children accessed both Home Learning clubs.	*We will continue with this approach next year. *KS1 Home Learning club will be amended to allow a focus on developing fine motor skills.
B: PP children will have improved knowledge, Understanding and emotional awareness of the world and will be able to apply this to their school work.	<b>Extended Music Provision</b> Funding for all pupils to learn an instrument in Key Stage Two as part of the Wider Opportunities programme. Children will be able to learn an instrument and will be exposed to this area of the curriculum fully. Identified children have the opportunity to develop skills that they may not otherwise have had chance to.	*Children in Y4 have accessed the Wider Opportunities music programme throughout the year. They have learnt three different instruments. School has hosted termly concerts, enabling children to showcase their achievements. *All PP children in Y4 have accessed these. *Some PP children also took up individual tuition in musical instruments and some PP funding was used to subsidise this.	*We will continue with this approach next year.
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<b>Sports and swimming</b> This covers a contribution towards additional specialist sports coaching, after school clubs and funding for swimming lessons. Children take part in a wide range of extra-curricular clubs. Pupils become healthier and fitter as a result of enhanced sports	*School has provided a wide range of different sporting activities. *This has included extra tuition and activities at lunch time which PP children have been involved in. *Swimming has occurred weekly for children in Years 3 and 4 and the vast majority of children are able to swim as a result of these	*We will continue with this approach next year. *Monitoring of the numbers of PP children involved in sports and clubs will be continued and actions as a result of monitoring will be implemented.

	provision. Pupils have the	lessons.	
	opportunity to take part in	*We have also had as many as 24	
	activities and sports they otherwise	different after school clubs	
	may not get the chance to.	available, many involving sport. PP	
		children have accessed these.	
		*We began to closely monitor the	
		numbers of PP children involved in	
		sports and after school activities.	
A: Attainment in reading, writing	Resources	*There has been an ongoing	*Funding required for resources next year will be provided as needs
and mathematics improves for	Contributions towards any other	investment in resources for the	arise. However we will aim to predict which areas may need additional
PP children across all year	resources deemed necessary to	benefit of all pupils.	resources.
groups.	further the achievement of PP	*This has included reading	
	children as the year progresses.	materials in light of our new	
		approach to reading through "Book	
		Talk" and also through	
		improvements to the library.	