



St George's Central CE Primary School and Nursery

St. George's Central Pupil Premium Strategy September 2017

1. Summary information					
School	St George's Central C of E Primary School				
Academic Year	2017/2018	Total PP budget	£134,640	Date of most recent PP Review	N/A
Total number of pupils	320	Number of pupils eligible for PP	86	Date for next internal review of this strategy	January 2018

2. Attainment 2016/2017				
<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	40%	Not available	72%	Not available
% reaching age related expectations in reading	50%	Local authority figure: 64%	76%	Local authority figure: 79%
Reading progress score	-0.31	Nationally: +0.33	-1.26	
% reaching age related expectations in writing	60%	Local authority figure: 69%	86%	Local authority figure: 84%
Writing progress score	+1.41	Nationally: +0.17	+0.32	
% reaching age related expectations in maths	50%	Local authority figure: 68%	79%	84%
Maths progress score	-0.06	Nationally: +0.28	-1.25	
<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	20%	Not available	84%	Not available
% reaching age related expectations in reading	43%	Local authority figure: 60%	89%	Local authority figure: 80%
% reaching age related expectations in writing	43%	53%	85%	74%
% reaching age related expectations in maths	43%	60%	93%	81%
<u>Y1 Phonics Screening Check</u>	Pupils eligible for PP in school	Pupils eligible for PP	Pupils not eligible for PP in school	Pupils not eligible for PP

'Never settle for less than your best'



St George's Central CE Primary School and Nursery

		nationally/locally		nationally/locally
% reaching age related expectations	91%	84%	90%	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	58%	Local authority figure: 50%	76%	Local authority figure: 73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Attainment in reading, writing and mathematics is lower than non PP children in most year groups.
B.	Many PP children lack knowledge, understanding and emotional awareness gained from life experiences and enrichment of the curriculum to the detriment of their achievement in key areas.
C.	There is a lack of support for pupils from home and their home environments are not fully supportive of learning.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance and punctuality are below the expected level for some PP children at our school.
-----------	---

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Attainment in reading, writing and mathematics improves for PP children across all year groups.	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 on last year for the attainment of PP children and the gap between PP and non PP children will close.
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.	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.

'Never settle for less than your best'



St George's Central CE Primary School and Nursery

		End of KS2, end of KS1 and Reception GLD results will show improvements on last 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.	<p>Number of children attending breakfast club/learning mentor support will increase.</p> <p>Termly assessments will show that the gap between PP and non PP children is closing.</p> <p>End of KS2, end of KS1 and Reception GLD results will show improvements on last year for the attainment of PP children and the gap between PP and non PP children will close.</p>
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.

'Never settle for less than your best'



St George's Central CE Primary School and Nursery

5. Planned expenditure					
Academic year	2017/2018				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<p><u>Small group tuition within class and in class same day interventions.</u></p> <p>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. 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</p>	<p>*Small group tuition +4 months impact (EEF).</p> <p>*Phonics +4 months impact (EEF).</p> <p>*Reading comprehension strategies +5 months impact (EEF)</p> <p>*Oral Language interventions +5 months (EEF)</p> <p>*Various studies into the effectiveness of phonics i.e. Clackmannanshire Study (Johnson and Watson, 2005).</p> <p>*The aim is that with small group tuition within class or additional intervention within the school day children will be able to “keep up not catch up” and will be able to access quality first teaching with their peers.</p>	<p>*Teachers will manage the content and support level provided for small group tuition. This will be monitored through work and planning scrutinies as part of our Improving Learning Calendar.</p>	<p>Class teachers</p> <p>SLT</p>	<p>Half termly</p>

'Never settle for less than your best'



St George's Central CE Primary School and Nursery

	depending on children's needs.				
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<u>Daily reading support</u> All PP children in EYFS and KS1 and those who require it in KS2 will read to an adult on a daily basis.	*"Reading Facts" (https://readingagency.org.uk/about/impact/002-reading-facts-1/) *We felt that this strategy had a positive impact on reading fluency for the last few months of the last academic year so we have decided to further embed it this year.	*Teachers will ensure there are up to date lists of which children need to read and when. *Phase leaders will be responsible for checking that PP children have read daily.	Class teachers Phase leaders	On an ongoing basis.
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	<u>Enrichment Activities</u> Funding will be set aside to subsidise trips, visits and visitors to school to support curriculum delivery and enhance learning opportunities. This also includes a subsidy towards the annual residential at Hinning House.	*Arts participation +2 months impact (EEF) *Enrichments activities have been effective at enhancing our topic based curriculum in previous years. This has involved topics starting with a "wow" event and trips and visits to support learning. Pupil interviews have demonstrated that this increases pupil engagement and enjoyment and so we have continued with this strategy.	*Class teachers will work together to ensure enrichment activities are happening. The wealth of experiences should be reflected in books and planning which are reviewed as part of the Improving Learning Calendar.	Class teachers SLT	Termly
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<u>Courses, training and other bought in interventions.</u> 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.	*Staff Deployment and Development (https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/) *Evidence for which courses are attended will come from issues identified during the year. *Courses attended last year such as Maths Mastery and DERIC training for reading were effective and teachers felt strongly that they had a positive impact in the classroom.	*Course will be selected using evidence of effectiveness. *INSET days will be used to deliver training where necessary. *The effectiveness of courses or training will be seen in books and planning which are monitored as part of our Improving Learning Calendar.	SLT	On an ongoing basis as courses are attended.

'Never settle for less than your best'



St George's Central CE Primary School and Nursery

Total budgeted cost					£55200
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<u>Specific interventions outside of class</u> Identified children will benefit from a structured intervention programme. Interventions will be frequent and will be led by trained and experienced teaching assistants and HLTAs. Interventions used include Reading Explorers and Sounds Write. Additional resources may also be utilised depending on children's needs.	*Small group tuition +4months impact (EEF) *Phonics +4 months impact (EEF) *Clackmannanshire Study (Johnson and Watson, 2005). There are also multiple further studies into the positive effects of synthetic phonics and reading for meaning. *Reading comprehension strategies +5 months impact (EEF) *Oral Language interventions +5 months (EEF)	*Interventions will be reviewed on a regular basis by the Inclusion Leader and adapted and amended where necessary to reflect children's needs and staff's concerns.	Inclusion leader	Half termly in light of attainment and progress data and through discussion and observation led by the Inclusion leader.

'Never settle for less than your best'



St George's Central CE Primary School and Nursery

<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</p> <p>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.</p>	<p><u>One to One support</u></p> <p>Specific funding is allocated to enable identified pupils to have one to one support where possible.</p>	<p>*One to one tuition +5 months impact (EEF)</p> <p>*With one to one support pupils are able to participate fully in school life. The improvements and progress we have seen for these children over recent years attests to this.</p>	<p>*Class teachers provide support and suggestions for work to those involved in one to one support. This is monitored and adjusted as needs be.</p> <p>*The Inclusion leader also reviews provision on an ongoing basis and makes adjustments as necessary to ensure that one to one support is effective.</p>	<p>Inclusion leader</p> <p>One to one support staff</p>	<p>On an ongoing basis.</p>
<p>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.</p>	<p><u>Support from Wigan Family Welfare</u></p> <p>A counselling service is provided and available to identified children and their families.</p>	<p>*Behaviour intervention + 4 months impact (EEF)</p> <p>*Social and emotional learning +4 months impact (EEF)</p>	<p>*Children involved in this will be reviewed on a regular basis as part of the process. Adjustments will be made as necessary.</p>	<p>Learning mentor</p> <p>Inclusion Leader</p>	<p>On an ongoing basis.</p>

'Never settle for less than your best'



St George's Central CE Primary School and Nursery

<p>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.</p> <p>C: Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home.</p> <p>D: Improved attendance and punctuality for PP children and for other pupils also.</p>	<p><u>Support for identified pupils and families from the learning mentor.</u></p> <p>The learning mentor advises families on attendance and punctuality. They also provide emotional support and guidance to identified pupils and their families dependent on their needs as they arise or are pre-empted over the course of the year. This may involve nurture or SEALs groups or one to one work which is implemented as needs arise.</p>	<p>*Behaviour intervention + 4 months impact (EEF)</p> <p>*Social and emotional learning +4 months impact (EEF)</p> <p>*Several PP children and their families require support from the learning mentor and this has been effective in addressing social and emotional needs in previous years. Often the advice and support is vital to families.</p>	<p>*Emotional support is provided to children who need it, enabling them to develop personally and socially. This will be monitored through discussions with those involved with the child.</p> <p>*Specific behavioural issues are dealt with as they arise and children are able to learn effectively. Over time instances of behaviour issues diminish.</p> <p>*Attendance and punctuality of identified pupils will improve, with them meeting individual targets set.</p> <p>*School will achieve nationally set attendance targets.</p>	<p>Learning Mentor Inclusion leader</p>	<p>On an ongoing basis and at the end of every term.</p>
Total budgeted cost					£45542
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

'Never settle for less than your best'



St George's Central CE Primary School and Nursery

<p>C: Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home.</p> <p>D: Improved attendance and punctuality for PP children and for other pupils also.</p>	<p><u>Breakfast Club</u></p> <p>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 day.</p>	<p>*"Magic breakfast" project + 2 months impact (EEF)</p> <p>*"Association between breakfast consumption and educational outcomes in 9-11 year old children" (Public Health Nutrition, 2016)</p> <p>*We believe that children will be able to start the day in a settled, calm fashion. Thus children will be in a state fit to learn and concentration levels will improve.</p> <p>*Punctuality will improve for targeted pupils as they will arrive well before the start of the school day.</p>	<p>*Children's behaviour will be monitored through discussion with those involved with the child.</p> <p>*Punctuality and attendance will be monitored and we should see an improvement.</p>	<p>Learning Mentor Inclusion Leader Breakfast Club staff</p>	<p>Half termly</p>
<p>C: Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home.</p>	<p><u>Home Learning Club</u></p> <p>Provision of two free Home Learning Clubs, one for Key Stage Two and one for Key Stage One pupils.</p>	<p>*Homework primary +2 months impact (EEF)</p> <p>*This has been successful in previous years and parents and children report they find it useful.</p>	<p>*The standard and frequency of home learning completed will be monitored by class teachers and SLT.</p> <p>*Problems or issues will be reported to those running the clubs.</p> <p>*Completion and standard of home learning should improve over the course of the year.</p>	<p>Learning Mentor Class teachers</p>	<p>Termly</p>

'Never settle for less than your best'



St George's Central CE Primary School and Nursery

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.	Extended Music Provision 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.	*Arts participation +2 months impact (EEF)	*Numbers of children involved in this area is monitored by the Inclusion Leader and strategies to increase participation for PP children are considered.	Inclusion Leader	Half termly
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.	Sports and swimming 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 provision. Pupils have the opportunity to take part in activities and sports they otherwise may not get the chance to.	*Sports participation +2 months impact (EEF)	*Numbers of children involved in this area is monitored by the Inclusion Leader and strategies to increase participation for PP children are considered.	Inclusion Leader	Half termly
A: Attainment in reading, writing and	Resources Contributions towards any	*Evidence for which resources have been purchased and how they have been used	*Class teachers and the Inclusion Leader will monitor the impact of	Class teachers	On an ongoing basis.

'Never settle for less than your best'



St George's Central CE Primary School and Nursery

mathematics improves for PP children across all year groups.	other resource deemed necessary to further the achievement of PP children as the year progresses.	will be apparent when issues arise. *Results from last year indicate that grammar, spelling and reading are an issue across school so some money has already been spent in this area.	any resources purchased and will consider the need for further resources based on pupils' needs as they arise. These in turn will then be reviewed.	Inclusion Leader	
Total budgeted cost					£33898

'Never settle for less than your best'