

St George's Central Primary School

Pupil Premium Strategy Review 2017/2018



St. George's Central Pupil Premium Strategy Review 2017/2018

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	1/2/18 This was an external review that we commissioned.
Total number of pupils	320	Number of pupils eligible for PP	86		

2. Attainment 2017/2018				
<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	56%	Not available	79%	Not available
% reaching age related expectations in reading	56%	Local authority: 68%	79%	Local authority: 84%
% reaching age related expectations in writing	75%	Local authority: 71%	88%	Local authority: 86%
% reaching age related expectations in maths	81%	Local authority: 69%	88%	Local authority: 86%
<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	58%	Not available	58%	Not available
% reaching age related expectations in reading	67%	National: 60% Local authority: 62%	73%	National: 78% Local authority: 79%
% reaching age related expectations in writing	67%	National: 53% Local authority :54%	69%	National: 73% Local authority:74%
% reaching age related expectations in maths	83%	National: 61% Local authority: 64%	69%	National: 79% Local authority: 80%
<u>Y1 Phonics Screening Check</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	85%	National: 70% Local authority: 86%	92%	National: 84% Local authority: 74%
<u>Reception Good Level of Development</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 Good Level of Development	33%	Local authority:49%	79%	Local authority: 73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
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		
D.	Attendance and punctuality are below the expected level for some PP children at our school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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. 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.	Number of children attending breakfast club/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 on last 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: 2017/2018

i. Quality of teaching for all			Total cost for this part of the strategy: £55,200
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned
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 depending on children's needs.</p>	<p>*This strategy was particularly effective in KS1 as there was no gap between percentages of PP and non PP children achieving the expected standard in reading, writing and maths.</p> <p>*Small group tuition was used in a particularly effective way in KS1 maths and ultimately PP children outperformed non PP children in this area in KS1.</p> <p>*In writing and maths this strategy has been effective as the gap in attainment between PP and non PP children has been reduced to -13% and -7% respectively.</p> <p>*This strategy appears to have been less effective in KS2 reading as there was the widest gap in this area.</p>	<p>*This was particularly effective for pupils who had not fully understood the lesson which was identified during marking or as part of our AfL procedures within lessons.</p> <p>*We would like to further develop AfL procedures next year to better equip us to identify children who would benefit from same day interventions.</p> <p>*The way the strategy worked for writing and maths will be applied to reading to try and close the gap in attainment in this subject.</p> <p>*Additionally, we have implemented the "Book Talk" approach to the teaching of reading and thus will be embedding this next year. We will look for ways to use "Book Talk" to support small group work and same day intervention to improve reading outcomes for PP children.</p>
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<p><u>Daily reading support</u></p> <p>All PP children in EYFS and KS1 and those who require it in KS2 will read to an adult on a daily basis.</p>	<p>*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.</p> <p>*In KS1 a teaching assistants was dedicated to this for two afternoons a week and children across all KS1 classes regularly read to this teaching assistant.</p> <p>*The head teacher checked planners of pupil premium pupils on a termly basis and feedback was given to staff.</p> <p>*This had a positive impact on reading as in KS1 the gap was -6% between PP and non PP children.</p>	<p>*This approach was extremely effective so it will be continued.</p> <p>*We have also now added "reading alert" letters which are sent home if children have not read three times a week which is the minimum requirement for reading at home as part of our Home Learning policy. The use of these will be embedded next year.</p>

		*Although there was still a wide gap in reading attainment for KS2 pupils this gap has improved since last 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	<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.	*All children have been on a wide range of trips across school which have enriched learning experiences. *A successful residential took place at Hinning House in February 2018. Several PP children accessed this. *“Wow” events are consistently used to introduce topics and engage children in their learning.	*We will maintain this next year as a lot of PP and non PP children benefit from this approach. *We will use 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.
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 participated in year group related training for maths. *“Book Talk” training was delivered as an INSET by Jane Considine to all teachers and teaching assistants. This approach has now been implemented into our daily teaching of reading. *Teaching assistants were trained in “Book Talk” so they are equipped to conduct small groups and interventions based around this. *Class timetables were amended to provide more time for the English and maths curriculum. *All staff accessed grammar training with Maddy Barnes *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.	*Continue to embed “Book Talk” in light of the training received. *Continue to embed grammar teaching in relation to the training received. *Continue to embed the amended timetable.

ii. Targeted Support				Total cost for this part of the strategy: £45542
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<p><u>Specific interventions outside of class</u></p> <p>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.</p>	<p>*Reading Explorers was used extensively as a reading intervention in Y5. The gap between PP and non PP children closed to -1.7%, compared with -18.8% when this cohort were in Y4 2016/2017.</p> <p>*KS1 Phonics interventions were also used extensively and the gap was -7% between PP and non PP children. Although this was not an improvement on last year in school it is still +15% ahead of national PP attainment in this area.</p>	<p>*This approach will be amended to include a more specific focus on reading and grammar skills. Reading Explorers will be extended further within school due to the success seen in particular year groups.</p> <p>*Maths interventions were found to have less impact and feedback from teachers included that they felt it was more beneficial to plan and deliver these within the time set aside for small group tuition. Thus these have been removed from the structured intervention programme.</p> <p>*We will continue with phonics interventions as these were very successful.</p> <p>*We noticed that more children are presenting with speech and language related issues currently. Thus we would like speech and language based interventions to become part of the structured intervention programme for next year.</p>	
<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>*Children involved in this made good progress relative to their starting points.</p>	<p>*This will be continued, as per arrangements for individual children. B Squared materials will be used more extensively to enable us to better track children's progress in specific areas of the curriculum.</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>*Boxall Profiles performed for children involved in counselling showed on the whole a positive impact.</p> <p>*Several children are no longer receiving counselling as it has been effective for them. Other children have been able to take up their places resulting in more children overall being able to benefit from the counsellor.</p>	<p>*This approach will be continued next year.</p>	
<p>B: PP children will have improved knowledge, understanding and emotional awareness of the world and</p>	<p><u>Support for identified pupils and families from the learning mentor.</u></p> <p>The learning mentor advises</p>	<p>*Boxall Profiles performed for some children involved in learning mentor support showed on the whole a positive impact.</p>	<p>*We will continue with this approach next year.</p> <p>*However we aim to make more use of the Boxall Profiles in showing the impact of the work of our learning mentor.</p>	

<p>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>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>*Attendance was 94.19% for PP children which has improved by 1.9% from last year.</p>	
iii. Other Approaches			<p>Total cost for this part of the strategy: £33898</p>
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned
<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>*Several PP children accessed Breakfast Club and this was important in terms of ensuring they were ready to learn.</p> <p>*If children have not attended Breakfast Club, where necessary they have been provided with milk and toast upon arrival to school and pupil premium funding has been used to enable this.</p>	<p>*We will continue with this approach next year.</p> <p>*The Inclusion Leader and Learning mentor will be more heavily involved in tracking the numbers of PP children attending Breakfast Club.</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>*Many PP children accessed both Home Learning clubs.</p>	<p>*We will continue with this approach next year.</p> <p>*We will utilise Boxall Profiles for some children attending Home Learning Clubs to enable us to better measure impact.</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>Extended Music Provision</u></p> <p>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.</p>	<p>*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.</p> <p>*All PP children in Y4 have accessed these.</p> <p>*Some PP children also took up individual tuition in musical instruments and some PP funding was used to subsidise this.</p>	<p>*We will continue with this approach next year.</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>Sports and swimming</u> 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.</p>	<p>*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 lessons. *We have also had as many as 24 different after school clubs 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.</p>	<p>*We will continue with this approach next year. *Monitoring of the numbers of PP children involved in sports and clubs will be embedded and actions as a result of monitoring will be implemented. *We will begin to use Boxall Profiles for some pupils to show the impact this area of the strategy is having.</p>
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</p>	<p><u>Resources</u> Contributions towards any other resource deemed necessary to further the achievement of PP children as the year progresses.</p>	<p>*There has been an ongoing investment in resources for the benefit of all pupils. *This has included reading materials in light of our new approach to reading through “Book Talk” and also through improvements to the library.</p>	<p>*Funding required for resources next year will be provided as needs arise. However we will aim to predict which areas may need additional resources.</p>