

St George's Central C.E. Primary School and Nursery

Pupil Premium Strategy Review 2019/2020



'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 2019/2020

1. Summary information					
School	St George's Central C of E Primary School and Nursery				
Academic Year	2019/2020	Total PP budget	£133,320	Date of most recent PP Review	July 2019 – review of strategy for previous academic year. 1/2/18 This was an external review that we commissioned.
Total number of pupils	325	Number of pupils eligible for PP	92	Date this strategy will next be reviewed:	April 2020

2. Attainment 2019/2020 based on teacher assessment				
KS2	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 based on teacher assessment	68%	N/A No data due to COVID-19	89%	N/A No data due to COVID-19
% reaching age related expectations in Reading based on teacher assessment	73%	N/A No data due to COVID-19	89%	N/A No data due to COVID-19
% reaching age related expectations in Writing based on teacher assessment	91%	N/A No data due to COVID-19	94%	N/A No data due to COVID-19
% reaching age related expectations in Maths	77%	N/A No data due to COVID-19	94%	N/A No data due to COVID-19
KS1	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 based on teacher assessment	39%	N/A No data due to COVID-19	76%	N/A No data due to COVID-19
% reaching age related expectations in Reading based on teacher assessment	50%	N/A No data due to COVID-19	86%	N/A No data due to COVID-19
% reaching age related expectations in Writing based on teacher assessment	44%	N/A No data due to COVID-19	81%	N/A No data due to COVID-19
% reaching age related expectations in Maths based on teacher assessment	56%	N/A No data due to COVID-19	81%	N/A No data due to COVID-19
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 based on teacher assessment	45%	N/A No data due to COVID-19	58%	N/A No data due to COVID-19

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

In-school barriers

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| 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. | Home learning is not fully supported. |

External barriers

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| D. | Attendance and punctuality are below the expected level for some PP children at our school. |
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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 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.
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 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. Children's mental health and behaviour will not be barriers to their achievement and participation in the wider school life.	Attendance and punctuality data will show an improvement from previous years for PP children.

Review of Expenditure 2019/2020

i. Quality of teaching for all			Total budgeted cost for this part of the strategy: £38,834
Desired outcome	Chosen action / approach	Estimated Impact	Lessons Learned
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</p>	<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. It will also look to boost achievement and enable more children to achieve greater depth.</p> <p>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>*It is difficult to see an impact with only a small number of children actually completing a full year of school.</p> <p>*It is estimated that this strategy will need to be continued to help target gaps in children's knowledge created or exacerbated by lockdown.</p>	<p>*Continue with this strategy focusing on gaps in children's knowledge.</p> <p>*Children will complete a baseline assessment in September to see how this compares with teacher assessments from July 2020 and to establish the nature of any gaps in knowledge. Next steps to address identified gaps will then be taken.</p>
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</p> <p>C: Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a</p>	<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>PM Benchmarking will be used on a daily basis to ensure assessments within reading are current and that children are reading texts appropriate to their reading ability.</p>	<p>*Benchmarking records show evidence of children moving through the book bands.</p> <p>*The gap between PP and non PP children in reading in Y6 teacher assessment shows a gap of less than 20%.</p>	<p>*Implement the use of Reading Plus for KS2 children and consider how this can be used to support PP children.</p> <p>*Implement the use of Reading Eggs for KS1 children and consider how this can be used to support PP children.</p>

<p>result of lack of support from home.</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>Enrichment Activities Each class has been provided with a set amount of funding to be used to subsidise trips, visits and visitors to school to support curriculum delivery and enhance learning. Funding may be pooled across classes within a phase to ensure best value for money. Class teachers have been given time to consider how this funding may be used within the curriculum design and to plan any trips.</p> <p>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.</p>	<p>*Every class went on a trip termly up until lockdown. *Subject interviews and book scrutinies showed work completed was often informed and inspired by enrichment activities. *Two Hinning House residential went ahead and were very successful.</p>	<p>*Continue with this approach to the furthest extent possible under current COVID-19 related guidance.</p>
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</p>	<p><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.</p>	<p>*Staff completed a range of CPD in the period from September to March. Full details are kept in school. *Staff also took part in virtual training during lockdown where necessary.</p>	<p>*Continue with this approach next year. *Consider how funding could be used to support any staff training around mental health and well-being which may be needed as a result of lock down and reintegration into school.</p>

ii. Targeted support			Total budgeted cost for this part of the strategy: £84,241.39
Desired outcome	Chosen action / approach	Estimated Impact	Lessons learned
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<u>Intensive Phonics Sessions for KS1</u> 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.	*Before lockdown teachers estimated that the cohort were achieving at a similar rate to that of previous cohorts. *The impact will be seen and reported once the screening check is completed with now Y2 children in December.	*Due to COVID-19 restrictions groups which mix children from different classes are not possible. Therefore this approach will continue to the furthest extent possible within classes. *Individual phonics for some children may be needed at a time separate from the whole class session. *Consider how Reading Eggs and Teach Your Monster to Read could be used by some children to supplement their phonics learning.
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 twenty minutes, four times a week.	*Before lockdown teachers estimated that the cohort were achieving at similar rate to that of previous cohorts. *The impact will be seen and reported once the screening check is completed with now Y2 children in December.	*Continue with this approach *Consider that some staff may require training in this area as they may not have completed phonics interventions before.
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<u>Reading Explorers Interventions 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.	*Over the course of the year, up until lock down these were taking place as required.	*Continue with this approach but consider possible amendments to cover any gaps in knowledge that may have developed.
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>Speech and language Interventions</u> Children receive interventions focusing on speech and language. These are usually conducted individually or in a very small group and children will work on personalised targets provided by our speech and language therapist.	*Children involved were making good progress as evidenced by speech and language therapists.	*Continue with this approach as directed by speech and language therapists.
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>Well being/sensory room – equipment and time to use with teaching assistants</u>	*Good use was made of this room throughout the year. *Ways to monitor impact will be considered.	*Continue with this approach. *Use BSquared online assessments to show progress.

<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>SEMH intervention groups</u> Children receive intervention focused around nurture and aspects of social and emotional mental health. This includes the use of social stories and other SEALS resources. This is usually conducted in small groups or on an individual basis depending on children's targets.</p>	<p>*This occurred throughout the year and continued for some children during lockdown.</p>	<p>*Continue with this approach. *Use BSquared online assessments to show progress.</p>
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</p>	<p><u>Individual support</u> Specific funding is allocated to enable identified pupils to individual support when appropriate.</p>	<p>*It is difficult to estimate an impact as particular children were unable to access school due to lockdown.</p>	<p>*Reconsider which children will benefit from this and consider targeting the support into more specific areas. *Use BSquared online assessments to show progress.</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>Wigan Family Welfare</u> A counselling service is provided and available to identified children and their families.</p>	<p>*This strategy was well used up until lockdown and continued virtually or through phone calls during lockdown.</p>	<p>*Continue with this approach. *Consider the use of Boxall profiles to monitor progress.</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> The learning mentor advises families on attendance and punctuality. This year we will begin to use the "attendance toolkit" to assist us with positively impacting upon 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>*The learning mentor provided ongoing emotional support to both children and families both before and during lockdown.</p>	<p>*Consider how the learning mentor can continue to have a positive impact on possible mental health and well-being issues that may have arisen as a result of lockdown.</p>

iii. Other approaches			Total budgeted cost for this part of the strategy: £10,244.61
Desired outcome	Chosen action / approach	Estimated Impact	Lessons Learned
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</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>Breakfast Club</u> 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>*During lockdown Breakfast Club continued for a very small number of children.</p>	<p>*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. This was planned for last year but did not get fully underway before lockdown began.</p>
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</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/Fine motor skills club</u> A free Home Learning Club will be provided within the school day for Key Stage One children. The Key Stage One Home Learning Club will also include work on fine motor skills as this has been identified as an area for development for some PP children, particularly within Y1.</p>	<p>*Many PP children accessed both clubs before lockdown.</p>	<p>*Under current guidance clubs that mix children from different classes are prohibited. However if this changes this strategy will begin.</p> <p>*Consider how Early Years and KS1 classes can incorporate a focus on fine motor skills into their daily activities.</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> 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</p>	<p>*Children in Y4 accessed the Wider Opportunities music programme until lockdown.</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>*Continue with this approach next year.</p>

	have had chance to.		
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<p>Sports and swimming</p> <p>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 provided a wide range of different sporting activities throughout the year up until the beginning of lockdown.</p> <p>*This included extra tuition and activities at lunch time which PP children have been involved in.</p> <p>*Swimming begins in February. Thus our Years 3 and 4 children only completed a few weekly lessons before lockdown began.</p> <p>*We have also had as many as 24 different after school clubs available up until lockdown began. PP children have accessed these.</p>	<p>*Continue with this approach next year.</p> <p>*Consider if there is a possibility of any children still not able to swim from Y4 completing further lessons as they only completed a few lessons before lockdown began.</p>