

St. George's Central Pupil Premium Strategy Review 2016/2017

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 nationally/locally	Pupils not eligible for PP in school	Pupils not eligible for PP nationally/locally
% reaching age related expectations	91%	84%	90%	84%
<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	58%	Local authority figure: 50%	76%	Local authority figure: 73%

Pupil Premium Support	Summary	Intended Impact	Cost	Actual Impact and Next Steps															
Attendance and Punctuality Advisor	A member of staff is directed by school to carry out an attendance assessment and address issues of poor attendance and punctuality. They offer advice and support to identified families. /	Attendance and punctuality of identified pupils will improve, with them meeting individual targets set. School will achieve nationally set attendance targets.	£14,511	<p>Attendance and punctuality for individual children has improved this year. Much support has been provided to families in this area. Persistent absence in particular has improved.</p> <table border="0" data-bbox="1635 347 2139 440"> <tr> <td></td> <td style="text-align: center;">2016</td> <td style="text-align: center;">2017</td> </tr> <tr> <td>Overall Absence:</td> <td style="text-align: center;">4.1%</td> <td style="text-align: center;">4.0%</td> </tr> <tr> <td>Persistent Absence:</td> <td style="text-align: center;">7.4%</td> <td style="text-align: center;">3.4%</td> </tr> </table>		2016	2017	Overall Absence:	4.1%	4.0%	Persistent Absence:	7.4%	3.4%						
	2016	2017																	
Overall Absence:	4.1%	4.0%																	
Persistent Absence:	7.4%	3.4%																	
Small group tuition and interventions	Directed by individual class teachers to support learning within class and led by experienced TAs, 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.	The attainment gap between pupil premium and non pupil premium children in reading, writing and mathematics will close year on year.	£28,732	<p>Small group tuition has included supported learning within classrooms led by either teachers or teaching assistants and has also included the use of teaching assistants to run intervention programmes.</p> <p>Tracking of data through the year has shown that by the end of the year the gap has closed between PP and non PP children for all subjects across all years. However this gap needs to be further reduced. Continuing with and further developing small group tuition will form a part of our approach to this.</p> <p>In Y6 the gap between PP and non PP children's achievement has improved since last year in reading, writing and in the combined scores. However there was an increase in the gap in maths.</p> <table border="0" data-bbox="1635 1102 2139 1262"> <tr> <td></td> <td style="text-align: center;">2016</td> <td style="text-align: center;">2017</td> </tr> <tr> <td>KS2 Reading Gap:</td> <td style="text-align: center;">-42%</td> <td style="text-align: center;">-26%</td> </tr> <tr> <td>KS2 Writing:</td> <td style="text-align: center;">-29%</td> <td style="text-align: center;">-26%</td> </tr> <tr> <td>KS2 Mathematics:</td> <td style="text-align: center;">-20%</td> <td style="text-align: center;">-29%</td> </tr> <tr> <td>KS2 Combined:</td> <td style="text-align: center;">-48%</td> <td style="text-align: center;">-32%</td> </tr> </table> <p>We need to address the gap between PP and non PP children in these areas to further reduce it next year.</p> <p>In Y2 the gap has widened in reading,</p>		2016	2017	KS2 Reading Gap:	-42%	-26%	KS2 Writing:	-29%	-26%	KS2 Mathematics:	-20%	-29%	KS2 Combined:	-48%	-32%
	2016	2017																	
KS2 Reading Gap:	-42%	-26%																	
KS2 Writing:	-29%	-26%																	
KS2 Mathematics:	-20%	-29%																	
KS2 Combined:	-48%	-32%																	

				<p>writing and maths. The reasons for this are cohort specific. Provision to close this gap again will be targeted in KS1 next year.</p> <table border="0"> <tr> <td></td> <td>2016</td> <td>2017</td> </tr> <tr> <td>KS1 Reading Gap:</td> <td>-2%</td> <td>-46%</td> </tr> <tr> <td>KS1 Writing:</td> <td>-2%</td> <td>-42%</td> </tr> <tr> <td>KS1 Mathematics:</td> <td>-2%</td> <td>-40%</td> </tr> </table> <p>Small group tuition for Y1 Phonics has been effective as the gap has closed considerably from last year.</p> <table border="0"> <tr> <td></td> <td>2016</td> <td>2017</td> </tr> <tr> <td>Y1 Phonics Gap:</td> <td>-30%</td> <td>+1%</td> </tr> </table> <p>It has been identified, going forwards, that some pupils need more structured and specific interventions. Plans for the implementation and monitoring of this will be co-ordinated in more depth with the SENDco next year.</p>		2016	2017	KS1 Reading Gap:	-2%	-46%	KS1 Writing:	-2%	-42%	KS1 Mathematics:	-2%	-40%		2016	2017	Y1 Phonics Gap:	-30%	+1%
	2016	2017																				
KS1 Reading Gap:	-2%	-46%																				
KS1 Writing:	-2%	-42%																				
KS1 Mathematics:	-2%	-40%																				
	2016	2017																				
Y1 Phonics Gap:	-30%	+1%																				
Enrichment Activities	Funding 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.	Children will have an enriched learning experience which will manifest itself in improved engagement with learning and progression in attainment of all pupils.	£10,000	<p>All children have been on a wide range of trips across school which have enriched learning experiences.</p> <p>A successful residential took place at Hinning House in February 2017. Several PP children accessed this.</p> <p>“Wow” events are consistently used to introduce topics and engage children in their learning.</p> <p>We will maintain this area next year.</p>																		
One to One Support	Specific funding allocated to enable identified pupils to have one to one support where possible.	Identified pupils make good progress in key areas, relative to their starting points. The attainment gap between them and their peers will start to close.	£27,915	<p>Pupils have made good progress academically, socially and pastorally. This is reflected in their progress scores and their individual notes.</p> <p>Attendance has also improved for these pupils.</p> <p>Training opportunities will be utilised to ensure that our one-to-one support continues to be high quality.</p>																		

Extended Music Provision	Funding for all pupils to learn an instrument in KS2 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.	£1,533	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. This will continue next year.
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.	£10,000	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. However next year we will look to increase the numbers of PP children attending after school clubs by keeping a closer record of this and providing support to attend where necessary.
Homework Club	Provision of a free Homework Club for all Key Stage 2 and Key Stage 1 pupils.	Pupils are provided with a place to do homework with some support if required. The amount of homework completed increases thus boosting pupils' confidence and furthering their attainment in key areas, to further close the gap between pupil premium and non pupil premium children.	None	Both KS1 and KS2 homework clubs have been well attended through the year with many PP children accessing these. Next year we will aim to further increase the numbers of PP children accessing these clubs by keeping a closer record of their attendance and providing support to attend where necessary. Staff report that the standard and amount of homework completed has improved this year.
Breakfast Club	A Breakfast club is provided for identified pupils.	Children are 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.	£11,100	Several PP children access breakfast club. This has helped with behaviour management for some children. If children have not attended Breakfast Club where necessary they have been provided with

				milk and toast upon arrival to school. This will continue next year.
Resources	Contributions towards any other resource deemed necessary to further the achievement of Pupil Premium (and non Pupil premium children) as the year progresses.	Pupils have the resources necessary to learn as well as possible.	£3600	There has been an ongoing investment in resources for the benefit of all pupils. We have bought a wealth of new reading material (to fit in with our new DERIC approach to reading) and are in the process of purchasing new resources for the library. New resources for topic lessons have also been purchased.
Additional Classroom Support	Funding reserved for costs for additional classroom support as and when it is required.	All pupils are taught by staff with relevant qualifications at all times.	£9049	Tracking of data through the year has shown that by the end of the year the gap has closed between PP and non PP children for all subjects across all years. The closure of the gap can be at least in part be attributed to quality first teaching in part supported by this strategy. However this gap needs to be further reduced and next year we will aim to make additional classroom support more targeted.
Courses, Training and other bought in interventions	Funding reserved for staff training and other bought in interventions which may be deemed necessary over the course of the year, dependent on pupil needs.	Pupils receive interventions relevant and necessary for them. Staff are adequately trained to fulfil individual pupils' needs. The attainment gap between pupil premium and non pupil premium children starts to close.	£8,000	Staff have attended a wide range of CPD including moderation events, maths training from the St. Helens' maths hub and reading training on the DERIC approach to reading that was delivered as an INSET. This has had a positive impact on pupil premium children's learning
			Total: £124,440	