

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 PP budget	£133,320	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	101	

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%	TBC	83%	TBC
% 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%	TBC	71%	TBC
% 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%
<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	83%	65%	88%	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	47%	Local authority:51%	78%	Local authority: 71%

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.	Home learning is not fully supported.

External barriers

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.	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	
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>*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.</p> <p>*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 children's attainment is broadly in line with local authority averages for PP children's attainment.</p>	<p>*Support will be amended where appropriate to target children on an individual basis rather than as part of a group.</p>
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</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>*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>*Home learning clubs facilitated reading with children and families.</p> <p>*The library was improved and utilised on a regular basis to support and promote reading.</p> <p>*The head teacher checked planners of pupil premium pupils on a termly basis and feedback was</p>	<p>*This approach was effective so it will be continued.</p>

		given to staff.	
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	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.	*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.	*We will maintain this next year as a lot of PP and non PP children benefit from this approach. *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. *Class "budgets" have been introduced as a way of further encouraging and supporting imaginative and inventive trips and other learning experiences.
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	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.	*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.	*Embed methods shared in the greater depth maths training within maths lesson. *Utilise the activities and suggestions provided during the PE Inset training.
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.	<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.	*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.	<u>Grammar Interventions KS2</u> 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.	<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.	*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.

		*Attainment for specific children in specific areas could be seen in the use of BSquared assessments to show progress.	
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.	SEMH intervention groups KS2 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. We are working with the Targeted Educational Support Service to implement this strategy within school.	*This was ongoing throughout the year. *A well being room was also developed which was available to such children. *Boxall profiles showed an overall improvement for most children involved in this intervention.	*We will continue with this approach next year. *Continue to make use of Boxall Profiles to monitor this area. *Develop Mental Health and Well Being Policy.
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.	Wigan Family Welfare A counselling service is provided and available to identified children and their families.	*Boxall Profiles performed for children involved in counselling showed on the whole a positive impact. *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.	*Continue with this approach next year.
C: Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home. D: Improved attendance and punctuality for PP children and for other pupils also.	Support for identified pupils and families from the learning mentor. 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.	*The learning mentor provided much emotional support to both children and families. *Specific behavioural issues were dealt with as they arose. *Boxall Profiles were completed in more depth by the learning mentor as a way of showing children's progress in areas relating to social and emotional mental health.	*Develop new approaches to improving attendance, including the use of the Attendance Toolkit.
iii. Other Approaches			Total cost for this part of the strategy: £7,320

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. *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. *The Inclusion Leader and Learning mentor will be more heavily involved in tracking the numbers of PP children attending Breakfast Club.</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</u> 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. *KS1 Home Learning club will be amended to allow a focus on developing fine motor skills.</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 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. *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.</p>	<p>*We will continue with this approach next year.</p>
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</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</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</p>	<p>*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.</p>

	<p>provision. Pupils have the opportunity to take part in activities and sports they otherwise may not get the chance to.</p>	<p>lessons.</p> <p>*We have also had as many as 24 different after school clubs available, many involving sport. PP children have accessed these.</p> <p>*We began to closely monitor the numbers of PP children involved in sports and after school activities.</p>	
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</p>	<p><u>Resources</u></p> <p>Contributions towards any other resources 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.</p> <p>*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>