

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	St. George's C.E. Primary School				
Academic Year	2018-19	Total PP budget	£66,896	Date of most recent PP Review	June 2018
Total number of pupils	142	Number of pupils eligible for PP	49	Date for next PP Strategy Review	June 2019

2. Current attainment

	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths (or equivalent)	57%	Tbc
% making required progress in reading (level 2b+ to @ ARE)	86%	tbc%
% making required progress in writing (level 2b+ to @ ARE)	86%	tbc%
% making required progress in maths (level 2b+ to @ ARE)	57%	tbc%

3. Barriers to future attainment (for pupils eligible for PP)

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

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| A. | Oral language and poor posture for Nursery and Reception pupils – slows readiness to write, thus reading and writing progress in future years. |
| B. | Maths basic understanding is preventing academic progress and achievement. |
| C. | Higher ability pupils eligible for PP make less progress than other HA pupils in Key Stage 1. This prevents sustained HA in Key Stage 2. |

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

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| D. | Attendance rates for pupils eligible for pupils eligible for PP are lower than those pupils not eligible. PP eligible pupils frequently do not learn spellings at home, which has a direct impact on their writing. |
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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved oral language skills for pupils eligible for PP in EYFS class.	PP eligible pupils in EYFS make rapid progress by the end of the stage so that all pupils meet age related expectations by the end of the phase.
B.	Maths basic understanding needs addressed.	Pupils eligible for PP make as much progress throughout the school and achieve in line with their peers who are not eligible by the end of each phase or key stage.
C.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	PP eligible pupils identified as high ability make as much progress as other similar pupils across KS1 and 2 in maths, reading and writing. Measured by summative assessments and teacher assessments moderated across the multi-academy trust, through our local cluster of schools and through national comparative judgement assessments of writing.
D.	Increased attendance rates for pupils eligible for PP and improved knowledge of age appropriate spelling patterns.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 95% and above, in line with other pupils. Spellings are learnt and pupils are able to understand them and use them in their writing. Writing and reading progress and results improve across the school as a result.

5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

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. Improved oral language skills in EYFS	Staff training on high quality feedback and developing oracy	We want to invest some of the PP in longer term change which will help all the pupils. Research (e.g. EEF toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course to be selected using evidence of effectiveness. Use INSET days and staff meetings to deliver training. Peer observations to embed learning. Lessons from training to be embedded in school Marking and Feedback policy.	EYFS lead KD	On-going at staff meetings and full review at the end of each term, following assessments.
B. Improve maths basic understanding of PP pupils across the school	CPD on maths – Number Sense, Maths Hub training etc. plus use of 'I see maths' and Numicon resources	PP pupils lack basic maths understanding which slows progress and effects attainment. We want to provide effective ways of teaching maths in order to increase pupils' understanding of the basics.	Course to be selected using evidence of effectiveness. Use INSET days and staff meetings to deliver training. Peer observations to embed learning.	Maths lead SC	On-going at staff meetings and full review at the end of each term, following assessments.
C. Improved progress for high attaining pupils	CPD on providing stretch and challenge for high attaining pupils	High ability pupils eligible for PP are making less progress than other high attaining pupils across KS2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train teachers in practices to provide challenge and stretch for these pupils.	Course to be selected using evidence of effectiveness. Use INSET days and staff meetings to deliver training. Peer observations to embed learning.	Literacy lead FH	On-going at staff meetings and full review at the end of each term, following assessments.
Total budgeted cost					£27,000

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. Improved oral language skills in EYFS	1-2-1 and small group provision. Talk for Writing and Talkboost	Some of the students need targeted support to catch up. These are programmes which have been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation, delivery and evaluation time. Consult DDAT school which has used the programme to identify any potential barriers to good implementation and access training from them.	EYFS lead KD and Literacy lead FH	On-going
B. Improve maths basic understanding of PP pupils across the school C. Improved progress for high attaining pupils	Weekly small group sessions in maths for high attaining pupils with experienced teacher, in addition to standard lessons. These targeted intervention sessions will draw on our training in 'Number sense' and maths hub.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective (see EEF toolkit) and '6 minute impact' sessions and pre-teaching activities have been effective for our pupils in the past.	Extra teaching time and preparation time paid for out of PP budget. Impact overseen by maths co-ordinator. Teaching assistant CPD where needed for supporting the sessions.	Maths lead SC	On-going and termly during Pupil Progress meetings
D. Improved spelling knowledge	Adopt 'No Nonsense Spelling' across the school, together with daily spelling practice activities & phonics sessions.	Proven resource seen to work in other schools. Improved spelling results and writing shows comprehension of how to use words and appropriate spelling patterns.	Daily sessions in the timetables and monitoring learning walks to track progress. Increased training for staff in phonics teaching and spelling acquisition – in-house CPD led by teachers.	FH	End of Autumn term 2018 with a view to continuing throughout the year with termly reviews.
Total budgeted cost					£28,000

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?
D. Improved attendance of pupils eligible for PP	Daily reviews of attendance. First day response provision. Talking to parents, attendance panels with EWOs letters to parents. Attendance rewards – individual and class. Pupil participation in educational visits and residentials to boost attendance and experience of pupils. Funds to be used to support this.	We can't improve attainment for children if they aren't actually attending school. Addressing and improving attendance is a key step. Proven to work when school has a big emphasis on attendance and parents realise the value of regular attendance on pupils' achievement. We want to improve the experience of school for these pupils to break the cycle of poor attendance and lack of motivation in families.	Daily monitoring by attendance lead, teachers and Headteacher. Regular letters to parents advising of attendance and letters of praise for improved attendance	Headteacher MB and attendance lead AS	Overall review at the end of each half term. Daily monitoring.
Total budgeted cost					£12,000

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Improve outcomes in phonics in Year 1 and Year 2 retakes and encourage love of reading to impact on the pupils' success in writing</p>	<p>Sound Discovery Regular phonics sessions daily Reader leaders Talk for Writing Precision teaching Library improvements</p>	<p>Phonics results 72% in Year 1 which is an increase on 2017 results. Phonics results 66% in Year 2, with remaining children unable to access test.</p>	<p>Improved focus has had a great impact - TAs have been trained and monitored in their delivery of Phonics The school library has been a fabulous resource which has upped the profile of reading in our school. Children have been library champions Year 6 Writing 82% at or above age related overall. 86% pupil premium eligible children compared to 80% non PP.</p>	<p>TAs lead interventions and library progress Grade 7 37 hours per week plus training costs</p>
<p>Improve outcomes in Mathematics</p>	<p>Number Sense Impact Maths Pre-teaching maths sessions Maths Hub training Target Maths Maths Mastery</p>	<p>Although figures for Year 6 PP children are 50% in Maths, this is based on 6 children overall. 2 of these children missed the 'pass' mark by 3 marks or less. Teacher assessment put 5 out of the 6 children working at age related.</p>	<p>Continue Maths Hub and pre-teaching sessions as tracking of these interventions has shown a marked improvement in achievement for individual children over the course of the programme. Ensure that <u>all</u> interventions are systematically tracked in this way in 2018-19.</p>	<p>TAs lead interventions with specific PP focus Grade 8 16 hours per week plus training costs</p>
<p>Improve attendance of PP eligible pupils</p>	<p>Free Breakfast Club Paid for participation in residential, visits etc.</p>	<p>Breakfast Club continues to grow, encouraging PP eligible pupils to attend from 8am, in order to begin their learning with school TAs. Participation in school residential was increased due to school using Pp funding to help pupils access this and visits</p>	<p>Continue to offer Breakfast Club and funding for different events in this way</p>	<p>Remaining funding</p>

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes in Maths	Number sense intervention groups	All pupils gained at least 6 months' progress in maths from their Number sense level 1 work	Continue with other groups and with some children on PP to level 2 Number sense	
Improved attendance	Free Breakfast Club	Some families use this regularly, others as a drop-in session	Continue to use free sessions as this is a valuable resource for families either regularly or periodically	

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.