

St George's Central Primary School

Pupil Premium Strategy 2018/2019



St. George's Central Pupil Premium Strategy 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	Date this strategy will next be reviewed:	January 2019

2. Attainment 2017/2018				
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	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%
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	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%
Y1 Phonics Screening Check	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%
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	33%	Local authority:49%	79%	Local authority: 73%

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.	Attendance and punctuality data will show an improvement from previous years for PP children.

Planned Expenditure

Academic Year: 2018/2019

i. Quality of teaching for all				Total budgeted cost for this part of the strategy: £38,021	
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?
<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> 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>	<ul style="list-style-type: none"> *Small group tuition +4 months impact (EEF). *Phonics +4 months impact (EEF). *Reading comprehension strategies +5 months impact (EEF) *Oral Language interventions +5 months (EEF) *Various studies into the effectiveness of phonics i.e. Clackmannanshire Study (Johnson and Watson, 2005). *The aim is that with small group tuition within class and same day intervention children will be able to "keep up not catch up" and will be able to access quality first teaching with their peers. 	<ul style="list-style-type: none"> *Teachers will manage the content and support level provided for small group tuition within class. *This will be monitored through classroom observation, leverage observations and work and planning scrutinies as detailed in our Improving Learning Calendar. 	<p>Class teachers SLT</p>	<p>Half termly</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</p>	<p><u>Daily reading support</u> All PP children in EYFS and KS1 and those who require it in KS2 will read to an adult on a daily basis.</p>	<ul style="list-style-type: none"> *"Reading Facts" (https://readingagency.org.uk/about/impact/002-reading-facts-1/) *Hooked on Books (Jane Considine, 2017) *We felt that this strategy had a positive impact on reading fluency last year so we have decided to continue with it this year. 	<ul style="list-style-type: none"> *Teachers will ensure there are up to date lists of which children need to read and when. *Phase leaders will be responsible for checking that PP children have read daily. 	<p>Class teachers SLT</p>	<p>Termly</p>

<p>provided in school and pupils are not overly disadvantaged as a 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 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.</p>	<p>*Arts participation +2 months impact (EEF) *Enrichments activities have been effective at enhancing our topic based curriculum in previous years. This has involved topics starting with a "wow" event and trips and visits to support learning. Pupil interviews have demonstrated that this increases pupil engagement and enjoyment and so we have continued with this strategy. *Funding may also support the attendance for PP children at chargeable after school clubs.</p>	<p>*Class teachers will work together to ensure enrichment activities are implemented. The wealth of experiences should be reflected in books and planning which are reviewed as part of the Improving Learning Calendar. *The attendance of PP children at extra-curricular clubs is monitored by the Headteacher and Inclusion Leader. *Boxall Profiles will be used to demonstrate the impact of enrichment activities on some PP children. *Boxall Profiles and reflective diaries will be utilised to show the impact of the Hinning House experience for some PP children.</p>	<p>Inclusion Leader</p>	<p>Half termly</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 Deployment and Development (https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/) *Evidence as to why particular courses or training are selected can be seen in the School Improvement Plan. Additionally, some training may be attended as a result of needs or issues that arise within the year and thus cannot be evidenced at this stage. *Training attended last year was highly effective and whole school practice was amended as a result. Teachers felt strongly that the training they had attended had a positive impact in their classrooms and in their provision of quality first teaching for all.</p>	<p>*Course will be selected using evidence of effectiveness. *INSET days will be used to deliver training where necessary. *The effectiveness of courses or training will be seen in books and planning which are monitored as part of our Improving Learning Calendar.</p>	<p>SLT</p>	<p>On an ongoing basis as courses are attended.</p>

ii. Targeted support				Total budgeted cost for this part of the strategy: £87,979	
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: 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.	*Small group tuition +4months impact (EEF) *Phonics +4 months impact (EEF) *Clackmannanshire Study (Johnson and Watson, 2005). There are also multiple further studies into the positive effects of synthetic phonics and reading for meaning. *Reading comprehension strategies +5 months impact (EEF)	*Phonics tracking assessments will be used to closely track children's progress. *Phonics sessions will be observed as part of the ongoing Improving Learning Calendar.	KS1 staff	Half termly
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.	*Small group tuition +4months impact (EEF) *Phonics +4 months impact (EEF) *Clackmannanshire Study (Johnson and Watson, 2005). There are also multiple further studies into the positive effects of synthetic phonics and reading for meaning. *Reading comprehension strategies +5 months impact (EEF)	*Interventions will be reviewed on a regular basis by the Inclusion Leader and adapted and amended where necessary to reflect children's needs and staff's concerns. *Phonics interventions will be observed as part of the ongoing Improving Learning Calendar. *Phonics tracking assessments will be used to closely track children's progress.	KS1 staff Inclusion Leader	Half termly
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 comprehension strategies +5 months impact (EEF) *This strategy has proved effective in previous years and thus we have extended it this year.	*Interventions will be reviewed on a regular basis by the Inclusion Leader and adapted and amended where necessary to reflect children's needs and staff's concerns. *Records specific to this intervention will be kept and will be monitored by the Inclusion Leader. *Regular half termly in class assessments will also be used to check progress.	Inclusion Leader English Leader	Half termly
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.	*Small group tuition +4months impact (EEF)	*Interventions will be reviewed on a regular basis by the Inclusion Leader and adapted and amended where necessary to reflect children's needs and staff's concerns. *Records specific to this intervention	Inclusion Leader English Leader	Half Termly

			will be kept and will be monitored by the Inclusion Leader. *Regular half termly in class assessments will also be used to check 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	<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.	*Oral Language interventions +5 months (EEF) *Black Sheep Press resources are used in school and there are various pieces of research indicative of their effectiveness.	*Progress will be reviewed by the speech and language therapist during their half termly visits to school. *Records specific to this intervention will be kept and will be monitored by the Inclusion Leader.	Inclusion Leader Speech and language therapist	Half termly
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>SEMH intervention groups KS2</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. We are working with the Targeted Educational Support Service to implement this strategy within school.	*Small group tuition +4months impact (EEF) *Behaviour intervention + 4 months impact (EEF) *Social and emotional learning +4 months impact (EEF)	*Boxall Profiles will be utilised to show the progress children involved in such interventions have made. *Other questionnaires and scoring tools made available to us from the TESS team may also be used i.e. Strengths and Difficulties questionnaire.	Inclusion Leader	Half termly
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	<u>Individual support</u> Specific funding is allocated to enable identified pupils to individual support when appropriate.	*One to one tuition +5 months impact (EEF) *With support on an individual basis pupils are able to participate fully in school life. The improvements and progress we have seen for these children over recent years attests to this.	*Class teachers provide support and suggestions for work to those involved in one to one support. This is monitored and adjusted as needs be. *The Inclusion leader also reviews provision on an ongoing basis and makes adjustments as necessary to ensure that one to one support is effective. *B Squared materials used in appropriate subjects will enable us to further monitor the attainment and progress of children who benefit from this strategy.	Inclusion leader Class teachers	On an ongoing basis
B: PP children will have improved knowledge, understanding and	<u>Wigan Family Welfare</u> A counselling service is provided and available to identified children and their families.	*Behaviour intervention + 4 months impact (EEF) *Social and emotional learning +4 months impact (EEF)	*Children involved in this will be reviewed on a regular basis as part of the process. Adjustments will be made as necessary.	Learning mentor Inclusion Leader	On an ongoing basis

<p>emotional awareness of the world and will be able to apply this to their school work.</p>			<p>*Boxall Profiles will be used with some children to demonstrate the progress they have made in this area. *Updates from the counsellors also enable us to monitor and review on a regular basis.</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. 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>*Behaviour intervention + 4 months impact (EEF) *Social and emotional learning +4 months impact (EEF) *Several PP children and their families require support from the learning mentor and this has been effective in addressing social and emotional needs in previous years. Often the advice and support is vital to families.</p>	<p>*Emotional support is provided to children who need it, enabling them to develop personally and socially. This will be monitored through discussions with those involved with the child. *Specific behavioural issues are dealt with as they arise and children are able to learn effectively. Over time instances of behaviour issues should diminish and this will be tracked by the learning mentor and Inclusion Leader. *Attendance and punctuality of identified pupils will improve, with them meeting individual targets set. *School will achieve nationally set attendance targets. *Boxall Profiles will be used with some children to demonstrate the progress they have made as a result of this strategy.</p>	<p>Learning mentor Inclusion Leader</p>	<p>On an ongoing basis</p>

iii. Other approaches				Total budgeted cost for this part of the strategy: £7,320	
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?
<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>*"Magic breakfast" project + 2 months impact (EEF) *"Association between breakfast consumption and educational outcomes in 9-11 year old children" (Public Health Nutrition, 2016) *We believe that children will be 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. *Punctuality will improve for targeted pupils as they will arrive well before the start of the school day.</p>	<p>*Children's behaviour will be monitored through discussion with those involved with the child. *Punctuality and attendance will be monitored.</p>	<p>Learning mentor Inclusion Leader Breakfast Club staff</p>	<p>Half termly</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>*Homework primary +2 months impact (EEF) *This has been successful in previous years and parents and children report they find it useful.</p>	<p>*The standard and frequency of home learning completed will be monitored by class teachers and SLT. *Problems or issues will be reported to those running the clubs. *Completion and standard of home learning should improve over the course of the year.</p>	<p>Learning mentor Class teachers</p>	<p>Termly</p>
<p>B: PP children will have improved knowledge, Understanding and emotional awareness</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</p>	<p>*Arts participation +2 months impact (EEF)</p>	<p>*Numbers of children involved in this area is monitored by the Inclusion Leader and strategies to increase participation for PP children will be implemented throughout the year.</p>	<p>Inclusion Leader</p>	<p>Half termly</p>

of the world and will be able to apply this to their school work.	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.				
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	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. Pupils have the opportunity to take part in activities and sports they otherwise may not get the chance to.	*Sports participation +2 months impact (EEF)	*Numbers of children involved in this area is monitored by the Inclusion Leader and strategies to increase participation for PP children will be implemented throughout the year.	Inclusion Leader	Half termly
A: Attainment in reading, writing and mathematics improves for PP children across all year groups.	Resources Contributions towards any other resources deemed necessary to further the achievement of PP children as the year progresses.	*Evidence for which resources have been purchased and how they have been used will become apparent as issues arise.	*Class teachers and the Inclusion Leader will monitor the impact of any resources purchased and will consider the need for further resources based on pupils' needs as they arise. These in turn will then be reviewed.	Class teachers	On an ongoing basis.