

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

Pupil Premium Strategy 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 2018/2019				
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	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%
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	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%
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	83%	65%	88%	84%
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	47%	Local authority:51%	78%	Local authority: 71%

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.

Planned Expenditure

Academic Year: 2019/2020

i. Quality of teaching for all

**Total budgeted cost for this part of the strategy:
£38,834**

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>	<p>*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.</p>	<p>*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>	<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</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> <p>PM Benchmarking will be used on a daily basis to ensure assessments within reading are</p>	<p>*"Reading Facts" (https://readingagency.org.uk/about/impact/002-reading-facts-1/) *Hooked on Books (Jane Considine, 2017)</p>	<p>*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. *The English leader will check the use of Benchmarking and will hear children read regularly.</p>	<p>Class teachers SLT</p>	<p>Termly</p>

<p>learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home.</p>	<p>current and that children are reading texts appropriate to their reading ability.</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>*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>
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ii. Targeted support				Total budgeted cost for this part of the strategy: £84,241.39	
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>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.</p>	<p>*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) *We used this approach last year and felt it was successful. The gap between the attainment of PP and non PP children in the Y1 Phonics Screening Check was reduced to -5% and our PP children outperformed the local authority average for PP</p>	<p>*Phonics tracking assessments will be used to closely track some children's progress. *Phonics sessions will be observed as part of the ongoing Improving Learning Calendar. *Teaching assistants involved with particular groups have opportunities to feedback to class teachers on a daily basis.</p>	<p>KS1 staff</p>	<p>Half termly</p>

		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 twenty 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) *We used this approach last year and felt it was successful. The gap between the attainment of PP and non PP children in the Y1 Phonics Screening Check was reduced to -5% and our PP children outperformed the local authority average for PP children by 18%.	*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. *Regular half termly in class assessments will also be used to check progress.	Inclusion Leader English Leader	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>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) *All the programmes used are recommended by expert speech and language therapists with an evidence base to prove 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	<u>Well being/sensory room – equipment and time to use with teaching assistants</u>	*Self regulation strategies +5 months (EEF) *Social and emotional learning strategies +5 months (EEF) *Strategies, resources and approaches equipment used in this area have been recommended to us by occupational	*Children who utilise this approach will be calmer and more settled in school. *Reviews conducted by professionals will demonstrate progress in this, and other, areas.	Inclusion Leader	Half termly

able to apply this to their school work		therapists, speech and language therapists and educational psychologists.			
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</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.	*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 emotional awareness of the world and will be able to apply this to their school work.	<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. *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.	Learning mentor Inclusion Leader	On an ongoing basis
C: Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home.	<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	*Behaviour intervention + 4 months impact (EEF) *Social and emotional learning +4 months impact (EEF) *Use of the "attendance toolkit" has proven successful in a similar local school. *Several PP children and their families require support from the	*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	Learning mentor Inclusion Leader	On an ongoing basis

D: Improved attendance and punctuality for PP children and for other pupils also.	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.	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.	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.		
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iii. Other approaches				Total budgeted cost for this part of the strategy: £10,244.61	
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>	Learning mentor Inclusion Leader Breakfast Club staff	Half termly
<p>A: Attainment in reading, writing and mathematics improves for PP children across all year groups.</p> <p>C: Environments conducive to</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</p>	<p>*Homework primary +2 months impact (EEF) *This has been successful in previous years and parents and children report they find it useful. *Fine motor skills have been identified as an area for development for some PP children, particularly those in Y1</p>	<p>*The standard and frequency of home learning completed will be monitored by class teachers and SLT. *Completion and standard of home learning should improve over the course of the year.</p>	Learning mentor Class teachers	Termly

learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home.	PP children, particularly within Y1.	and thus this has now been incorporated into the Key Stage One Home Learning Club.			
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>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.	*Arts 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.	<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 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