

Pupil Premium Strategy

| 1. Summary information | | | | | |
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| School | ST GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL | | | | |
| Academic Year | 2017-18 | Total PP budget (<u>Financial</u> Year 2017-18) | £166,631 | Date of most recent PP Review | Mar 2018 |
| Total number of pupils | 197 267 (Including Nursery and little Dragons) | Number of pupils eligible for PP in academic year 2017-18 | 117 | Date for next internal review of this strategy | July 2018 |

| 2. Current attainment | | |
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| KS2 DATA 2017 (22 children eligible for PP from 28) | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing and maths | 55% | 67% |
| % achieving expected standard or above in reading | 77% | 77% |
| % achieving expected standard or above in writing | 77% | 81% |
| % % achieving expected standard or above in maths | 64% | 80% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Oral Language Skills and vocabulary |
| B. | Lack of emotional resilience and confidence |
| C. | Poor reading comprehension and mathematical reasoning, including at greater depth |
| D. | Lack of basic skills- phonics/number retention |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | School is in the poorest council ward in Cumbria. Poor housing conditions. Health issues including mental health- School is in the top 5% of the council wards for Health Poverty. 55% of children living in poverty Lack of external experiences from which to draw on to support language, experience and emotional resilience. |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | All children in receipt of PP to make good progress from relative starting points. | <p>KS1-KS2 Progress of children in receipt of the pupil premium with from starting point of Year 2 will be above the National Average in 2018</p> <p>KS1- Progress of children in receipt of PP is equal from R-KS1 to those children not in receipt of PP</p> <p>Year 1- 80% Children with PP to pass the phonics check with no difference between PP and Non-PP</p> <p>R- As last year, there is no gap in progress between those children in receipt of PP and those who were not</p> <p>1,3,4,5- Children in receipt of PP make equal in year progress to non-PP children</p> |
| B. | All children in receipt of PP to become more confident and resilient learners | <p>External Review in April 2018 feels emotional resilience has improved since the 2017 visit</p> <p>School average attendance is below the National Average (current equal)</p> |
| C. | Children to develop language and oral skills. | <p>EYFS- 19/27 children overall achieve GLD in Communication and Language for 17-18 at the end of EYFS</p> <p>All children make Good Progress or Better in C and L at the end of EYFS</p> |
| D. | Children to improve depth of mathematical reasoning and comprehension | <p>KS1-KS2 Progress of children in receipt of the pupil premium with from starting point of Year 2 will be above the National Average in 2018</p> <p>10% of Disadvantaged Pupils will achieve Greater Depth in RWM combined</p> <p>KS1- Progress of children in receipt of PP is equal from R-KS1 to those children not in receipt of PP. 10% of Disadvantaged pupils will achieve Greater Depth in RWM combined</p> <p>R- As last year, there is no gap in progress between those children in receipt of PP and those who were not</p> <p>1,3,4,5- Children in receipt of PP make equal in year progress to non-PP children</p> |
| E. | Children to be able to make healthy and happy lifestyle choices and understand the impact this has on their well being. | <p>External Review in April 2018 feels emotional resilience has improved since the 2017 visit</p> <p>School average attendance is below the National Average (currently equal)</p> |

| 5. Planned expenditure | | | | | |
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| Academic year | 2017-18 | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead (HT – Headteacher, AHT – Assistant headteacher, LM Learning Mentor, SBM School Business Manager) | When will you review implementation? |
| Children to develop language and oral skills. | <p>Subsidised outdoor Learning</p> <p>Costing: £12000 Minibus £10000 0.5 staffing cost of STA Learning Mentor</p> <p>Cost of time for STA in Reception Class to support and provide S and L opportunities £10000</p> | <p>Ready to Read (National Literacy Trust 2015) states that 35% of children living in poverty (over half of St George’s children) do not have the language skills expected of a 5 year-old. 42% pf boys living in poverty are not at the expected level at 5 years old.</p> <p>There is a direct correlation between improved results in EYFS, KS1 and KS2 to increased experiential learning at St Georges School- See ASP and Fischer data. The school’s work using outdoor experiential learning and its link to progress has been recognised through published work of SLE throughout Cumbria</p> | <p>PP children reaching ARE at EYFS will be above 65%</p> <p>Continue ‘Learning Away’ activities, staffing and resources</p> <p>Ensure Reception and KS1 teachers have sufficient staffing to implement quality interventions</p> <p>Ensure class teachers attend sessions so that the impact is followed up within the classrooms.</p> <p>Ensure high quality training opportunities exist for all staff with regard to speech and language.</p> | <p>Pupil Premium Governor</p> <p>HT Monitor Impact</p> <p>Speech and Language and Outdoor Education Development Teams, overseen by HT</p> | <p>Ongoing through M and E Calendar.</p> <p>July 2018.</p> |
| All children in receipt of PP to become more confident and resilient learners | <p>KIDSAFE – Social and Emotional Learning Costing £6000 Including membership, training and staffing</p> | <p>On average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> | <p>Use development team meetings and management time to ensure approach is high quality</p> <p>Share practice with Parents in Parents’ Morning Easter 2018</p> | <p>Pupil Premium Governor</p> <p>HT Monitor Impact</p> <p>Behaviour Team, overseen by HT</p> | <p>External Review 2018</p> |

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| <p>Children to develop language and oral skills.</p> <p>Children to be able to make healthy lifestyles and understand the impact this has on their well-being.</p> | <p>SUMO- Stop, Understand, Move On - Including Training and Staffing- Whole School INSET- £7000</p> <p>Support for targeted</p> <p>Accurate, rapidly responsive and needs-based deployment of support staff across school including those whose focus aims to minimise barriers to learning</p> <p>e.g. HLTA Senior Learning Mentor (Behaviour Lead)</p> <p>HLTA Senior Learning Mentor (Pastoral Lead)</p> <p>Staffing, Training, Support £12,631</p> | <p>On average, Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Social context of area means that barriers to learning are often lifestyle related. External Review 2017 with Governors and Development Team recommended reintroduction of Kidsafe and use of SUMO, targeting classes where need was greatest.</p> <p>The External Review of 2017, OFSTED 2014 and all inspections found the importance of 'response led' flexible approaches to individual disadvantaged children to have an extremely positive effect (see case studies)</p> | <p>Dedicated curriculum time to implement programmes.</p> <p>High level of training given.</p> <p>Supported by the Learning mentor (Behaviour Lead) and class teacher.</p> | <p>HT</p> <p>HLTA Senior Learning Mentor (Behaviour Lead)</p> <p>HLTA Senior Learning Mentor (Pastoral Lead)</p> | <p>July 2018</p> |
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| <p>All children in receipt of PP to make good progress from relative starting points.</p> | <p>Cost of time for STAs in Reception Class and KS1 to support and provide 1-1 Reading Input Daily £20000</p> <p>Cost of support staff and resourcing in Read Write Inc Phonics Scheme. Use of Oxford Owl Website £15000</p> | <p>Results across the board at data points at St George's in 2016-17 showed children were making good progress where these approaches were employed.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasized that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. (EEF)</p> | <p>Dedicated curriculum time to implement programmes.</p> <p>Regular input from English Subject Leader and SLE/DHT to support high quality teaching from all staff</p> | <p>SLT and Assessment and Interventions Development Team (led by AHT/SENCO)</p> | <p>Teacher and Support Staff Appraisal Ongoing</p> <p>Ongoing Subject Leader Monitoring</p> <p>External Review 2018</p> <p>Pupil Progress Meetings Termly</p> |
| <p>All children in receipt of PP to make good progress from relative starting points</p> | <p>High level of training given, including understanding of whole school data for subject leaders - ASP data. Fischer training for SLT, ensuring staff are able to focus on different groups requiring support during PP Meetings</p> <p>Staff release time for subject leaders and Senior Leadership team. £20000</p> | <p>Evidence from outstanding schools indicates that schools who monitor progress and practice effectively have higher outcomes for pupils.</p> <p>Results across the board at data points at St George's in 2016-17 showed children were making good progress where these approaches were employed eg:</p> <p>KS2 2017 PP Expected 77% non PP 80%</p> <p>KS1 2017 PP Expected 81% (Up 21%) No PP 100%</p> | <p>Regular input from English Subject Leader and Maths Subject Leader/SLE/DHT to support high quality teaching from all staff</p> <p>Result will be diminishing difference in E and M for PP/Non PP</p> | <p>SLT and Assessment and Interventions Development Team (led by AHT/SENCO)</p> | <p>External Review Mar 2018</p> <p>Termly Pupil Progress reviews</p> <p>July 18</p> |

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| <p>All children in receipt of PP to make good progress from relative starting points.</p> | <p>Cost of time for STAs in Reception Class and KS2 to support and provide 1-1 input daily £20000</p> <p>Cost of staff and resourcing Easter Boosters and After School Clubs £15000</p> | <p>Reception GLD up to 67% in 2017 from 38%</p> <p>Results across the board at data points at St George's in 2016-17 showed children were making good progress where these approaches were employed eg:</p> <p>KS2 2017 PP Expected 77% non PP 80%</p> <p>KS1 2017 PP Expected 81% (Up 21%) No PP 100%</p> | <p>Dedicated curriculum time to implement programmes.</p> <p>Regular input from English Subject Leader and SLE/DHT to support high quality teaching from all staff</p> | <p>SLT and Assessment and Interventions Development Team (led by AHT/SENCO)</p> | <p>Teacher and Support Staff Appraisal Ongoing</p> <p>Ongoing Subject Leader Monitoring</p> <p>External Review 2018 Pupil Progress Meetings Termly Intervention Clinics Termly</p> |
| <p>Children to improve depth of mathematical reasoning and comprehension, including those at Greater Depth</p> | <p>Opportunity for SLE/DHT to share practice and coach/peer teach £3000</p> <p>Comprehension Inset given and resources purchased £1000</p> <p>High Quality Training with NATE to introduce high quality texts and enrichment activities to teaching of English £1000</p> | <p>Results in 2016-17 showed that in KS2 the disadvantaged children learning at Greater Depth in all subjects was less than the National Average</p> <p>Analysis of school results by the DHT/SLE in Maths showed reasoning still to be an area of focus- including children in receipt of P.P</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities and ensure that texts provide</p> | <p>Dedicated curriculum time to implement programmes.</p> <p>Regular input from English Subject Leader and SLE/DHT to support high quality teaching from all staff</p> | <p>SLT and Assessment and Interventions Development Team (led by AHT/SENCO)</p> | <p>Teacher and Support Staff Appraisal Ongoing</p> <p>Ongoing Subject Leader Monitoring</p> <p>External Review 2018 Pupil Progress Meetings Termly Intervention Clinics Termly</p> |
| Total budgeted cost | | | | | £146,431 |
| 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? |
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| All children to be able to fully access the schools offer. | Funding to support full access e.g. residential support, Water Park Coniston, Edinburgh, Hadrian's Wall 2018 | Children unable to attend clubs or participate fully due to equipment needs will feel less engaged in school life. Given the social context of St George's the high level of need of many disadvantaged groups (including PP). This is seen as a priority that underpins all practice here at St George's and is in line with research from the Sutton Trust. | School Office manager to monitor to ensure clarity and fairness. | SBM/ HT/ Learning Mentor. | July 18 |
| Total budgeted cost | | | | | £14,000 |

