

Pupil Premium Strategy

1. Summary information

School	ST GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL				
Academic Year	2018-19	Total PP budget (<u>Financial Year 2018-19</u>)	£153,154	Date of most recent PP Review	November 2018
Total number of pupils	242	Number of pupils eligible for PP in academic year 2017-18	102	Date for next internal review of this strategy	July 2019

2. Current attainment

KS2 DATA 2018 (24/29 children eligible for PP in Year 6 2018)	<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	54%	70%
% achieving expected standard or above in reading	58%	80%
% achieving expected standard or above in writing	71%	81%
% % achieving expected standard or above in maths	71%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	Oral Language Skills and vocabulary
B.	Lack of emotional resilience and confidence
C.	Poor reading comprehension and mathematical reasoning, linked to lack of understanding of 'Tier 2' words and applying knowledge in context
D.	Lack of basic skills- phonics/number retention

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

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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to develop language and oral skills.	EYFS - 65% of children overall attain GLD in Communication and Language for 18-19 at the end of EYFS. At the end of EYFS all children make Good Progress or Better in Communication and Language.
B.	All children in receipt of PP to become more confident and resilient learners	Well Being Survey with children shows increased confidence in learning. Case Studies show positive impact.
C.	Children to improve depth of reasoning and comprehension in both Mathematics and English	KS1-KS2 Progress - children in receipt of pupil premium will be above the National Average in 2019. KS2 Attainment - 10% of children in receipt of PP will achieve Greater Depth in RWM combined. KS1 - Progress of children in receipt of PP is equal from Reception-KS1 to those children not in receipt of PP. 10% of children in receipt of PP will achieve Greater Depth in RWM combined. Reception - 65% of children in receipt of PP attain a Good Level of Development. Years 1,3,4,5 - 65% of children in receipt of PP attain National Standard or Better in each Year Group in Maths.

<p>D.</p>	<p>All children in receipt of PP to make good progress from relative starting points.</p>	<p><u>KS1-KS2 Progress</u> - children in receipt of pupil premium will be at the National Average in 2019. <u>KS2 Attainment</u> - 60% of children in receipt of PP attain Expected Standard in R/W/M combined in 2019 SATS. <u>KS1</u>- Progress of children in receipt of PP is equal from R-KS1 to those children not in receipt of PP. <u>Year 1</u> - 80% of children in receipt of PP to pass the phonics check, with no difference between PP and Non-PP. <u>Reception</u> - 65% of children with PP attain a Good Level of Development. <u>Years 1,3,4,5</u> - Children in receipt of PP attain equally to non-PP children. <u>School Attendance</u> of children with PP is at or above National Average.</p>
<p>E.</p>	<p>Children to be able to make healthy and happy lifestyle choices and understand the impact this has on their well-being.</p>	<p>Well Being Survey with children shows increased confidence in learning. Case Studies show positive impact.</p>

5. Planned Expenditure					
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, DHT - Deputy head, LM Learning Mentor, SBM School Business Manager)	When will you review implement action?
A1. Children to develop language and oral skills.	<p>Subsidised Outdoor Learning (Including ADVENTURE CLUB for identified children with Speech and Language difficulties</p> <p>Costing: £12,000 Minibus £10,000 0.5 staffing cost of STA Learning Mentors</p> <p>Cost of time for STA in Reception Class to support and provide Speech and Language opportunities £10,000</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% of 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- trend over time in Reception Class from 2016-18</p> <p>In Reading, Writing and Maths combined results as follows:</p> <p>2016- School- 26% to National 53% 2017- School- 52% to National 61% 2018- School 55% to National 64%</p> <p>Disadvantaged children (24/29) in 2018 who achieved RWM combined was 54%. This represents strong overall improvement and a narrowing of the attainment gap.</p>	<p>PP children reaching Age Related Expectation 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>PP Governor</p> <p>HT Monitor Impact</p> <p>HT supports Mrs. Ellis when measuring impact through case studies</p>	<p>Ongoing through M and E Calendar.</p> <p>July 2019.</p>

<p>A2. Children to develop language and oral skills.</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>Staffing, Training, Support £13,500</p>	<p>The school's work using outdoor experiential learning and its link to progress has been recognized through published work of Specialized Leaders in Education throughout Cumbria, including leading Curriculum Planning for Foundation Subjects across the board in 2018.</p> <p>EEF research (2017) states that there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. Oral language precedes and underpins pre-literacy skills, as well as later reading (and especially reading comprehension) and writing. Most children enter St George's Nursery with Speech and Language skills well below the expected standard for their age.</p>	<p>Dedicated curriculum time to implement programs.</p> <p>High level of training given.</p>	<p>HT SLT</p>	<p>July 2019</p>
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<p>B. All children in receipt of PP to become more confident and resilient learners</p>	<p>KIDSAFE – Social and Emotional Learning Costing £6,000 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 2019</p>	<p>PP Governor</p> <p>HT Monitor Impact</p> <p>Behaviour Team, overseen by HT</p>	<p>Review with Pupils Premium Governor July 2019</p>
<p>C, 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 £4,000</p> <p>Purchase 'Power Maths' scheme £3,500</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. Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide focused challenge related to area of need.</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>Pupil Progress Meetings Termly Intervention Clinics Termly</p>

<p>D1. 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 £20,000</p> <p>Cost of support staff and resourcing in Read Write Inc Phonics Scheme. Use of Oxford Owl Website £10,000</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) - Schools trend over the last 3 years has seen a huge improvement- 81% now pass phonics check.</p>	<p>Dedicated curriculum time to implement programs.</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>Pupil Premium Governors Review July 2019</p> <p>Pupil Progress Meetings Termly</p>
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<p>D2. All children in receipt of PP to make good progress from relative starting points.</p>	<p>Staff release time for subject leaders and Senior Leadership team. £15,000</p> <p>Use of SEND Consultant to train and mentor both staff and parents - £3,000</p>	<p>Evidence from outstanding schools indicates that schools that monitor progress and practice effectively have higher outcomes for pupils.</p> <p><u>In Reading, Writing and Maths combined KS2 results as follows:</u></p> <p>2016- School- 26% to National 53% 2017- School- 52% to National 61% 2018- School 55% to National 64%</p> <p>Disadvantaged children (24/29) in 2018 who achieved RWM combined was 54%. This represents strong overall improvement and a narrowing of the attainment gap.</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 English and Maths for PP/Non PP.</p>	<p>SLT and Assessment and Interventions Development Team (led by AHT/SENCO)</p>	<p>Termly Pupil Progress reviews</p> <p>July 19</p>
<p>D3. 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 £20,000</p>	<p>Reception GLD up to 60% in 2018 from 38% in 2016.</p> <p>Results across the board at data points at St George's in 2017-18 showed children were making good progress where these approaches were employed</p>	<p>Dedicated curriculum time to implement programs.</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>Pupil Progress Meetings Termly Intervention Clinics Termly</p> <p>July 2019</p>

<p>E. Children to be able to make healthy lifestyle choices and understand the impact this has on their well-being.</p>	<p>Pastoral team support costs</p> <p>£5,000</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 (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 Real Love Rocks, targeting classes where need was greatest. 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.</p>	<p>Supported by the Learning mentor (Behaviour Lead) and class teacher.</p>	<p>HLTA Senior Learning Mentor (Behaviour Lead)</p> <p>HLTA Senior Learning Mentor (Pastoral Lead)</p>	<p>July 2019</p>
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6. 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 implement action?
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, Rampside, Year 2 Sleepover 2018. £21,154	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 19
Total Budgeted Cost					£153,154