EC St George's CE Primary school – Pupil Premium Strategy 2018-2019

1. Summary information

Academic Year	2018-2019	Pupil Premium Grant Allocation	£84, 480	Date of most recent PP Review	Sept 2018
Total number of pupils	231	Number of pupils eligible for PP	61 (26%)	Date for next internal review of this strategy	March 2019

2. Current attainment - end of key stage 2 – July 2018

	Pupils eligible for PP at end of Year 6	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths 2017-2018	**38%**	**67% (67%)**
% achieving expected standard or above in reading 2017-2018	**62%**	**73% (77%)**
% achieving expected standard or above in writing 2017-2018	**54%**	**73% (81%)**
% achieving expected standard or above in mathematics 2017-2018	**46%**	**67% (80%)**
% achieving expected standard or above in reading, writing and maths 2016-2017	%	60%
% achieving expected standard or above in reading 2016-2017	30%	71%
% achieving expected standard or above in writing 2016-2017	80%	79%
% achieving expected standard or above in mathematics 2016-2017	50%	75%

	3. Barriers to future attainment for pupils eligible for Pupil Premium

	Academic barriers
A	EY children enter school below age related expectations, particularly in the areas of communication and language and personal, social and emotional.
B.	Poor vocabulary hinders both reading and writing across most year groups.
C.	A lack of independence and resilience in learning impacts pupils applying skills effectively through learning opportunities with a greater level of challenge, particularly in KS2.
D.	In writing, children struggle to generate ideas and then develop these into age related expectations.
E.	Application of mathematical skills into reasoning and problem solving is limited, particularly in KS2.
F.	Whilst pupils develop reading skills, they do not have a love of reading which permeates and supports wider, richer reading experiences.
G.	Difficulties accessing age related material from the start of the academic year.

	Additional barriers *(issues which also require action outside school, such as low attendance rates)*
H.	Persistent absence (below 90%) and low attendance (below 96%) for some core children and families meaning that there are gaps in learning experiences.
I.	Emotional resilience – mental health and emotional wellbeing is poor with high levels of child protection referrals. Attitude to learning for a significant proportion of pupils is impacted frequently by external factors from home and this can impact progress and attainment.
J.	High levels of mobility in and out of school across year groups impacts stability within the classroom and additional strategies such as interventions.
K.	Limited experiences outside of school means that there is a wide gap between pupil premium pupils and their peers ability to draw on life experiences within learning opportunities.

	4. intended Outcomes
	Desired outcomes and how they will be measured	*Success criteria*
1.	An increase in the percentage of pupil premium pupils achieving age related expectations in reading, writing and mathematics across all year groups.	- Target Tracker (electronic assessment system used in school) shows an increase in percentage of PP pupils closing the gap to achieving ARE/achieving ARE across the whole school and within year groups. - National Assessment points evidence the percentage gap closing between PP pupils and their peers. - Teachers know who are PP pupils in their class and focus on them within quality first teaching for the greatest impact on progress.

		• Interventions in place to support increased progress specifically target PP pupils in the first instance.
2.	Improved vocabulary skills impacts English progress and attainment.	• Pupils evidence a 'richer' vocabulary which increases through year groups. • Higher level vocabulary evident during learning walks on working wall/through pupil voice/in books. • Percentage of PP pupils achieving ARE/closing the gap to ARE increases in writing and C&L in EY.
3.	Increased independence, resilience and emotional wellbeing enables children to successfully engage in learning within the classroom.	• Fewer incidents recorded of lost learning (through C poms). • Low level behaviour decreases during learning tasks, evident through drop ins/observations. • Data from counsellor for those accessing support evidences increased self confidence. • High level incidents related to emotional wellbeing decrease (specific children) evidenced through C poms. • Pupils can voice reasons for learning and understand how current learning opportunities link within a unit of work. • Pupils confidently share with parents/carers during open afternoons the learning that has taken place.
4.	Pupils engage in reading through a wide variety of texts both in school and at home impacting reading progress and attainment.	• Reading data increases towards National for PP pupils closing the gap on peers. • Pupil and parent voice evidences a higher level of interest in texts offered for home/school reading.
5.	Attendance is in line with National expectations.	• Robust systems in place for monitoring attendance with specific analysis of PP pupils. • Persistent absence decreases to at least in line with National. • Whole school attendance in line with National with specific analysis of PP.
6.	Pupils experience a wide range of activities and visits which widen their life experiences and impact progress and attainment.	• Pupils have experienced three educational visits/experience days across the year. • Wider opportunities in music specifically within year 4 to offer pupils the opportunity to learn an instrument. • The school have offered a wide range of out of school opportunities for pupils to engage in and kept and analysed data for attendance in relation to PP pupils. • Greater links have been made within the community to offer pupils a variety of opportunities.

5. Planned expenditure 2018-2019

A. Quality of teaching for all

Intended 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?
Outcome 1 An increase in the percentage of pupil premium pupils achieving age related expectations in reading, writing and mathematics across all year groups.	Develop quality first teaching across the school through: • Mastery maths specialist teacher support – alternate weeks • English lead support for planning/team teaching • Develop middle leader ability to lead subject and support teachers	Assessment data shows limited progress and attainment. Pupils have not previously maintained attainment data from previous National assessment points (Rec-Yr2-Yr6). Teaching observations have shown some elements of 'below standard' teaching within KS2. Prior to the last academic year (2017/18) the school did not have an assessment system in place or a maths or English strategy for teaching and learning. The school have been using 'Target Tracker' for two terms but as yet, there is not a full academic year of data. The school began implementing Mastery Maths through 'Maths No Problem' scheme at the start of last year in year 1 with elements of problem solving across all year groups. This academic year the scheme will run across year 1-4. In English, the school has received support from a leading school for writing and the development of the English subject lead. This will come to completion in January and the English lead is taking a greater level of responsibility in ensuring continued high level of quality teaching within the subject.	Fortnightly meetings with maths specialist teacher focussing on areas of development for the coming week / where support will be offered. Feedback from English supporting school up to January. Followed by half termly meeting with English lead. Specific SLT meetings in relation to progression of subject development/analysis of data. Pupil progress meetings with teachers with a focus on PP data. Lesson observations/drop ins/book scrutiny. Assessment lead analysis of PP data in comparison to other pupils. IMB holding HT to account during monthly meetings.	**AR/LW**	January 2019 April 2019 July 2019

Outcome 2 Improved vocabulary skills impacts English progress and attainment.	Allocate a member of teaching staff as lead for vocabulary development – work with English lead to develop vocabulary through quality first teaching. Implement vocabulary strategy from supporting school. Staff meeting time set aside for training. Elklan training Vocabulary lead to deliver course for parents/carers.	Around half of pupils enter school in Reception with communication and language skills below the expected level for their age. Vocabulary development in Reception is strong. Observations have shown the teacher to rapidly increase pupil's vocabulary. This is also the case in two other year groups where teachers are taking a lead in English. However, in other year groups, teachers have not strived to develop a higher level of vocabulary accepting simple vocabulary from children and not scaffolding this to enrich and develop pupils skills in this area. This has impacted attainment and progress.	Lesson observations/drop ins/book scrutiny. Feedback from English supporting school up to January. Followed by half termly meeting with English lead. Parental feedback from 'vocabulary course'.	AR/RB/DH	January 2019 April 2019 July 2019
Outcome 3 Increased independence, resilience and emotional wellbeing enables children to successfully engage in learning within the classroom.	Implementation of recently introduced behaviour policy – behaviour training for staff. Research areas through EEF and share findings with staff. Training for Teaching Assistants in supporting pupils without inhibiting independence.	Observations have shown behaviour in school to be good, however, children can be passive within learning. Pupils supported by Teaching Assistants can be over reliant on their support and so learning can therefore be over scaffolded limiting independent progress.	Analysis of data/book scrutiny/observations/drop ins/pupil voice	LB/RR	July 2019
Outcome 4 Pupils engage in reading through a wide variety of texts both in school and at home impacting reading progress and attainment.	Update home school reading scheme to enable pupils to have choice in what they want to read. Include a variety of scheme and 'real' texts for variety. Update guided reading books for KS1 to include 'real' texts. Purchase Accelerated Reader to support independent choice and enable pupils to feedback on books they have read whilst assessments being made. Half termly Rising Stars reading assessment followed by PM benchmarking pupils who are below ARE.	Pupil and parental voice has shown they do not enjoy the reading scheme finding the books 'boring' and unengaging. This was also evidenced through the most recent Ofsted inspection. Reading books offer a 'narrow' experience for pupils. However, texts used within English lessons have been developed over the last academic year and are proving to be enjoyed by pupils (pupil voice) whilst also beginning to have an impact on data.	Purchase recommended texts through Madelaine Lindley. Pupil Voice Data analysis	**AR/RR**	July 2019
				Total budgeted cost	£ 48,160
ii. Targeted support					

Intended 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?
Outcome 1 An increase in the percentage of pupil premium pupils achieving age related expectations in reading, writing and mathematics across all year groups.	Maths intervention in Yr 6 led by maths lead. After school booster classes for English and maths in year 6. Teaching Assistants trained in the delivery of specific interventions to close the gap towards ARE. • Project Code X • Reading Comprehension • Keep up not catch up maths Pupils selected for intervention using Target Tracker data.	Data shows that there is a need for a reading intervention which rapidly impacts pupil progress in reading. This intervention can be used across year groups by grouping children who are at the same reading stage together, therefore, being cost effective. There are groups of pupils in each year group who struggle to answer comprehension questions at ARE. Data across school shows a number of children falling back in attainment. Structured intervention programmes will enable TAs to have greater impact during intervention sessions.	Data analysis: Termly data along with start and end of intervention data to evidence rapid progress.	Class teachers	Half termly
Outcome 3 Increased independence, resilience and emotional wellbeing enables children to successfully engage in learning within the classroom.	Forest School Training for a Teaching assistant. Followed by using Forest school to engage pupils in learning. Counsellor one day a week.	Previous teaching assistant trained in Forest school made impact on resilience and emotional wellbeing of pupils through outdoor learning. This member of staffed left the school during the last academic year. Training is costly and could not be budgeted for last academic year. There are a number of pupils across school who have and do experience things outside of school that negatively impact their learning in school. Evidence from 1:1 counselling last year showed positive impact for several pupils.	Action plan for Forest School. Allocated room for counselling. Pupils selected on a need's basis with parental permission. Feedback from counsellor – anonymised raw data. Start and end of intervention pupil voice through 'blob tree'.	LB	Half termly
				Total budgeted cost	£ 23,590
iii. Other approaches					

Intended 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?
Outcome 5 Attendance is in line with National expectations.	HLTA targeted work one day a week. Close monitoring and analysis of attendance data. Links with targeted families. Education Welfare Officer ½ day every half term.	Whole school attendance for last academic year was just under 96%. Persistent absence was well above the National at 12%	Attendance data analysed weekly. Target families monitored for improvements. Where no improvements processes will escalate. ½ termly data report to Headteacher followed by reporting to IMB.	NL	Half termly
Outcome 6 Pupils experience a wide range of activities and visits which widen their life experiences and impact progress and attainment.	Termly Educational visit or experience day for all classes. Links with other schools eg Blue Coat for RE experience day yr5. Teachers/TAs to offer 'experience' clubs after school/during lunch. Provide opportunities to attend pantomime, residentials, wider opportunities music lessons for year 4	Pupils have limited experiences outside of their own environment and culture. This impacts their ability to apply understanding to new learning or give breadth within writing. In previous years after school clubs have been limited to sports.	Termly educational visits organised during the Autumn term and added to whole school calendar. List of clubs offered kept along with register of those who have attended. Analysis of how many PP pupils in attendance.	Class Teachers	July 2019
				Total budgeted cost	£ 18,050

OVERALL TOTAL BUDGET	**£89,800**

6. Review of Expenditure 2017/18
Attainment/progress to improve all pupil premium children • KS2 data from National tests shows improved outcomes for Pupil premium compared to 2017 results in reading, maths and combined. Whilst writing data is lower than the previous year, this was externally moderated and judgements were verified. An increase in combined from 17% to 46% shows positive impact from strategies put in place using PP funding. The gap between PP and non PP pupils has closed by 29%. **Limited experiences**

- PP funding supported PP pupils attending a residential which they otherwise would have been unable to attend. This enabled them to widen their experiences through teambuilding exercises. In addition, funds were used to support ongoing music lessons for children showing gifting and to subsidise a wider range of experience opportunities for pupils. All of the above supported a greater level of self confidence. This was evident in pupil engagement within lessons. (see anonymised case study).

Attendance improves
- The majority of supported pupils have improved attendance over time. (See attendance file).

Good mental health and wellbeing
- Pupils engaged with the counselling sessions. Impact was seen through increased engagement and resilience within the classroom. One child wrote to the counsellor at the end of year 6 to thank her for the support he had been given and to say that it had helped him learn to control his anger and manage his feelings more effectively.

7. ADDITIONAL INFORMATION

8. Impact

Attainment - end of key stage – July 2019

	Pupils eligible for PP at end of Year 6 2019	*Pupils not eligible for PP at end of Year 6 2019*
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

4. Outcomes