



## Pupil Premium Strategy 2018-19

The Pupil Premium Grant (PPG) is additional funding that the government allocates to schools to reduce the inequalities disadvantaged pupils may experience in comparison to their peers. The government defines disadvantaged pupils as those children who are eligible for free school meals (FSM) or have been in the last six years, children who are Looked After or have been in the last six years and children of parents in the armed services. At St. George's we use the Pupil Premium Grant to ensure we are effectively raising the achievement and aspirations of disadvantaged pupils. This includes enabling pupils to access opportunities and experiences that they may not otherwise have. However we recognise that not all children who are 'disadvantaged' qualify for free school meals.

Evidence shows that the most effective schools narrow the achievement gap through a combination of high quality teaching, strong leadership and a relevant and coherent curriculum. In addition they have a culture of high expectations, provide targeted catch-up and a range of enrichment activities and opportunities. We intend to use the pupil premium grant to continually develop these practices at St George's First School and increase pupil attainment and achievement. As well as national research we will use our own evaluations of what has been effective and our knowledge of the cohorts currently in school to ensure the effective allocation of this funding.

Summary information					
<b>School</b>	ST GEORGES CE FIRST SCHOOL				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£51,480	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	230	<b>Number of pupils eligible for PPG</b>	39	<b>Date for next internal review of this strategy</b>	Ongoing 2018-19

Attainment 2018	Pupils eligible for PP (school)		Pupils eligible for PP (national comparator)	
<b>EYFS</b>				
% of pupils achieving GLD	<b>All pupils</b>	62%	<b>All pupils</b>	71.5%
	<b>Disadvantaged</b>	80%	<b>Disadvantaged</b>	
<b>Phonics Check</b>				
% of pupils meeting the required standard in Year 1	<b>All pupils</b>	69%	<b>All pupils</b>	84%
	<b>Disadvantaged</b>	50%	<b>Disadvantaged</b>	70%
% of pupils meeting the required standard in Year 2	<b>All pupils</b>	77%	<b>All pupils</b>	61%
	<b>Disadvantaged</b>	60%	<b>Disadvantaged</b>	
<b>Key Stage One</b>				
% achieving at least expected standard in reading	<b>All pupils</b>	51%	<b>All pupils</b>	75%
	<b>Disadvantaged</b>	27%	<b>Disadvantaged</b>	60%
% achieving at least expected standard in writing	<b>All pupils</b>	47%	<b>All pupils</b>	70%
	<b>Disadvantaged</b>	45%	<b>Disadvantaged</b>	53%
% achieving at least expected standard in maths	<b>All pupils</b>	58%	<b>All pupils</b>	76%
	<b>Disadvantaged</b>	45%	<b>Disadvantaged</b>	61%

### 1. Barriers to future attainment (for pupils eligible for PP)

<b>A.</b>	Limited life experiences on entry to school and throughout early schooling (including limited experiences of early play and books).
<b>B.</b>	Low baseline on entry to school particularly evident in terms of delayed receptive and expressive language skills.
<b>C.</b>	Parental capacity to support pupils can be hampered by limited literacy skills and the degree of fluency in English.
<b>D.</b>	Parental understanding of the importance of regular attendance and punctuality (further impacted by extended holidays overseas) can result in pupils missing significant periods of schooling.

<b>E</b>	Families do not always understand the importance of the Early Years curriculum in terms of securing long term academic success.
<b>F</b>	High levels of social and economic deprivation (housing, nutrition, financial hardship) impact on physical health, attendance, concentration and retention skills and the emotional well-being of many pupils. Many families are disadvantaged/ vulnerable but may not meet the criteria for FSM.

<b>2. Desired Outcomes</b>	<b>Success Criteria</b>
<p>To improve the language and vocabulary of disadvantaged pupils.</p> <p>To increase the proportion of disadvantaged pupils making expected progress and above in Reading, Writing and Mathematics.</p> <p>To increase the proportion of disadvantaged pupils reaching ARE in Reading, Writing and Mathematics.</p> <p>To develop effective partnerships with parents and families.</p> <p>To widen pupils life experiences and provide extended opportunities.</p> <p>To improve the attendance of disadvantaged pupils.</p>	<p>End of year language data indicates 80% of disadvantaged pupils are at expected levels in language development.</p> <p>Disadvantaged pupils make accelerated progress so that the attainment gap is narrowed.</p> <p>Strong parent partnerships impacts positively on outcomes for pupils (parents attending parent consultation meetings, IPP reviews, curriculum workshops etc).</p> <p>A well designed curriculum effectively meets the needs of disadvantaged pupils. Disadvantaged pupils targeted effectively in OSHL.</p> <p>Attendance of disadvantaged pupils increases. There are fewer PA's amongst this group.</p>

## Planned expenditure

**Academic year**

**2018-19**

The three headings below enable schools to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation
<p>To secure and sustain effective teaching across the school so that outcomes for disadvantaged pupils improve. (80% of provision in reading writing and mathematics is effective)</p>	<ul style="list-style-type: none"> <li>• Further staff training with a focus on:                             <ul style="list-style-type: none"> <li>- Questioning Skills (INSET 03/09/2018)</li> <li>-Effective planning (04/09/2018)</li> <li>-Handwriting and presentation (18/09/2018)</li> <li>-Learning objectives and success criteria (25.09.2018)</li> <li>-Reading Assessment (09/10/2018)</li> <li>-Ordinarily Available Provision (13/11/2018)</li> <li>-SPAG (Twilight 26/11/2018)</li> <li>-Planning Effective Maths lessons (04/12/2018)</li> </ul> </li> <li>• Additional School to School support for KS1 &amp; 2 (AHT Catshill).</li> <li>• Additional EYFS support from G. Deakin (Achieving Early AFA).</li> <li>• Provide 'professional partner' support to secure a consistent profile in teaching and learning across school.</li> </ul>	<ul style="list-style-type: none"> <li>• HMI April &amp; October 2018 and Babcock Reviews (Autumn 2018) support schools own evaluation of quality of teaching and learning.</li> <li>• SLT monitoring activities including data analysis and book trawls/ work scrutiny indicate inconsistent profile of teaching and learning in some parts of school.</li> </ul> <p><i>What happens in the classroom makes the biggest difference: improving teaching leads to greater improvements.</i>  <b>(15 lessons learned in the EEF's first six years)</b></p>	<ul style="list-style-type: none"> <li>• Use of INSET days/ staff meeting times to deliver training</li> <li>• SLT Half termly data capture and analysis</li> <li>• SLT monitoring of quality of teaching and learning</li> <li>• Performance management objective setting</li> <li>• Ongoing external monitoring LA /Babcock Reviews/ HMI</li> </ul>	<p>HT/DHT/ EYFS lead/ Literacy lead/ Maths lead/ SEND/CO</p>	<p>Ongoing 2018-19 April 2019 July 2019</p>

<p>Pupils rapidly develop their language and vocabulary skills so that any gaps are narrowed e.g. the EOY RAPT summary data for EYFS (Reception) indicates at least 80% of pupils achieve expected standards in the use of pronouns, verb tenses and vocabulary. Language Link data indicates that at least 80% of each cohort is at ARE by the end of year.</p>	<p>Further strengthen the teaching of language and vocabulary across the school through CPD:</p> <ul style="list-style-type: none"> <li>• 'Infusing Rich Vocabulary throughout the Primary Curriculum' (17/10/2018) X1</li> <li>• Whole Staff training: Listening and Attention skills (28/11/19) Narrative Skills (21/11/2018).</li> <li>• Listening and Attention Skills workshops for parents (20/11/2018 and 04/12/2018).</li> <li>• Speech and Language Therapist support in school ½ day per week (SLA).</li> <li>• Targeted Listening and Attention skills sessions in Reception and KS2.</li> <li>• Professional support for new Librarian from SLS to develop the library and role of pupil librarians.</li> <li>• Staff meeting EAL Assessment Tracker (11/12/2018)</li> <li>• Word Aware audits of learning environments.</li> <li>• Curriculum and Language INSET (06/01/2019).</li> </ul>	<ul style="list-style-type: none"> <li>• Word Aware has been successfully used in schools with high EAL and/or delayed language and communication skills.</li> <li>• Writing cannot improve without a focus on speaking and listening skills <b>(Recommendation 1. Develop pupils speaking and listening skills and wider understanding of language: Improving Literacy EEF 2017).</b></li> <li>• The needs of EAL learners cannot be met without a secure knowledge of EAL pedagogy and assessment.</li> <li>• Successful schools use curriculum to address disadvantage and provide equality of opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• DHT monitoring</li> <li>• SENDCO monitoring</li> <li>• Speech therapist follow-up assessments and reviews</li> <li>• SLT monitoring of quality of teaching and learning</li> <li>• Class teachers complete termly EAL assessments</li> </ul>	<p>DHT/ SENDCO</p>	<p>Ongoing 2018-19 April 2019 July 2019</p>
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<p>Disadvantaged pupils make above expected rates of progress in Reading, Writing and Maths e.g. disadvantaged pupils make above expected rates of progress: EYFS 4.5 points, KS1 4.8 points KS2 6 points.</p> <p>At least 82% of pupils in Year 1 achieve the expected standard in Phonics.</p>	<ul style="list-style-type: none"> <li>Continue to raise standards in Reading Writing and Maths through: <ul style="list-style-type: none"> <li>-Whole staff training on SPAG</li> <li>-Phonics lead to continue to be released to support, develop and monitor the teaching of phonics</li> <li>-Curriculum and planning support for KS1 &amp; 2 (including subscription to Babcock Sequences of Learning package)</li> <li>-Staff training on Reading assessment.</li> <li>-Staff training on Planning Effective Maths lessons.</li> <li>-TA training on 'Effective Reading Pedagogy'.</li> <li>-S2S support from Maths Lead at Crabbs Cross.</li> <li>-Establishing coaching triads following the Art and rigour of Coaching (30/11/2018) CPD.</li> </ul> </li> <li>-Additional supernumerary teacher support in KS1 (Spring 1&amp;2)</li> </ul>	<ul style="list-style-type: none"> <li><i>What happens in the classroom makes the biggest difference: improving teaching leads to greater improvements. (15 lessons learned in the EEF's first six years)</i></li> </ul>	<ul style="list-style-type: none"> <li>Use of INSET days/ staff meeting times to deliver training</li> <li>SLT Half termly data capture and analysis</li> <li>SLT monitoring of quality of teaching and learning</li> <li>Performance management objective setting</li> <li>Ongoing external monitoring LA /Babcock Reviews/ HMI</li> <li>Allocation of time for coaching triads</li> </ul>	<p>HT/DHT/ EYFS lead/ Literacy lead/ Maths lead/ SENDCO</p>	<p>Ongoing 2018-19 April 2019 July 2019</p>
Total budgeted cost				£25,000	
<b>ii. Targeted support</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation

<p>The language and vocabulary of a greater number of pupils is closer to ARE (at least 80%).</p>	<p>To improve the language scores (receptive and expressive) in key areas identified through specific assessments by providing:</p> <ul style="list-style-type: none"> <li>• Language Link intervention</li> <li>• Black Sheep Narrative skills</li> <li>• Targeted specialist SALT support</li> <li>• Pre-teaching of targeted vocabulary and concepts.</li> <li>• Listening and Attention workshops for families of EYFS parents</li> </ul>	<ul style="list-style-type: none"> <li>• Good language and communication skills underpin the development of key literacy skills <b>(Recommendation 1. Develop pupils speaking and listening skills and wider understanding of language: Improving Literacy EEF 2017).</b></li> <li>• High performing schools direct resources towards EYFS (DFE: School Culture and Practices August 2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Allocate staff time with speech therapist to support initial training, assessment and implementation</li> <li>• End of unit and EOY data collection (EYFS staff/SENDCO)</li> </ul>	<p>DHT/ SENDCO EYFS lead</p>	<p>Ongoing 2018-19 April 2019 July 2019</p>
<p>The additional needs of vulnerable pupils are assessed and identified in a timely manner leading to successful outcomes e.g. successful EHCP application, reduced risk of exclusion, targeted support for families etc.</p>	<p>To refine and adapt provision for pupils with very specific needs or difficulties by offering :</p> <ul style="list-style-type: none"> <li>• Early assessment, support and advice to staff.</li> <li>• Support from school health</li> <li>• Beacon Short Stay SLA (outreach)</li> <li>• Meetings with educational psychologist for parents/ family members.</li> <li>• Bespoke VIG sessions with families and children.</li> <li>• Targeted nurture group support</li> <li>• Lego therapy</li> <li>• 1-1 social and emotional support</li> <li>• Rapid Reading</li> <li>• Get set school club</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologists have an in-depth understanding of the current educational context and how it impacts on vulnerable learners.</li> <li>• Dr. A. Soni (EP) has extensive experience and knowledge of working within diverse communities and has developed effective and trusting relationships with our families.</li> <li>• The EEF Toolkit states that Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and analysis of the progress of disadvantaged pupils every half term</li> <li>• Weekly meetings with Nurture Group lead</li> <li>• Termly analysis of progress against the diagnostic and developmental strands on the Boxall Profile (Nurture Group staff and SENDCO)</li> <li>• Signposting parents to support networks/ outside agencies</li> </ul>	<p>SLT/ DHT/ SENDCO</p>	<p>Ongoing 2018-19 April 2019 July 2019</p>

Total budgeted cost

£20,000

**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation
<p>Vulnerable and disadvantaged pupils have a positive start to each school day.</p> <p>The attendance and punctuality of vulnerable pupils improves to closer to expected (96%)</p>	<ul style="list-style-type: none"> <li>• To extend breakfast provision through a combination of targeted and universal strategies so that all pupils have access to breakfast through the following models:               <ul style="list-style-type: none"> <li>-Traditional Breakfast Club</li> <li>-Daily Bagel bar (Magic Breakfast)</li> <li>-Get Set School Club</li> <li>-Purchase of additional fruit for KS2</li> </ul> </li> <li>• To target the attendance and punctuality through:               <ul style="list-style-type: none"> <li>-Attendance wrist bands</li> <li>-School planners</li> <li>-Attendance and punctuality awards</li> <li>-Texts and letters to parents</li> <li>-EWO support</li> </ul> </li> <li>• Daily scrutiny of attendance and punctuality figures with follow-up texts, phone calls and/ or letters home</li> </ul>	<ul style="list-style-type: none"> <li>• Schools that run a free of charge, universal breakfast club before school can deliver an average of 2 months' additional progress for pupils (EEF toolkit).</li> <li>• There is evidence to suggest this impacts positively on behaviour and attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor access /take up of breakfast provision</li> <li>• Monitoring/ analysis of attendance and punctuality of disadvantaged pupils</li> </ul>	<p>DHT</p> <p>HT EWO</p>	<p>Ongoing 2018-19 April 2019 July 2019</p>

<p>Enrichment activities and visits lead to improved outcomes and raise the aspirations of vulnerable and disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Subsidised costs of school visits</li> <li>• Specialist music tuition</li> <li>• Additional swimming sessions</li> <li>• Free sports clubs before, during and after school.</li> </ul>	<ul style="list-style-type: none"> <li>• High performing schools subsidise trips and extra-curricular activities for disadvantaged pupils.(DFE: School Culture and Practices August 2018)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor club attendance and actively target disadvantaged pupils</li> <li>• Disadvantaged pupils attend all educational visits</li> </ul>	<p>PE lead DHT</p>	
<p>Total budgeted cost</p>				<p>£6,000</p>	