



## Pupil Premium Strategy 2017-18

At St. George's we continually review the use of the Pupil Premium grant to ensure we are effectively raising the achievement and aspirations of disadvantaged pupils. This includes enabling pupils to widen their horizons and access opportunities and experiences that they may not otherwise have access to. The school recognises that not all pupils who are eligible for pupil premium are underachieving; while some pupils may be underachieving and not eligible for pupil premium funding. The school will aim to plan, adapt and prepare for any individual or group, in which underperformance is evident.

Evidence shows that the most effective schools narrow the achievement gap through a combination of high quality teaching, strong leadership, 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 Pupil Premium funding.

Summary information					
<b>School</b>	ST GEORGES CE FIRST SCHOOL				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£56,760	<b>Date of most recent PP Review</b>	Spring 2018
<b>Total number of pupils</b>	228	<b>Number of pupils eligible for PP</b>	43	<b>Date for next internal review of this strategy</b>	Summer 2018

<b>Attainment 2017</b>	<b>Pupils eligible for PP (school)</b>		<b>Pupils eligible for PP (national comparator)</b>	
<b>EYFS</b>				
% of pupils achieving GLD	<b>All pupils</b>	38%	<b>All pupils</b>	71%
	<b>FSM</b>	33%	<b>FSM</b>	73%
	<b>Non FSM</b>	38%	<b>Non FSM</b>	73%
<b>Phonics Check</b>				
% of pupils meeting the required standard in Year 1	<b>All pupils</b>	48%	<b>All pupils</b>	81%
	<b>Disadvantaged</b>	64%	<b>Disadvantaged</b>	84%
% of pupils meeting the required standard in Year 2	<b>All pupils</b>	85%	<b>All pupils</b>	92%
<b>Key Stage One</b>				
% achieving at least expected standard in reading	<b>All pupils</b>	46%	<b>All pupils</b>	76%
	<b>Disadvantaged</b>	33%	<b>Disadvantaged</b>	79%
	<b>Non-Disadvantaged</b>	49%	<b>Non-Disadvantaged</b>	79%
% achieving at least expected standard in writing	<b>All pupils</b>	39%	<b>All pupils</b>	68%
	<b>Disadvantaged</b>	17%	<b>Disadvantaged</b>	72%
	<b>Non-Disadvantaged</b>	43%	<b>Non-Disadvantaged</b>	72%
% achieving at least expected standard in maths	<b>All pupils</b>	49%	<b>All pupils</b>	75%
	<b>Disadvantaged</b>	50%	<b>Disadvantaged</b>	79%
	<b>Non-Disadvantaged</b>	49%	<b>Non-Disadvantaged</b>	79%

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

In-school barriers	
<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.

Planned expenditure					
Academic year	2017-18				
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?	Monitoring <i>Who? When?</i>	Expenditure	Evaluation of Impact

<p>Disadvantaged pupils make above expected rates of progress (EYFS 4.5 points, KS1 4.8 points KS2 6 points).</p>	<p>To secure and sustain at least good teaching across the school by:</p> <ul style="list-style-type: none"> <li>• Establishing a rigorous and systematic monitoring schedule to evaluate the quality of teaching and learning and identify areas for development where teaching is less than good.</li> <li>• Introduction of new assessment system (SPTO)</li> <li>• Additional School to School support for KS1 (AHT Offmore) and KS2 (AHT Catshill).</li> <li>• Additional EYFS support from G. Deakin (Babcock).</li> </ul>	<ul style="list-style-type: none"> <li>• OFSTED 2016</li> <li>• SLT monitoring evidence Autumn 1 2017</li> <li>• Lack accuracy and consistency in teacher assessment and the previous assessment system has resulted in weak AFL. <b>(Recommendation 7. Use high quality information about pupils: Improving Literacy EEF 2017).</b></li> </ul>	<ul style="list-style-type: none"> <li>• TK and MB (see monitoring schedule)</li> <li>• Half termly data capture and analysis</li> <li>• External LA Reviews Jane Howard, Tim Reid (04.01.2017, 16.01.2018)</li> </ul>	<p>SLT time</p> <p>SPTO Package and subscription: £450 (a proportion of the cost reflective of % of pupils in school)  S2S support: £70-£80 per day (proportionate to % of pupils)  Babcock/AFA</p>	<p>EYFS: All pupils entitled to PPG (100%) made at or above expected rates of progress in Reading, Writing, Number and Shape, Space and Measures. 80% achieved GLD.  KS1&amp;2: 71% of pupils made at or above expected rates of progress in Reading, 77% in Writing and 97% in Maths.</p>
---	--	---	--	---	--

<p>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.</p> <p>Standardised scores on the BPVS demonstrate at least a 9-12 month age gain.</p> <p>Language Link data indicates that at least 80% of each cohort is at ARE by the end of year.</p>	<p>To strengthen the teaching of language and vocabulary across the school by:</p> <ul style="list-style-type: none"> <li>• Whole staff INSET Word Aware (05.09.2017).</li> <li>• Follow-up twilight training with a focus on language games (20.11.2017).</li> <li>• Stay and Play workshops for parents on Word Aware.</li> <li>• S and L Therapist support in school ½ day per week (SLA)</li> <li>• Twilight training sessions led by Speech Therapist on Listening and Attention skills and Narrative skills (Jan and March 2018).</li> <li>• Word Aware audits completed by all staff.</li> <li>• Purchase of Widget software</li> <li>• EYFS Oracy Project (SSIF)</li> <li>• Understanding EAL learners: assessment and pedagogy (INSET 30.01.2018)</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>• SSIF programme is specifically designed to target disadvantaged pupils.</li> <li>• The needs of EAL learners cannot be met without a secure knowledge of EAL pedagogy and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• TK and MB (see monitoring schedule)</li> <li>• Speech therapist follow-up assessments and reviews</li> <li>• Babcock School Improvement support/ Achieving Early: Gill Deakin</li> <li>• EAL proficiency scales data capture</li> <li>• Half termly EAL</li> </ul>	<p>SLA SLCN Package : £5000</p> <p>Staff time and resources</p> <p>AFA: Achieving Early £6000</p> <p>Nassea EAL Assessment Framework and data tracker £60</p>	<p><b>Work to develop pupils' vocabulary and communication skills has been highly successful. Pupils across the school are now able to communicate confidently using a wide-ranging vocabulary. They often initiate conversations and can explain what they are doing in detail. (HMI April 2018)</b></p> <p>The % of EYFS pupils achieving the expected standard in the RAPT assessment (expressive language) rose from 40% at the beginning of the year to 74% by the end of the year.</p> <p>The % of pupils at the expected standard in the Language Link assessment (receptive language) data in by the EOY:</p> <p>Year R: 58%</p> <p>Year 1: 79%</p> <p>Year 2: 73%</p> <p>Year 3: 78%</p> <p>Year 4: 76%</p>
---	---	--	---	---	--

<p>Disadvantaged pupils make above expected rates of progress in their writing (EYFS 4.5 points, KS1 4.8 points KS2 6 points).</p>	<p>To raise standards in writing across the school by:</p> <ul style="list-style-type: none"> <li>• T4W CPD x2 to develop secure/ strengthen internal capacity</li> <li>• Whole staff INSET x2 twilight sessions (Nov. 2017)</li> <li>• Curriculum and planning support for EYFS, KS1 and 2 (including purchase of Babcock sequences of learning package)</li> <li>• Securing enhanced rates of progress in Writing by linking performance management targets to attainment and progress within Writing.</li> <li>• Continued focus on handwriting and presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Good Practice visit to Yew Tree Primary (high EAL) evidenced high impact of T4W as an approach to improving writing across a whole school community.</li> <li>• Whilst EEF evaluations of T4W are mixed, research suggests that oral language may play a stronger role in supporting writing in the early years than in Key Stage 2.</li> </ul>	<ul style="list-style-type: none"> <li>• TK and MB (see monitoring schedule)</li> <li>• Teacher's performance management targets linked to whole school writing focus.</li> <li>• Routine book trawls.</li> </ul>	<p>T4W CPD @£190 x2</p> <p>S2S support: £70-£80per day <small>(proportionate to % of pupils)</small></p> <p>Babcock Sequences of Learning subscription £195</p>	<p>100% of pupils entitled to PPG in EYFS and 76% in KS1 and 2 made progress at or above the expected rate in writing.</p>
--	--	--	---	---	--

<p>At least 80% of pupils in Year 1 achieve the expected standard in phonics.</p> <p>Pupils in each cohort (Years 2-4) who did not pass the Phonics check in Year 1 make accelerated progress so that at least 85% achieve the expected standard.</p>	<p>To improve the teaching of Phonics across school through:</p> <ul style="list-style-type: none"> <li>• Read Write Inc. CPD x2 to develop secure/ strengthen internal capacity</li> <li>• School to School support (Emily Bishop)</li> <li>• Whole school training (03.10.2018 and 23.01.2018)</li> <li>• The purchase of Read Write Inc resources to support the delivery of phonics teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• High staff turnover has resulted in a lack of expertise in the delivery of an effective phonics programme as evident in the 2017 Phonic Check data (<b>Recommendation 3. Effective Implementation of systematic phonics programme: Improving Literacy EEF 2017</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• TK, MB and EB (see monitoring schedule)</li> <li>• Half termly phonics data capture</li> </ul>	<p>Read, Write Inc. CPD @£190 x2</p> <p>S2S support: £70-£80per day (proportionate to % of pupils)</p> <p>Read Write Inc resources: £815.20</p>	<p>50% (2/4) of Year 1 pupils entitled to PPG achieved the expected standard in phonics and 82% of Year 2 pupils.</p>
---	--	--	---	---	---

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When?</i>	Expenditure	Evaluation
-----------------	--------------------------	---	---------------------------------	-------------	------------

<p>Language Link data indicates that at least 80% of each cohort is at ARE by the end of year.</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>• See also barriers <b>A,B, C</b> and <b>E</b></li> </ul>	<ul style="list-style-type: none"> <li>• End of unit and EOY data collection (HLTAs).</li> <li>• Monitoring and analysis of the progress of disadvantaged pupils every half term (TK)</li> </ul>	<p>Language Link annual subscription cost: £350 HLTA hours per week: £12.00 p/h (approx)  SLA SLCN Package : £5000</p>	<p>The % of pupils at the expected standard in the Language Link assessment (receptive language) data in by the EOY:</p> <p>Year R: 58% Year 1: 79% Year 2: 73% Year 3: 78% Year 4: 76%</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>• Bespoke VIG sessions with families and children.</li> <li>• Meetings with educational psychologist for parents/ family members.</li> <li>• AFA structured conversations termly.</li> <li>• Additional lunchtime provision</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 an extensive experience and knowledge of working within diverse communities and has developed effective and trusting relationships with our families.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and analysis of the progress of disadvantaged pupils every half term (TK)</li> </ul>	<ul style="list-style-type: none"> <li>• EP costs @£60 per hour</li> <li>• AFA subscription costs: £6000</li> </ul>	<p>Vulnerable pupils and their families continued to be supported and led to 3 successful applications for EHCP's.</p>

<p>Disadvantaged pupils make above expected rates of progress in Reading (KS1 4.8 points KS2 6 points)</p>	<ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Additional reading</li> <li>• Targeted guided reading</li> <li>• Targeted 1-1 Library reading sessions</li> <li>• Improved whole school phonics teaching</li> <li>• AFA Structured Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• There is extensive and consistent evidence of the impact of structured interventions and intensive 1-1 support (<b>Recommendation 4: Teach pupils to use strategies for developing and monitoring their reading comprehension and Recommendation 8: Use high quality structured interventions to help pupils who are struggling with their literacy: Improving Literacy EEF 2017</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and analysis of the progress of disadvantaged pupils every half term (TK)</li> </ul>	<p>Staff costs: HLTA approx £12.00 p/h Grade 2: approx £9.00 p/h</p>	<p>100% of pupils entitled to PPG in EYFS and 78.3% in KS1 and 2 made progress at or above the expected rate in reading.</p>
--	--	--	--	--	--

**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When?</i>	Expenditure	Evaluation
-----------------	--------------------------	---	---------------------------------	-------------	------------

<p>Vulnerable and disadvantaged pupils have a positive start to each school day.</p> <p>Pupils in Nurture Group make successful transitions back to their mainstream classroom. The attendance and punctuality of vulnerable pupils improves to closer to expected (95%)</p>	<ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• Nurture Group Provision</li> <li>• Science Explorers KS2</li> <li>• Magic Monday Club</li> <li>• Fun Club</li> <li>• Lego Therapy</li> <li>• Vulnerable pupils have access to additional resources during OSHL.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Research (NOV 2016) found that Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results. The schools own data analysis (2015-16) found that it also impacted positively on attendance and punctuality.</li> <li>• Similarly the EEF Toolkit found that Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision.</li> <li>• See also barriers <b>D</b> and <b>F</b></li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring/ analysis of attendance and punctuality of disadvantaged pupils every half term(EWO/ MB/TK)</li> <li>• Termly analysis of progress against the diagnostic and developmental strands on the Boxall Profile (TK/SW)</li> </ul>	<p>Staff costs: HLTA approx £12.00 p/h Grade 2: approx £9.00 p/h</p>	<p>An extensive range of support was made available to our most vulnerable pupils. In total 35 pupils (Years R-4) successfully transitioned back into class following a period of intervention in Nurture Group.</p> <p>Attendance and punctuality will continue to be an area of focus in 2018-19.</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> <li>• Magic Monday Club</li> <li>• Fun Club</li> </ul>	<ul style="list-style-type: none"> <li>• The Achievement for All charity has a key focus on improving wider outcomes for vulnerable pupils. They cite the following research: When children engage in wider activities they have higher academic achievement (Catterall, 2012, Metsapelto and Pulkkinen, 2012) and improved wellbeing (The Children's Society, 2013).</li> </ul>	<ul style="list-style-type: none"> <li>• PE Co-ordinator e analyse take up of sports clubs (termly) and targets vulnerable pupils.</li> <li>• Analysis of impact of targeted after school provision (TK) termly.</li> </ul>	<p>Staff costs: HLTA approx £12.00 p/h Grade 2: approx £9.00 p/h</p> <p>Specialist Music Tuition £30.00 per session</p> <p>Cost of subsidising school visits: £338.75</p>	<p>Pupils were offered a range of opportunities to widen their experiences. In addition after school provision targeted areas such as fine and gross motor skills to support pupils early writing skills.</p>
---	--	--	---	---	---