

Pupil Premium Strategy Statement 2019/2020
St George's CE First School and Nursery

1. Summary Information					
School	St. George's CE First School and Nursery				
Academic Year	2019-2020	Total PP budget	Autumn: £15,562.11 Spring: £13,338.95 Summer:	Date of most recent PP Review	October 2018
Total number of pupils	Autumn: 230 Spring: Summer:	Number of pupils eligible for PP	Autumn: 36 (15.7%) Spring: Summer:	Date for next internal review of this strategy	Ongoing

2. Attainment July 2019				
	School Data		National Comparator Data	
Good Level of Development	All pupils	68%	All pupils	71%
	FSM	80%		
	Non FSM	64%		
Year 1 Phonics Check	All pupils	70%	All pupils	82%
	Disadvantaged			
	Non-disadvantaged			
Year 2 Phonics Check (9 pupils)	All pupils	88%	All pupils	91%
	Disadvantaged			
	Non-disadvantaged			
KS1 Reading Working At or above	All pupils	43%	All pupils	75%
	Disadvantaged	57%		
	Non-disadvantaged	44%		
KS1 Writing Working At or above	All pupils	18%	All pupils	69%
	Disadvantaged	14%		
	Non-disadvantaged	21%		
KS1 Maths Working At or above	All pupils	40%	All pupils	76%
	Disadvantaged	29%		
	Non-disadvantaged	41%		

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	Limited life experiences on entry to school and throughout early schooling (including limited experiences of early play and books).
B	Low baseline on entry to school particularly evident in terms of delayed receptive and expressive language skills.
C	As a group, disadvantaged pupils are displaying more severe emotional and social needs
External barriers (issues which also require action outside school, such as low attendance rates)	
A	Parental capacity to support pupils can be hampered by limited literacy skills and the degree of fluency in English.
B	Whole school Persistent Absentees is considerably higher than National.
C	The school is situated in an area of high deprivation which consequently leads to a high number of vulnerable learners across the school.

4. Desired Outcomes

<u>Area for Improvement</u>	<u>Target/s</u>	<u>Success Criteria</u>	<u>Actions</u>	<u>Autumn RAG</u>	<u>Spring RAG</u>	<u>Summer RAG</u>
Quality of teaching for all						
<p>1. Whole school ethos of attainment for all</p> <p>Intended Spend: £700</p> <p>Autumn Spend: £350.00</p>	<p>Increase attainment across the school for PP pupils compared to 2018/19</p>	<p>A greater proportion of pupils reach ARE in Reading, Writing and Maths.</p> <p>Year 1: 80% Reading, 80% Writing & 80% Maths</p> <p>Year 2: 75% Reading, 75% Writing & 75% Maths</p> <p>Year 3: 57% Reading, 14% Writing & 43% Maths</p> <p>Year 4: 46% Reading, 38% Writing & 54% Maths</p>	<p>Subsidise some visits for PP pupils allowing all to access and attend visits that inspire and deepen learning.</p> <p>Attend EAL Training and embed EAL Lead (AR).</p> <p>Ensure that actions that improve teaching for all and meeting individual learning needs are fuelled by the best EAL practice.</p> <p>Increase the pedagogy and capacity across the school for teachers and teaching assistants to deliver quality first teaching and interventions for cohorts made up of 73% EAL.</p>	<p>Incomparable data from Autumn 2018 to Autumn 2019</p>		
<p>2. Addressing behaviour and attendance</p> <p>Intended Spend: £2332</p> <p>Autumn Spend: £782.50</p>	<p>Increase PP attendance compared to 2018/19</p>	<p>Attendance for PP pupils must be higher than</p>	<p>Analyse PP attendance through EWO.</p> <p>Target individuals as necessary.</p> <p>Strengthen attendance routines</p> <p>Maintain access to milk and fruit</p> <p>Maintain behaviour awards</p>	<p>Data will be analysed as a comparison in July 2020</p> <p>Current PP attendance is</p> <p>Current non-PP attendance is</p>		
<p>3. High quality teaching for all</p> <p>Intended Spend: £1000</p> <p>Autumn Spend: £0</p>	<p>Increase the rates of progress and number of pupils at ARE in Reading, Writing and Maths</p> <p>Improve quality first teaching</p>	<p>A greater proportion of pupils reach ARE in Reading, Writing and Maths.</p>	<p>CPD and S2S support as necessary.</p>	<p>Incomparable data from Autumn 2018 to Autumn 2019</p>		

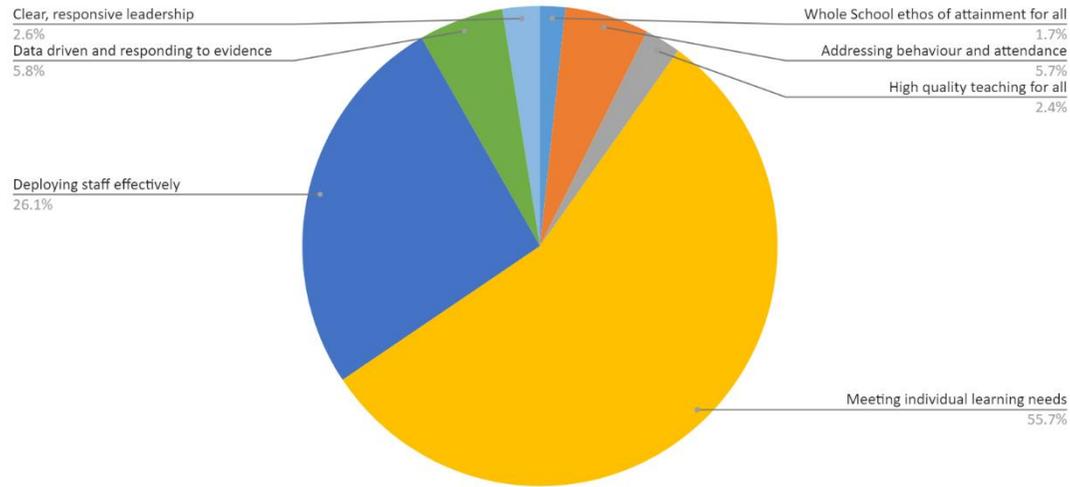
		Year 1: 80% Reading, 80% Writing & 80% Maths Year 2: 75% Reading, 75% Writing & 75% Maths Year 3: 57% Reading, 14% Writing & 43% Maths Year 4: 46% Reading, 38% Writing & 54% Maths				
Targetted support						
4. Meeting individual learning needs Intended Spend: £22745.68 Autumn Spend: £7,439.02	Increase the rates of progress and number of pupils at ARE in Reading, Writing and Maths Improve social and emotional skills.	A greater proportion of pupils reach ARE in Reading, Writing and Maths. Year 1: 80% Reading, 80% Writing & 80% Maths Year 2: 75% Reading, 75% Writing & 75% Maths Year 3: 57% Reading, 14% Writing & 43% Maths Year 4: 46% Reading, 38% Writing & 54% Maths	Deploy SALT and Speech Link interventions and whole class teaching methods Deploy EP as necessary Maintain Huggle provision with 2 members of staff. Review provision as necessary.	Incomparable data from Autumn 2018 to Autumn 2019 Pupils who attend Huggle are assessed against the Boxhall Profile. The number of pupils requiring this intervention, having made measureable progress on their Profiles has decreased significantly.		
5. Deploying staff effectively Intended Spend: £10655.79 Autumn Spend: £4,850.00	Increase the rates of progress and number of pupils at ARE in Reading, Writing and Maths Improve quality first teaching Improve effectiveness of interventions		Release Deputy head from Class Teacher commitment so that he can: Lead on whole staff CPD Support teachers Monitor and drive standards in teaching Support teaching assistants Monitor and drive standards and effectiveness of high-quality and measureable interventions CPD and S2S support as necessary.	Incomparable data from Autumn 2018 to Autumn 2019 Impact of CPD in Maths has improved quality first teaching – long-term plan, follows Calculations Policy, vocabulary planned Curriculum development has begun with purposeful curriculum outcomes beginning to be planned.		
Other approaches						
6. Data driven and responding to evidence	Increase the rates of progress and number of pupils at ARE in Reading, Writing and Maths	A greater proportion of pupils reach ARE in Reading,	Purchase, train and implement Educater as a teacher assessment framework for both analysis	Staff have captured moderated assessment judgements that have informed PPMs.		

<p>Intended Spend: £2350</p> <p>Autumn Spend: £1,103.68</p>	<p>Implement a system that captures teacher assessment information that identified pupils' learning needs and addresses underperformance quickly. This system is used as evidence to make decisions about support strategies for pupils.</p> <p>Accuracy of teacher assessment increases.</p>	<p>Writing and Maths.</p> <p>Year 1: 80% Reading, 80% Writing & 80% Maths</p> <p>Year 2: 75% Reading, 75% Writing & 75% Maths</p>	<p>and as a means to increase curriculum awareness for teaching staff.</p> <p>Establish robust and data-driven Pupil Progress Meetings</p>	<p>Adjustments to provision, learning sequences and learning opportunities have been made going in to the Spring Term because of this data capture.</p> <p>Accuracy of teacher assessments have already been improved as the whole of the curriculum for Reading, Writing and Maths have been assessed.</p>		
<p>7. Clear, responsive leadership</p> <p>Intended Spend: £1041.30</p> <p>Autumn Spend: £1,041.30</p>	<p>Increase the rates of progress and number of pupils at ARE in Reading, Writing and Maths</p> <p>Strengthen SLT</p>	<p>Year 3: 57% Reading, 14% Writing & 43% Maths</p> <p>Year 4: 46% Reading, 38% Writing & 54% Maths</p>	<p>Establish and monitor leadership time for EYFS Lead – looking at the impact of Reception as early intervention on PP pupils.</p>	<p>Incomparable data from Autumn 2018 to Autumn 2019</p>		

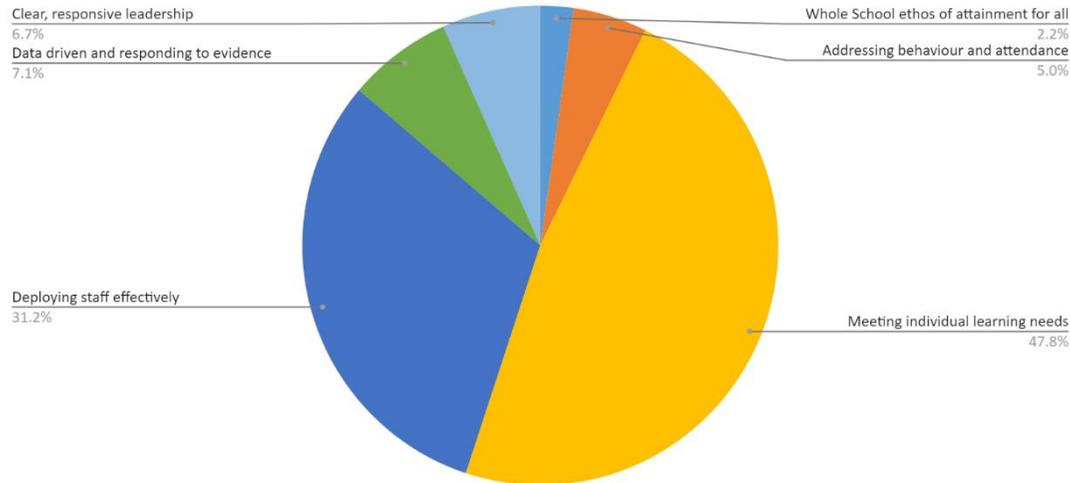
5. Planned Expenditure

Finances are accounted for under headings designed around research undertaken by NFER which identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. More detail can be found at: www.nfer.ac.uk/publications/PUPPP01 and https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf

Intended Spend



Autumn Term



6. Review of 2018/19

	Desired outcome	Measureable outcome	Evaluation of outcome	Outcome achieved?

1.1	To secure and sustain effective teaching across the school so that outcomes for disadvantaged pupils improve	80% of provision in Reading, Writing and Maths is effective	<p>During 2018–2019 there was significant staff absence which affected 33.3% of classes across the school and there was some mobility in teaching staff which had an impact on the quality of provision in Reading, Writing and Maths.</p> <p>Where staffing was stable throughout the year the quality of provision improved and approximately 33.3% of teaching was typically good and 33.3% was typically RI.</p> <p>In the remaining 3 classes the quality of provision was variable. Largely it was RI and at times it was Inadequate.</p> <p>Where phonics was taught discretely in Nursery, Reception, Year 1 and 2 provision was typically good during the Autumn and Spring terms although, due to staff absence and new people starting, the quality of phonics provision in Key Stage 1 dropped to RI in the Summer Term.</p> <p>There were no significant variations in the quality of provision across Reading, Writing and Maths.</p>	No
2.1	Pupils rapidly develop their language and vocabulary skills so that any gaps are narrowed	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>Not all Reception pupils tested at EOY so data is based on those assessed using RAPT.</p> <p>Of the children tested, 76% have achieved expected in standard in use of receptive language which was an increase of 39%.</p>	Mostly
2.2		Language Link data indicates that at least 80% of each cohort is at ARE by the end of the year	<p>Not all cohorts tested at the end of the year so data is based on those assessed using Language Link.</p> <p>Reception - of the 2 tested, 50% have achieved ARE and require no further intervention</p>	Partly for EYFS
3.1	Disadvantaged pupils make above expected rates of progress in Reading, Writing and Maths	EYFS rates of progress are 4.5 or above KS1 rates of progress are 4.8 or above KS2 rates of progress are 6.0 points or above	<p>EYFS: Rates of progress = Reading 3.0, Writing 3.2 and Maths 3.0 KS1: Rates of progress = Reading 3.1, Writing 2.9 and Maths 3.2 KS2: Rates of progress = Reading 3.1, Writing 3.3 and Maths 2.5</p>	No
3.2		At least 82% of pupils in Year 1 achieve the expected standard in Phonics.	<p>Total cohort = 69.7% Disadvantaged cohort = 85.7% Non-disadvantaged cohort = 65.4%</p>	Yes
4.1	The language and vocabulary of a greater number of pupils is closer to ARE (at least 80%)	EYFS outcomes in Listening and Attention, Understanding and Speaking are 80%.	<p>All Listening and Attention = 87.91% Understanding = 77.4% Speaking = 80.6% Disadvantaged Listening and Attention = 83.3% Understanding = 83.3% Speaking = 83.3% No additional assessments were carried out on complete cohorts.</p>	Yes for Reception
5.1	The needs of vulnerable pupils are assessed and	Successful EHCP applications Reduced risk of exclusion Targeted support for families	15 pupils from the vulnerable learners list accessed Huggle (Nurture) provision for social, emotional and mental health needs.	Successful EHCP applications part

	identified in a timely manner leading to successful outcomes		<p>6 Disadvantaged pupils (12.7% of the disadvantaged cohort) access Huggle (Nurture) provision.</p> <p>There were no additional EHCP applications – this was partly due to pupil mobility (i.e. for one child who an EHCP application was pending left the country and returned to their homeland before all the evidence for an EHCP application was submitted) and there was also one successful application for High Level Needs funding.</p> <p>Two vulnerable pupils had fixed term exclusions in 2018 – 2019 (one in KS1 and one in KS2). One had received a fixed term exclusion in 2017 - 2018.</p> <p>Two KS2 disadvantaged and vulnerable children who had received a number of fixed term exclusions in 2017 – 2018 had NO fixed term exclusions in 2018 – 2019.</p> <p>All of the parents who attended SPICE workshops and then participated and completed the Family Links Parenting group had children who were identified as vulnerable.</p>	<p>of SC not met due to pupil mobility.</p> <p>Reduced risk of exclusion for two pupils – SC met.</p> <p>Targeted support for families – SC met.</p>
5.2	Vulnerable and disadvantaged pupils have a positive start to each school day		<p>13 pupils from the vulnerable learners list accessed Huggle (Nurture) provision for attendance and were targeted through Breakfast Club or Get Set School.</p> <p>8 Disadvantaged pupils (17% of the Disadvantaged cohort) benefited from Breakfast Club or Get School provision meaning that they had a more positive start to the day.</p> <p>Some evidence for individuals also indicates that number of lates decreased where Breakfast Club opportunities were taken.</p> <p>The 'Magic Breakfast' programme has been rolled out across the school and is available as universal provision for ALL children.</p>	Yes
6.1	The attendance and punctuality of vulnerable pupils improves closer to 96%	Attendance must be more than 91.9% (2017-18). Punctuality must be less than 507 lates (2017-18)	Attendance is 93.2% (Years 1-4) which is an increase of 1.4%. Punctuality is 510 lates which is an increase of 3 lates%.	Attendance has increased. Lates have increased slightly.
7.1	Enrichment activities and visits lead to improved outcomes and raise aspirations of vulnerable and disadvantaged pupils.	Improved data outcomes in Reading, Writing and Maths for vulnerable and disadvantaged pupils compared to 2017-18	<p>Vulnerable and disadvantaged learners across the school attended 2 additional visits (to the Sealife Centre, Redditch Library and twice to Terryspring Court) across the year through Huggle (Nurture) provision.</p> <p>Reading outcomes decreased by 6.5% to 51.6% at ARE Writing outcomes decreased by 16.2% to 41.9% at ARE Maths outcomes decreased by 9.7% to 51.6% at ARE</p>	Data indicates that outcomes did not improve