

**Pupil Premium Strategy Statement 2020-2021**  
**St George's CE First School and Nursery**

1. Summary Information					
School	St. George's CE First School and Nursery				
Academic Year	2020-2021	Total PP budget	Total: £47,075 Autumn: £17,653 Spring: £14,123 Summer: £15,299	Date of most recent PP Review	October 2020
Total number of pupils	Autumn: 207 Spring: Summer:	Number of pupils eligible for PP	Autumn: 35 (17%) Spring: Summer:	Date for next internal review of this strategy	Ongoing

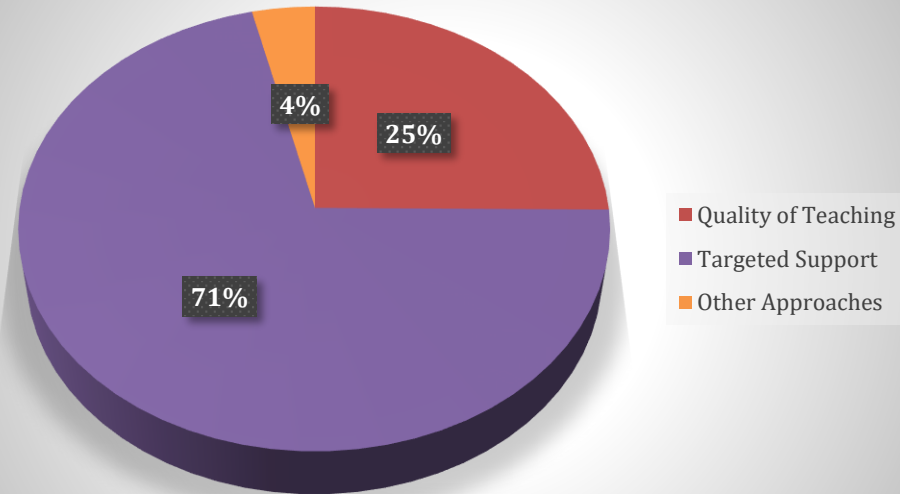
2. Attainment July 2019		
	School Data	
Good Level of Development	All pupils	68%
	FSM	80%
	Non FSM	64%
Year 1 Phonics Check	All pupils	70%
	Disadvantaged	
	Non-disadvantaged	
Year 2 Phonics Check (9 pupils)	All pupils	88%
	Disadvantaged	
	Non-disadvantaged	
KS1 Reading Working At or above	All pupils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

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> (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
D	The school has 67% EAL pupils meaning that there is a huge variety of experiences with the English language.
<b>External barriers</b> (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					
Target/s	Success Criteria	Actions	Autumn RAG	Spring RAG	Summer RAG
<b>Quality Of Teaching For All</b>					
To improve Teaching and Learning that increase attainment across the school for PP pupils compared to 2018/19	A greater proportion of pupils reach ARE in Reading, Writing and Maths. Year 1: No data Year 2: No data Year 3: 80% Reading, 80% Writing & 80% Maths Year 4: 75% Reading, 75% Writing & 75% Maths	PPG Training Budget to be used as appropriate to impact the development of staff in areas that have significant impact on vulnerable learners according to EEF  Non-teaching Deputy Headteacher to use allocated hours to support whole school improvement in areas that have significant impact on vulnerable learners according to EEF	On track for ARE: Year 1 = 7 chn Year 1 Reading: 57% Year 1 Writing: 14% Year 1 Maths: 43% The Year 1 PP cohort is in line with the Non-PP cohort in Reading.  Year 2 = 7 chn Year 2 Reading: 71% Year 2 Writing: 14% Year 2 Maths: 71% The Year 2 PP cohort currently outperforms the Non-PP cohort in Reading, Writing and Maths.  Year 3 = 10 chn Year 3 Reading: 70% Year 3 Writing: 30% Year 3 Maths: 40% The Year 3 PP cohort currently outperforms the Non-PP cohort in Reading, Writing and Maths.  Year 4 = 8 chn Year 4 Reading: 50% Year 4 Writing: 50% Year 4 Maths: 63%		
<b>Targeted Support</b>					
To deliver high quality interventions that increase attainment across the school for PP pupils compared to 2018/19	A greater proportion of pupils reach ARE in Reading, Writing and Maths. Year 1: No data Year 2: No data Year 3: 80% Reading, 80% Writing & 80% Maths Year 4: 75% Reading, 75% Writing & 75% Maths	Staff training on quality interventions supported through developing a Support Staff Performance Management system that is based on EEF's Making The Best Use Of Teaching Assistants document.  Interventions monitored for impact – discussed at PPMs, observed, data collection  Track and monitor additional hours for PP targeted TAs	On track for ARE: Year 1 = 7 chn Year 1 Reading: 57% Year 1 Writing: 14% Year 1 Maths: 43% The Year 1 PP cohort is in line with the Non-PP cohort in Reading.  Year 2 = 7 chn Year 2 Reading: 71% Year 2 Writing: 14% Year 2 Maths: 71% The Year 2 PP cohort currently outperforms the Non-PP cohort in Reading, Writing and Maths.		

			<p>Year 3 = 10 chn  Year 3 Reading: 70%  Year 3 Writing: 30%  Year 3 Maths: 40%  The Year 3 PP cohort currently outperforms the Non-PP cohort in Reading, Writing and Maths.</p> <p>Year 4 = 8 chn  Year 4 Reading: 50%  Year 4 Writing: 50%  Year 4 Maths: 63%</p>		
To increase PP language competency	Baseline to be established through Language Link and Phonics assessment information	Use SALT intervention (1 day a week) to impact on both targeted groups and support staff CPD to aid them in supporting targeted groups to make accelerated progress in language competency	<p>There are currently no PP pupils being assessed against the Language Competence statements.</p> <p>There are nine children who are both PP and SEND. Three of those have Speech, Language or Communication Needs.</p> <p>Interventions for SALT were disrupted due to four bubble closures and staff isolating so judging progress against SALT targets will be comparable in the Spring Term once SEND Targets have been reviewed.</p>		
<b>Other Approaches</b>					
To increase PP attendance compared to 2019-2020	Attendance for PP pupils must be higher than previous year	<p>Analyse PP attendance through EWO.</p> <p>Target individuals and families as necessary.</p> <p>Strengthen and maintain attendance routines</p>	<p>PP Autumn term attendance (COVID-relative)  Reception: 68% (compared to 85% non-PP) although only 1/3 is statutory school age.  Year 1: 87% (compared to 94% non-PP)  Year 2: 87% (compared to 93% non-PP)  Year 3: 92% (compared to 93% non-PP)  Year 4: 90% (compared to 94% non-PP)</p>		
To support the wider community by ensuring we have captured all potential Pupil Premium/FSM pupils	<p>Rigorous administrative routines and checks in place.</p> <p>No family slips through the net.</p>	<p>Support Senior Administrator in establishing the routines needed to ensure that checks can be carried out.</p> <p>Pastoral conversations with staff during PPMs.</p> <p>Continue culture of staff sharing information and details about the families from their classes to ensure that knowledge is spread and any interventions/support can be established and is effective.</p>	<p>Induction of Senior Administrator not completed due to maternity leave starting.</p> <p>Although PPMs did not formally take place, pastoral conversations are occurring incidentally. These are recorded and actioned as necessary,</p>		

### 5. Planned Expenditure



### 6. Review of 2019-2020

Desired outcome	Success Criteria	Evaluation of outcome	Outcome achieved?
Increase attainment across the school for PP pupils compared to 2018/19	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	End of year ARE not assessed due to COVID-19 school closure	Not applicable
Increase PP attendance compared to 2018/19	Attendance for PP pupils must be higher than previous year	End of year attendance not comparable due to COVID-19 school closure	Not applicable
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, Writing and Maths. Year 1: 80% Reading, 80% Writing & 80% Maths Year 2: 75% Reading, 75% Writing & 75% Maths	End of year ARE not assessed due to COVID-19 school closure	Not applicable
Improve quality first teaching			
Increase the rates of progress and number of pupils at ARE in Reading, Writing and Maths			
Improve social and emotional skills.			

<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>Improve effectiveness of interventions</p>	<p>Year 3: 57% Reading, 14% Writing &amp; 43% Maths  Year 4: 46% Reading, 38% Writing &amp; 54% Maths</p>		
<p>Increase the rates of progress and number of pupils at ARE in Reading, Writing and Maths</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>Increase the rates of progress and number of pupils at ARE in Reading, Writing and Maths</p>			
<p>Strengthen SLT</p>			