

St George's Catholic Voluntary Academy

Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	St George's primary School				
Academic Year	2019-2020	Total PP budget	£36,960	Date of most recent PP Review	July 19
Total number of pupils	407	Total Number of pupils eligible for PP Number of LAC eligible for PP	15 3	Date for next internal review of this strategy	July 20

2. Current Attainment		
In 2019, there were 2 pupils in Year 6 eligible for pupil premium. 100% were girls and 0% boys. 0% were on the SEN register, 0% had EAL	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average other)</i>
% achieving age-related expectation (ARE) or above in reading	100%	78%
% achieving age-related expectation (ARE) or above in writing	100%	83%
% achieving age-related expectation (ARE) or above in mathematics	100%	84%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The number of children eligible for pupil premium will meet age related expectations in R,W, and M
B.	Ensure all DA pupils make expected or better than expected progress in reading KS1
C.	More able to reach Higher (greater depth) attainment based on prior achievement with focus on writing
D.	Many children eligible for pupil premium are affected by social & emotional issues. We wish to provide support to enable particular children to be more vocal- to be able to articulate their needs and opinions in their learning and around the school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parental knowledge of how to support their child with home learning impacts a number of children eligible for pupil premium.

4. Desired outcomes (Desired outcomes and how they will be measured)		Success Criteria
A.	Most children eligible for pupil premium will make expected progress in reading, writing and mathematics.	Quality first teaching and an inclusive approach will help reduce barriers to learning. Phase leader data to be used to pinpoint DA pupils and intervention from class teacher to be put in place and monitored. Increased % of DA pupils achieving expected or better progress between EYFS & KS1 and KS1 & KS2. Aspire to decrease difference between national figures and DA attainment. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO.
B.	Ensure all DA pupils make expected or better than expected progress in reading KS1	Increase % of pupils achieving expected and better than expected progress KS1 reading Rigorous tracking of pupils by prior attainment will ensure that DA pupils are on track to achieve Age related expectations or better. DA pupils' pass yr1 phonics test and this demonstrates improvement year on year. KS1 leader liaise with Inclusion manager to ensure and monitor in class and additional support for DA pupils in reading KS1
C.	More able to reach Higher (greater depth) attainment based on prior achievement with particular focus in writing.	PP pupils will meet GD attainment in each year group based on prior attainment. Monitored at pupil progress meetings and ½ termly tracking. Progress score for DA pupils will increase for 2020 at the end of KS2.
D.	Many children eligible for pupil premium are affected by social & emotional issues.	The DA families and pupils will be better equipped and have raised self esteem through therapeutic services and enrichment activities during and after school. Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. This will result in enhanced outcomes for children. Pupils will access and experience residential trips and educational visits through funding.
E.	Parental knowledge of how to support their child with home learning impacts a number of children eligible for pupil premium.	More families will engage with school at an early intervention in order to improve outcomes through 1:1 work with the learning mentor. Through effective and efficient partnership with parents and other agencies, families will be supported by the safeguarding team & LA Early Intervention service. Increase workshops for parents in phonics and reading across school. Homework Club - weekly. Homework club leader report to HT. ASC funding for DA pupils who need it in order for parents to get back into work which will have positive family outcomes.

PP strategy discussed with PP Gov and shared with curriculum & standards committee.

5. Planned expenditure

Academic year 2019-2020

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

i. Quality of teaching for all

First Quality teaching in the classroom from class teacher targets individual children through assessment for learning and targeted teaching strategies.

ii. Targeted support

Desired outcome Lower achieving	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?
Ensure ALL DA pupils and those with SEN/D meet expected progress targets in reading, writing and mathematics. Ensure pupils with additional needs meet targets in learning support plans.	Provide additional teaching provision for LA Maths children. Additional adult support in class daily pm sessions in yr6. Homework club provision targeted pupils Daily small group teaching in Yr6 Maths . The school will sustain links with local High Schools and workshop providers for more able.	Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching. Opportunity for G & T disadvantaged pupils to attend workshops.	Intervention provision will be mapped termly by Inclusion manager and class teachers. Pupil attainment and progress will be monitored termly at pupil progress meetings.	HT Inclusion Manager Class teachers	Assessment data will be monitored to ensure that progress is made after each intervention. Learning support plans will be reviewed each term. Pupil progress meetings will be held each term with the Headteacher, Deputy Headteacher and Phase leaders and Class Teachers Phase leaders track in termly data More able children will be monitored across the year in Pupil Progress meetings, book scrutinies and lesson observations.
Ensure targeted pupils achieve age expectation in reading, writing and mathematics. Ensure targeted pupils achieve greater depth in writing.	1:1 pupil writing conference meetings with class teacher. Additional teacher support in place for pupils to ascertain gaps in writing. – target high PA pupils. High level quality first teaching in Literacy lessons. Improve confidence and accuracy within writing so that pupils make substantial progress from starting points.	Additional teaching and learning opportunities from teachers and teaching assistants to demonstrate moderate impact particularly if planned to complement quality first teaching. These approaches will be used to enable more able pupils to achieve 'greater depth' in maths. National Research and current work in school has shown the effectiveness of using independent learning strategies, open questioning and developing higher order	Pupil attainment and progress will be monitored termly at pupil progress meetings and half termly tracking procedures.	All teachers Literacy Leader	Monitoring will be conducted through book scrutiny, learning walks and professional dialogue. Pupil progress meetings held each term. Phase leader to track pupils AGT in place.

		thinking skills to enhance quality first teaching approaches. As a result, attainment and progress will be accelerated showing a high and moderate impact for low cost.			
Total budgeted cost					£25,290

iii. Other approaches					
Desired 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?
<p>Emotional and Social</p> <p>Ensure that DA pupils and families with Emotional and Social issues are fully supported. Ensure that the capacity of families to support their children will be increased through early intervention, close working with all agencies and additional in school support.</p>	<p>Children to have access to a range of targeted therapeutic interventions including play therapist and one to one and group sessions with LM</p> <p>Utilise and continue to enhance the Learning Mentor in an outreach role in order to support families in an early intervention by providing parenting advice</p> <p>Enhance and maintain parenting capacity through the TAF process and CCS counsellor.</p> <p>Provision of PE Kit/uniform when needed.</p> <p>Training for staff led by CCS on children's mental health and anxiety.</p>	<p>Therapeutic interventions support the social, emotional and mental health needs of a large number of children. It has been demonstrated that disruptive behaviour of children in the class room, caused by anxiety and stress, has significantly reduced capacity to promote a calm and meaningful environment for all children.</p> <p>Resilience groups LM.</p> <p>Research shows that positive home school partnerships enhance the quality of learning for all children.</p> <p>Children are successful in the completion of their homework They understand fully what is asked of them and are motivated to complete tasks. Parents feel supported and are more able to support their child with confidence.</p>	<p>Behaviour log will be monitored to ensure that positive behaviour is enhanced and improved across school.</p> <p>LM and play therapist – regular feedback to DHT /HT /CTs and parents.</p> <p>Target parent attendance at workshops to improve support to enable them to support their child at home.</p> <p>The outcome of outreach work will be evaluated by the Learning Mentor and the Inclusion Manager.</p> <p>Teachers will report increased engagement and confidence in parents of disadvantaged pupils in working with their children at home.</p>	<p>LM CCS counsellor HT</p> <p>DHT</p> <p>All staff</p>	<p>Termly monitoring of behaviour logs on CPOMS and learning walks shared with SLT on a termly basis.</p> <p>2 x half termly safeguarding meeting DSLs (school SG team)</p> <p>Impact is reported termly by LM and CCS counsellor</p> <p>CCS counsellor annual written report.</p> <p>½ termly meetings with DHT and CCS counsellor.</p> <p>2 x half termly internal safeguarding team meetings – feedback from CCS counsellor included with follow up actions for team.</p> <p>LM reports termly to FGB</p> <p>½ term review meetings – homework club leader and HT</p>
<p>Improve staff understanding of social & emotional issues in children through whole school support from CCS counsellor</p>	<p>Programme of CPD for all staff. Focus for 19-20 is understanding mental health and anxiety impact on children ad strategies to support in school.</p> <p>Training for DSLs</p> <p>Ist Aider for mental health training school appointed person.</p>	<p>% of CPD budget ensures consistency of approach.</p> <p>Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups.</p>	<p>The effectiveness of the whole school approach will be monitored SG meetings and professional discussions. The impact on groups and individuals will be evidenced in reports from CCS counsellor and learning</p>	<p>DHT</p>	<p>Staff informal discussions.</p> <p>Impact of training on pupils will be seen at pupil progress meetings.</p> <p>LM & CCS counsellor discussions with parents</p>

			mentor.		
Eligible pupils will have the same opportunities for enrichment activities as other pupils.	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school.</p> <p>Provide funding for eligible children in Year 6 to attend residential trips to PGL in order to develop team work and bonding.</p> <p>Child care provision for DA pupils in Breakfast & ASC.</p> <p>Make available places for some DA pupils in Change for Life Club delivered by PE coach.</p> <p>Provide opportunities to hire musical instruments for G&T pupils.</p>	<p>Those with financial difficulties will be supported to experience opportunities.</p> <p>Increased access & opportunities to engage in a range of enrichment opportunities such as physical clubs & educational trips and Outdoor learning has been shown to build self-esteem and health. Funding allows all children who wish to participate to do so.</p> <p>Enrichment opportunities presented to disadvantaged pupils.</p>	<p>Children engaging in a range of enrichment opportunities will be logged and tracked PP provision map.</p> <p>DHT to accompany trip and liaise with PGL staff to ensure the objectives for the trip are met.</p>	HT DHT SLT Subject Leaders	<p>PP Provision map monitored by DHT ½ termly.</p> <p>Monitor attendance at clubs of DA pupils</p>
Total budgeted cost					£11,670