

Pupil premium strategy statement (primary)

1. Summary information					
School	St. George's Primary & Nursery School				
Academic Year	16-17	Total PP budget	£104,960	Date of most recent PP Review	N/A
Total number of pupils	232	Number of pupils eligible for PP	52 (Oct.16)	Date for next internal review of this strategy	Sept. 17

2. Current attainment July 2016			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (national FSM average)</i>
% achieving Expected+ KS1 Reading	66%	74%	62%
% achieving Expected+ KS1 Writing	54%	65%	53%
% achieving Expected+ KS1 Maths	60%	73%	60%
% achieving Phonics pass	Y3 92% Y2 80% Y1 55%	Y2 93% Y1 83%	Y2 86% Y1 70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Although children make good progress from low starting points attainment across all subjects needs to continue to increase to reduce difference to National other group.
B.	In Early Years children enter the school with poor speaking and listening skills and have very limited vocabulary (some compounded by an EAL dimension as well)
C.	Poor social and emotional skills of PP children involved in Child Protection issues
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Y2 Disadvantaged children attended less well than non-disadvantaged and other groups which negatively impacts their progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make increased progress – monitored termly through attainment with all year groups & with increased % with end of year outcomes for EYFS Profile (CLL, Literacy, Maths, GLD) Phonics & KS1	5% increase for Disadvantaged children in GLD, CLL, Lit, Maths in EYFS & Phonics & KS1 & age related attainment in other year groups.
B.	Speaking & Listening skills are improved for PP children (and others) in EYFS	All Disadvantaged children reach ELG2+ in Speaking, Listening & Attention & CLL in Reception & age related attainment in Nursery
C.	To provide thorough pastoral support for children (and families) so that they feel secure in school and have positive attitudes to learning.	Children & families access pastoral support & extra-curricular offers regularly such that children attend school regularly and to the 95% target and reach their full potential.
D.	Y2 (as a sample) Disadvantaged children group attendance will increase	Y2 (sample) Disadvantage group attendance will reach 95% target for those children on the school roll all year & be in line with others.

5. Planned expenditure					
Academic year	16-17				
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					
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?
Children make increased progress & attainment.	Continue with small group teaching Y1 15/15 (+1.0 FTE Teacher) Y2 15/15 30 (+1.0 FTE Teacher) RWI (+ 7.5 hours LSA)	OFSTED report 2013 indicated small groups Independent school model has small class approach Previous models have proved that children are more settled and supported in smaller individualised groupings RWI programme evidence	Continual monitoring of teaching & learning standards Monitoring of progress & attainment termly Teachers track PP children individually RWI manager monitoring	Senior Leadership Team	On going with teaching & learning Termly data RWI progress Final data July 2017
Total budgeted cost					£94568.00
ii. Targeted support					
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?
Children settle quickly & make increased progress & attainment.	Y2 SEND group teaching Maths & English (10) to Oct.16 (+0.5 FTE Teacher)	OFSTED report 2013 indicated small groups Independent school model has small class approach Previous models have proved that children are more settled and supported in smaller individualised groupings RWI programme evidence Speech & Language Therapist evidence	Continual monitoring of teaching & learning standards Monitoring of progress & attainment termly Teachers track PP children individually	L. Martin	Dec. 16 with progress data
Speaking & Listening skills are improved for PP children (and others) in EYFS	EYFS TA specifically trained & delivering S&L groups throughout the day (+0.75 FTE deployment)			M. George	Termly through data set
Total budgeted cost					£11640.00
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?
Y2 Disadvantaged attendance is increased	Attendance lead & external support closely monitors & holds parents to account	Disadvantaged group had 91.7% attendance overall which was below any other group. Of the children below 95% individually 14/18 were disadvantaged. Children cannot learn if they are not in school.	Disadvantaged children report at individual level to be produced half termly.	G. Floate S. Mitchell	Half termly
Pastoral support for children (and families) so that they feel secure & have positive attitudes to learning.	Breakfast Club Activity Asst. Early Help Social Worker/PSA (Wishes & feelings/ Solihull/ FSP) Subsidised extra-curric.	Children who are traumatised cannot learn Families in crisis do not prioritise learning School social workers research case studies Children can choose to spend extended time in school where they can feel safe	Monitoring of attendance and support of PP children Reports on caseloads Safeguarding team meetings % monitoring of uptake	G. Floate J. McGrath	Half termly attendance & case data Termly attainment data Half termly parent log
Total budgeted cost					£31701.00

6. Review of expenditure				
Previous Academic Year		15-16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children make increased progress & attainment.	Y3 10 SEND/20 (+0.5FTE) to Feb. 16 Y2 18 HAPs/12 SEND /30 to Feb.16 (+1.0 FTE) then 15/15 to July 16 Y1 30/30 with am 20x3 (+0.5 FTE)	All teaching groups had PP children within them. Y3 outcomes broadly in line with L2a Y2. Cohort profile change. Y2 at Expected+ compared to school non FSM (and National FSM) Reading FSM +14%more than non (+4% more than National FSM) Writing FSM +14% more than non (+1% more than National FSM) Maths FSM +12% more than non (in line with National FSM) Y2 ALL If Exp+ compared with 2A+ previously Read 60% to 44% (+16%) Writing 49% to 39% (+10%) Maths55% to 46% (+9%) Y1 Dev+ Reading 64% FSM +8% more than non Writing 45% +9%more than non Maths 41% -4% below non FSM	Teaching organisation depends on cohort need each year. Small group teaching does have a positive impact and is a strategy we will continue. Staffing issues this year with changes throughout the year impacted negatively on the amount of success we could achieve plus the change to primary limits our options of target years to benefit due to rooming & budget restrictions.	£92404.00
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Facilitating regular reading practice specifically targeted at FSM and FSM non-readers at home. To increase reading progress & attainment in Years 1 to 3 for all.	Introduction of 2x Reading Champions to read daily with PP Increased 1:1 RWI intervention (+0.5 TA)	PP children were heard to read at least 3x per week & targeted children mostly on a daily basis Y1 Phonics pass 55% FSM (+6% more than non) Y2 Phonics pass 80% FSM (+1% non) (22% increase from 2015 Y1) (National difference reduced by 2% 2015 to 2016) Y2 ALL If Exp+ compared with 2A+ previously Read 60% to 44% (+14%) Y3 Phonics 92% FSM pass rate (in line with non) (17% increase from 2015 Y2)	The concept of reading champions was sound and would be an approach to continue with if budget allowed however, it needs refining in timetabling as it did cause disruption with other intervention running at the same time. Other staff absence also caused disruption to the programme as the Reading Champions were often redeployed. Extra 1:1 RWI time should be continued	£12396.00
To increase progress & attainment in Reception & target Speaking & Listening Skills (increased % of EAL children not speaking English)	HLTA to teach a group of Reception children am (+0.5FTE) 1 term TA Speaking & Listening groups (+1.0 FTE) 2 terms	Children in smaller Reception group were chosen as they were unsettled. This group returned to the main class with improved social skills & English vocabulary. Reception EYFSP ELG2+: Speaking 100% FSM (5% more than non) Listening & Attention 100% FSM (33% more than non) CLL FSM 89% (7% more than all National) Reading 67% FSM (10% more than non) Literacy 56% FSM (16% below all National) GLD 56% FSM (13% more than non) (13% below all National)	Reception group split was very useful to help settle children quickly. Speaking & listening strategy was successful but change of staff impacted continuity	£15181.00
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To enable disadvantaged children to access extra-curricular activities	Subsidy of Breakfast club, Sports clubs & Dragons.	69% of PP children took up at least one extra PE extra-curricular session per week. 35% of PP children accessed the after school care (Dragons) 31% of PP children accessed the Breakfast Club	Facilitating minimum costs with PP children encouraged children & families to take up the extended day offer and so subsidy will continue & specific children targeted next year eg. Child Protection related cases.	£2779.00

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk