

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	St. George's Primary & Nursery School				
<b>Academic Year</b>	17-18	<b>Total PP budget</b>	£97,680 (+EYPP)	<b>Date of most recent PP Review (Internal)</b>	Oct. 17
<b>Total number of pupils</b>	232	<b>Number of pupils eligible for PP</b>	52 (Oct.16)	<b>Date for next internal review of this strategy</b>	Sept. 18

2. Current attainment July 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>All children (national average)</i>
% achieving Expected+ KS1 Reading	56%	76%
% achieving Expected+ KS1 Writing	50%	68%
% achieving Expected+ KS1 Maths	44%	75%
% achieving Phonics pass	Y1 80%	Y1 87%
% achieving GLD in Reception	29%	71%
% achieving ELG2+ CL in Reception (Sp,U,LA)	100%	82%

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

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children make increased progress – monitored termly through attainment with all year groups & with increased % with end of year outcomes for EYFS Profile (GLD) Phonics & KS1	10% increase for whole cohorts & Disadvantaged children in GLD in EYFS & Phonics & KS1
<b>B.</b>	Speaking & Listening & Attention skills and self-esteem and confidence are improved for PP children	All Disadvantaged children reach ELG2+ in Sp, LA,U & CL in Reception & age related attainment in Nursery. Improvement in Boxall scores for targeted children.
<b>C.</b>	To provide thorough pastoral support for children (and families) so that they feel secure in school and have positive attitudes to learning.	80% of children & families access pastoral support, 80% extra-curricular offers and 90% PP children are heard to read at home at least 3 times per week.
<b>D.</b>	Disadvantaged children group attendance will increase	Disadvantage group attendance will reach 96% target for those children on the school roll all year & be in line with other groups.

5. Planned expenditure					
Academic year	17-18				
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 in Reading, Writing and Maths.	Continue with small group teaching Y2 15/15 (+1.0 FTE Teacher & Teaching Assistant) Y4 8/22 (+0.42 FTE Teacher & Teaching Assistant) RWI (+ 7.5 hours LSA)	OFSTED report 2013 indicated small groups Independent school model 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 Phonics outcomes  Final data July 2018
<b>Total budgeted cost</b>					£59217.50
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 make increased progress & attainment in Reading	PP children who do not read at home are heard by a Reading Champion (+4.5 hours LSA) Encouragement of parents	School evaluation – children who read more regularly at home attain and achieve more. RAG rating all parents has evidenced that some PP parents refuse to support learning at home.	Monitoring of reading by LSA Monitoring of reading by parents using RAG system half termly Monitoring parent meetings about reading	J. Thompson	Termly through data set Half termly Parent Log Termly LSA support analysis
Speaking & Listening & Attention skills & self esteem are improved for PP children	TA & SENCo Talkboost (+11.75 hours TA ) Confidence Attention group Behaviour counselling support	Speech & Language Therapist evidence Oral rehearsal evidence from RWI programme. Advice from School Support Meeting – Educational Psychologist & Specialist SEN teachers	Monitoring of Talkboost & Confidence groups – teaching & learning & outcomes Behaviour counsellor reports	M. George S.Robinson SMT	Termly through data set & observations End of Behaviour Counsellor block work
Increased Nursery Attainment (EYPP)	Extra LSA staff – learning focus adult talk (13.75 hours)	Staff modelling talk and learning increases progress. Extra staff facilitate more learning.	Monitoring by observation and by evidence scrutiny & outcome data	E. Bunker	Termly through monitoring evidence
<b>(EYPP + £5341.74) Total budgeted cost</b>					£12225.28 (+EYPP)
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?
Disadvantaged attendance is increased and is in line with other groups.	Attendance lead & external support closely monitors & holds parents to account	Disadvantaged group although increased by 3.2% over 16-17 was still below any other group except girls and 0.5% below non-disadvantaged. Children cannot learn if they are not in school.	Disadvantaged children report at individual level to be produced and monitored every three weeks. Logs of parent meetings & staff leads held to account by the HT	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 Subsidised extra-curric. ELSA support	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 H. Jordan D. Fox	Half termly attendance & case data Termly attainment data Half termly parent log ELSA outcomes
<b>Total budgeted cost</b>					£26301.86

6. Review of expenditure				
Previous Academic Year		16-17		
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.	<b>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)</b>	Y1 70% PP children attained expectation in Reading & 60% Writing and 50% in Maths, the 2 children that did not are SEND. 78% made good progress in Reading & Maths & 89% in Writing.33% made outstanding progress in Reading & Writing & 11% in Maths. Y2 82% of the PP group made good or better progress in Reading Writing & Maths and 65% in Reading & Writing and 53% in Maths made outstanding progress across the year. 80% Y1 PP passed the Phonics test (2 children who did not are SEN)	The small group approach was disrupted in Y1 with staffing issues and mental health issues of some children. This led to the approach ceasing Oct. 16 and a the addition of an extra LSA instead. The small group approach in Year 2 was successful with greater support for children with greater needs through higher teacher to pupil ratios. This approach will continue if we can be assured of stable staffing arrangements. Extra 1:1 RWI support was successful & will continue.	£68343.47
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
Children settle quickly & make increased progress & attainment.	Y2 SEND group teaching Maths & English (10) to Oct.16 (+0.5 FTE Teacher)	The children within the group & the other two groups that had numbers reduced did settle quickly and behaviour & learning behaviour was improved (compared to Y1). Of the PP children in these groups 43% made 1 step progress in the term in Reading, 57% in Writing & 71% in Maths. All children made progress over the year 57% made expected or better progress in Reading & Writing & 71% Maths. 29% of children made outstanding progress in Reading 14% Writing & 43% Maths.	The children did settle more. Quality of teaching, consistency, reliability of staff and interactive dialogue with class teachers is key in gaining success and ensuring learning is built on in the afternoons when a group like this reintegrates.	£3325
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)	90% of Reception whole cohort attained age expectation (ELG2+) in each of Listening & Attention, Understanding and Speaking and 87% in Communicating & Language (CL) <b>ABOVE NAT AVG +5%</b> 100% of Reception PP children attained age expectation (ELG2+) in LA, U & Sp and 100% in CL (compared to 0% in the baseline -100% increase). <b>ABOVE NAT AVG ALL +18%</b> From baseline entry 29% increase in attainment in LA & Speaking.	Although there was a great deal of success with the programme, monitoring of implementation was not as robust as intended. This approach should continue but with a regular monitoring of the quality of Teaching & Learning, choice of children receiving intervention & outcomes.	£10049.22
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
Y2 Disadvantaged attendance is increased	Attendance lead & external support closely monitors & holds parents to account	Analysis Y1-Y4 to June 17: PP attendance increased by 3.2% across the school to 94.9% and reduced the gap to 0.5% to the non PP children. PP children with attendance of less than 95% were 51% of the total group which is a 27% improvement on the previous year (78%). Y2 94.3% compared to 15-16 91.7% overall = +2.6%	This approach needs to continue and we need to focus even more on PP children attending less than 96%. Although support panels etc are held parents do not attend well enough and there needs to be even more rigour in pursuing PP parents to attend meetings & improve attendance.	£875.00
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.	33% of PP children accessed Breakfast Club regularly 71% of PP children take up the extra PE offered 53% of PP children were given attendance support & 100% with issues were given support 70% of PP children accessed PSA support 61% of PP accessed EHSWK support	This has been a successful approach to engage PP parents and support the learning of the children and should continue. An increased pro-active approach is needed to engage the % which are not accessing support Consideration of a quantitative data outcome for families accessing support is needed to measure security/ self esteem.	£24706.86

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](http://www.aschool.sch.uk)