



ST GEORGE'S Pupil Premium Strategy Statement 2021/2022

1. Summary Information

School	St George's				
Academic Year	2021/22	Total PP budget	£20,812	Date of most recent PP Review	27 th Feb 2018
Total number of pupils	99	Number of pupils eligible for PP	13	Date for next internal review of this strategy	January 2022

Data Context

- Due to Covid-19, there has been no official published / national data.
- To support all pupils, including PP children, focus has been on KPIs for each year group (and how those KPIs have been taught and /or embedded).
- KPIs have been monitored robustly internally through planning and book scrutiny, pupil progress meetings and transition meetings.
- Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020/21. Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.
- This can be ratified via internal assessment systems across TWHF



2. 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.	Further gaps in learning due to school closures and lack of access to curriculum content.
B.	Poor attendance and persistent absence during remote learning and not taking up vulnerable places in school when offered
C.	High number of SEND children (27% of all pupils with over half of these also having an SEND marker)
D.	Lack of real experiences in terms of trips, visitors combined with lack of experiences given by parents due to COVID restrictions
E.	Lack of resilience amongst children and the negative impact on learning behaviours.
F.	Emotional stability, well-being and availability to learn.
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Parental mental health and ability to engage with remote learning
B.	Lack of parental engagement/funding to support children.
C.	Some separated parents with different abilities to engage with school
D.	Lack of enrichment activities outside of school (cultural capital)

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	All staff will be aware of PP children and will plan to ensure progress is made through quality first	<ul style="list-style-type: none"> • All children to make good progress in reading writing and maths. • Clear progress from Baseline to KS1/KS2.



	teaching using T and L principles and robust interventions.	<ul style="list-style-type: none"> • Staff to be aware of PP children and provide timely interventions to ensure rapid progress in reading, writing and maths – use of early morning meeting (funded) • All staff to be aware of key groups to support planning and support. • Resources available to support teaching will be of a high quality and will help scaffold the learning. • PP attainment at the end of EYFS, KS1 and KS2 to be in line with national average.
B.	All children will be emotionally available to learn and feel that their mental well-being is supported by all adults in school.	<ul style="list-style-type: none"> • Children will have access to nurture support from class staff initially. ELSA training booked for March 2022. Access to partner school ELSA trained staff and Nyland Outreach team if needed.
C.	Children will show positive attitudes towards their learning and our curriculum will motivate and captivate learners in order for them to achieve their full potential	<ul style="list-style-type: none"> • PPG provision register to be embedded across the school for all PPG children to track: intent, implementation and impact of provision • Children to be engaged in learning • Children to show successful learning skills in every lesson across the curriculum • Age-related skills and knowledge to be achieved in every subject across the curriculum • Children to have access to a range of enrichment activities



		<ul style="list-style-type: none"> • Themes in school to be planned with vulnerable children at the forefront ensuring they experience and have access to every learning opportunity • PPG children to have access to extra curricula activities e.g. music lessons, trips, residential etc. <ul style="list-style-type: none"> • Children to have access to St Gs Loyalty card experiences
D.	PP children with SEND to achieve at least as well as their Non-PP SEND peers	<ul style="list-style-type: none"> • Teachers to use individual PPG/SEND key skills documents and books to identify the children's areas of need and targeted provision • SENCO and AP to regularly discuss the SEND PP children and the progress they are making • Children with SEND who are also PP to be discussed specifically at PPMs and books seen • Teachers and TAs to have a good understanding of the most vulnerable children in their class and the strategies needed to remove any potential barriers, discuss at early morning meetings • Alternative provision to be in place, where appropriate, to ensure all children can access the curriculum. E.g Larkrise Farm
E.	Attendance of all pupils to meet National. Average Attendance diminished between Pupil Premium and Non-Pupil Premium.	<ul style="list-style-type: none"> • Pupil Premium attendance will be at least 97% • The difference in attendance between PP and Non PP children is diminished



		<ul style="list-style-type: none"> • Attendance tracking and monitoring to be in place with weekly attendance meetings, actions as required with individual families. Termly meetings with EWO (Vicky Gale) to review attendance interventions and monitoring. • Attendance lead to monitor attendance regularly and review procedures from Attendance Network meetings across the year. (SDP Aim 3)
F.	Parents to be more engaged with school activities both in school and at home.	<ul style="list-style-type: none"> • Parental engagement with events such as Gold book assembly, EY workshops • Specific 'PP only' events for parents in school will be well attended such as 'coffee mornings' • Parents to attend all parents meetings. • Tapestry programme to be used in EYFS to engage parents with their child's learning. • Parents to be communicated to regularly for updates and changes e.g. new behavior policies, Vision and Values. Via Friday email, newsletters etc

4. Planned Expenditure	
Academic Year	2021-2022



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?
Gaps are narrowed between PP and non PP children	<p>Focused feedback</p> <p>Daily TA meetings</p> <p>TA hours increased to support interventions and quality first teaching</p> <p>Behaviour policy and reward system to value learning resilience</p>	<p>EEF research on use of TA and interventions that have the most impact</p> <p>Links to whole school curriculum intent strand – children embrace learning with resilience</p>	<p>Regular drop ins by SLT to observe the quality of conversation and dialogue in meetings</p> <p>Book looks for feedback review</p> <p>Number and reason for team point awards and gold book nominations</p>	<p>AP</p> <p>P</p> <p>SENDCo</p>	<p>Termly</p> <p>Cost £16,000</p>



<p>Attendance for children with PP improves</p>	<p>Weekly monitoring</p> <p>Introduction of Alfie the attendance bear awarded to a class each week</p> <p>Persistent absence meetings with school lead</p> <p>Work with EWO for a solution to engaging Traveler community</p>	<p>Data shows absence is poor for some specific families in this group, also reflected in remote learning</p>	<p>Weekly attendance tracker monitored by school lead.</p> <p>Alerts sent to parent early on</p> <p>High profile on attendance through weekly comms</p>	<p>ST PSA EWO</p>	<p>£1,000</p>
<p>Parental engagement for hard to reach families increases</p>	<p>Workshops and less formal parent teacher meetings arranged e.g. 'meet the teacher' event</p>	<p>It is PP/SEND/hard to reach children who have the poorest attendance and therefore attainment</p>	<p>Termly offer to meet with different focuses</p> <p>Meeting with AP to assess how school can support</p>	<p>AP EWO</p>	<p>£1,000</p>



	Support with resources and technology to engage				
Total budgeted cost					£18,00
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?
Trained member of ELSA staff	Wilts CC training offer Timetabling support 3 x afternoons each week	Previous member of staff left and have been using ELSA from partner school for extreme cases. Number of children have significant barriers to learning linked to mental health or cultural capital within family	PMR and supervision for member of staff trained Timetabled sessions for children with baseline and exit point recorded	AP SENDCo	Termly £1,000



Children to develop vocabulary and love of reading starting with Early Years	Development of reading opportunities inside and out Respond to changes in EY framework	Vocabulary rich environment and opportunities to develop cultural capital for our cohort of children. Response to new framework – audit and review some resource/provisions Response to new SSP guidance	Action plan monitored to show impact termly	EY Lead Phonics lead	Termly £500
Total budgeted cost					£1,500
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?
Children to have increased access	Subsidy offered for events	No pupil to miss out on an enrichment activity	Yearly offer of at least 1 trip and 1 visitor.	CT	Yearly



to enrichment activities	Broader opportunities planned post COVID Develop cultural capital	due to a financial concerns	Year 5/6 residential		£1,312
Total budgeted cost					£1,312

5. Review of expenditure				
Previous Academic Year	2020-21			
Quality of Teaching for All				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Gaps are narrowed	Focussed feedback Daily TA meetings	£11,860	For the percentage of PP children achieving	No data this year. Have used transition documents



	<p>TA hours to support interventions and quality first teaching Metacognition – learning powers and growth mindset instruction</p> <p>Reading comprehension strategies – whole class guided reading with a differentiated group for those currently unable to access class text.</p> <p>Contribution to SENCo employment costs.</p>		<p>age related expectations to increase.</p>	<p>to monitor teaching and embedding of KPIs</p> <p>PPG focus at staff meetings regularly as well as PPMs</p> <p>Pre phase 1 reading CPD this year to develop this area</p> <p>Dedicated SENDco on site 1 x day a week</p>
<p>Children will speak in complete sentences, using</p>	<p>Oral language Interventions – language ladders</p>		<p>Children’s levels of oral literacy, ability to speak in complete sentences</p>	<p>Maintain and develop next year</p>



appropriate language with correct pronunciation.			and use subject specific language will be improved.	
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
<p>Pupils are increasingly able to manage their emotional behaviours</p> <p>Children can talk about any issues at home and can cope better with them</p>	To provide 4 hrs nurture support in the afternoons plus resources	£3300	<p>Reduction in fixed term exclusions</p> <p>Increased attendance</p>	<p>Exclusions decreased from previous year</p> <p>Overall attendance improved</p> <p>COVID and Lockdown meant that whole school returned in Sept to a Recovery Curriculum. All staff expected to support with nurture in all classes ELSA member of staff resigned</p>



				FSM vouchers hand delivered for those who needed it. Laptops / Ipads provided when needed.
Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Improve balance, co-ordination, awareness of self and concentration.	Purchase resources and training to support sensory processing	£220	To support pupils with co-ordination by purchasing bespoke resources.	Trikes bought for outside area
Children have increased access to enrichment activities	Access to enrichment activities is increased due to subsidising activities.	£380	No pupil to miss out on enrichment activities due to low income.	Limited opportunities due to COVID this year

