

## St. George's Pupil Premium Statement 2019-2021

### 1. Summary Information

School:	St George's Primary School – Semington.				
Academic Year:	2020-2021	Total PP Budget	£20,812	Date of most recent PP review	27 <sup>th</sup> February 2018
Total number of pupils:	95	Number of pupils eligible	14%	Date of next internal review	Term 4 2021

### 2. Previous year's academic attainment (to March 2020)

Results across the school	PPG Pupils at St. George's	Non PPG pupils at St George's
% <b>on track for</b> making at least expected standard in reading	64%	74%
% <b>on track for</b> making at least expected standard in writing	57%	73%
% <b>on track for</b> making at least expected standard in maths	57%	68%
% <b>on track for</b> achieving expected or above in reading, writing & maths	50%	56%

### 3. Review of Expenditure

Academic year:	2019-2020	Expenditure	£15, 760
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#### i. Quality of teaching for all

Desired Outcome	Chosen action approach	Cost	Estimated Impact	Lessons learnt / actual impact.
A. Gaps are narrowed	Focussed feedback	£11,860	For the percentage of PP children achieving age related expectations to increase.	% achieving expected standard in reading increased from 62% to 64%, in maths from 54% to 57% and in all areas combined from 46% to 50%. The % in writing went down from 69% to 57%.
	Daily TA meetings			
	TA hours to support interventions and quality first teaching			
	Metacognition – learning powers and growth mindset instruction			
	Learning Car Strategy			

	Reading comprehension strategies – whole class guided reading with a differentiated group for those currently unable to access class text.			
	Contribution to SENCo employment costs.			
Children will speak in complete sentences, using appropriate language with correct pronunciation.	Oral language Interventions – language ladders		Children’s levels of oral literacy, ability to speak in complete sentences and use subject specific language will be improved.	This included 5 pupils that had targeted SALT intervention. 2 pupils had this daily. 2 pupils have moved to another school (moved house) and the 3 remaining pupils were making progress with their individual targets at the point of lockdown.
ii Targeted support				
<b>Desired Outcome</b>	<b>Chosen action approach</b>	<b>Cost</b>	<b>Estimated Impact</b>	<b>Lessons learnt / actual impact.</b>
B. Pupils are increasingly able to manage their emotional behaviours  D. Children can talk about any issues at home and can cope better with them	To provide 4 hrs nurture support in the afternoons plus resources	£3300	Reduction in fixed term exclusions Increased attendance	Exclusions in PP children have reduced from 0.23% (Sept – March last year) to 0.03% for the same period this year. Attendance from Sept – Feb 28 <sup>th</sup> last year in PP children dropped from 96.09% to 95.23% for the same period this year. All children in receipt of school support, continued to receive regular contact with the Class teacher / TA and or Senco. Parents also received extra calls giving support. Reading books were regularly changed if required. Extra learning materials and resources were printed / provided

				FSM vouchers hand delivered for those who needed it. Laptops / I pads provided when needed.
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iii Other approaches

Desired Outcome	Chosen action approach	Cost	Estimated Impact	Lessons learnt / actual impact.
E. 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.	Engagement of pupils was high up until lockdown.
F. 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.	All PP children attended all enrichment activities provided

**4. Barriers to future attainment (for pupils eligible for PP 2020-2021)**

**In-School Barriers**

A.	Low starting points / gaps in knowledge and understanding
B	Emotional issues
C	Low levels of speaking skills / oral literacy
D	Further gaps in learning due to school closure and home learning

**External Barriers**

E	Unsettled home life
F	Lack of access to enrichment activities

5. Desired Outcomes		Success Criteria
A	Gaps are narrowed	A higher percentage of the children achieve end of year expectations than the previous year.
B	Pupils are increasingly able to manage their emotional behaviours	Children to remain in class and access the lesson with increasing independence
C	Children will speak in complete sentences, using appropriate language with correct pronunciation.	Incidences of staff repeating back correct examples of sentence structure, vocabulary and pronunciation is reduced. Sentence structure in written work will improve.
D	To provide a curriculum in order to address gaps and aid a return to school.	Pupils to be provided with a Recovery curriculum in order to re-connect relationships with pupils/staff and pupil/pupil Pupils through pupil voice feel safe, secure and supported Transition clearly identifies areas not yet taught due to school closure Planning is adapted to quickly assess and then fill gaps
E	Children can talk about any issues at home and can cope better with them	All PP children have been invited to attend a school club. Any child with PP who needs breakfast will be provided with it.
F	Children have increased access to enrichment activities	Children have access to extra-curricular activities and up-take increases from 0% - 23% All children wanting to attend residential trips are able to.

## 6. Planned Expenditure

Academic year:

2020-2021

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?
A. Gaps are narrowed	Focussed feedback	EEF toolkit states high impact low cost (+8 mnths) for feedback	Staff training on best practice of feedback and marking linked to Teaching and Learning Policy– up-dating policy to reflect this. Book scrutinies and observations to monitor its use.	CH	Termly within timetabled observations and scrutinies.
	Regular TA meetings (£4,000)	<a href="#">Ofsted The Pupil Premium</a> reviewed successful use of	Meeting agenda. Look at planning to see use of TA	EG	Termly

		Pupil premium and showed extending TA hours to allow planning and discussion time each day had high impact.	support to meet needs of identified pupils. During staff meetings / TA meetings, discuss how meetings are going and if anything can be done to improve effectiveness. SENCO as part of TA reviews to monitor focussed support.		
	TA hours to support interventions and quality first teaching (£3860)	41% of PPG children are SEN to a lot of support is needed to access literacy and numeracy and to close the gaps.	Progress meetings, observations and scrutinies of work.	CH / EG	Termly
	Learning Car Strategy/metacognition/Recovery Curriculum to be linked and manageable reflected in behaviour policy	EEF toolkit states high impact low cost (+8 mnths) for metacognition	Training post Lockdown (£300) Observations and pupil discussion to monitor their growing understanding of the approaches.	CH/JC	Termly within timetabled observations and scrutinies. Termly during pupil progress meetings.
	Reading comprehension strategies – whole class guided reading with a differentiated group for those currently unable to access class text.	EEF states moderate impact for very little cost (+6 mnths).	Observations will monitor use and effectiveness. Align with TWHF writing/reading approach	JC	Termly
	Contribution to SENCo employment costs. £4,000	41% of the PPG children are also SEN so much of the SENCo time will be needed to support staff in assessment, record keeping and identifying interventions.	Pupil progress meetings, termly SENCo reports	PH / JC	Termly
c. Children will speak in complete sentences, using appropriate language with correct pronunciation.	Oral language Interventions – language ladders	EEF states moderate impact for very little cost (+5 mnths).	Displays around school will highlight focus. TA training to ensure all staff are aware of expectation. Lesson observations.	PH	Termly

d To provide a Curriculum in order to address gaps and aid a return to school	Recovery Curriculum training for all staff. Transition pupil progress meetings to highlight content not taught for maths and english	Lost learning and not taught content for every year group since 20.3.2020. Home learning focus on reinforcing of skills but decrease in engagement as lockdown continued into term 5 and 6	Attendance at transition meetings. Support staff with planning for term 1 and allocate staff meetings for this Baseline questionnaire for children SENCo monitoring of children requiring focused and deep intervention	CH/EG	Termly
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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?
B. Pupils are increasingly able to manage their emotional behaviours  E. Children can talk about any issues at home and experiences of lockdown and can cope better with them	To provide 4 hrs nurture support in the afternoons plus resources (£3300) targeted to post lockdown needs	EEF states Social and Emotional Learning has moderate impact for moderate coast (+4 months). Employment of specific TA for this role also frees up general class TAs to continue their focussed support of children in class rather than being drawn away to deal with behavioural and emotional issues.	Structured timetable provided to the TA highlighting specific children and specific activities. TA to record each week the specific interventions and support given. Fortnightly for these to be monitored. Patterns in particular behaviours and / or with particular children to be identified and then addressed.	EG	Termly

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?
E. Children have increased access to enrichment activities	Access to enrichment activities is increased due to subsidising activities. (£380) from term 3 and risk assess due to COVID19	Extra – curricular sporting activities will help raise self-esteem, Assistance with residential costs will ensure inclusion in	Monitoring of attendance at extra-curricular activities and attendance on residential.	EG	Termly monitoring

		extension and enriching activities.			
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Monitoring Schedule					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gap planning support and impact	Data point 1 analysis	Review of extra-curricular provision	Data point 2 analysis	SENco provision maps	Final review of impact spends
Baseline mental health questionnaire analysis	SENco provision maps for children with SEMH needing focussed recovery	SENco provision maps	SENco provision maps	Review of spends impact	Needs analysis for 2021-22
EY baseline for speaking, listening and attention	TA meeting actions	TA meeting actions	EHCP application?	TA meeting actions	TA CPD for 21-22
Provision plan review for children with PPG/EHCP	Parent voice at parents eve	PMR review and success	TA meeting actions		PMR review and final impact
TA meeting actions			Parent voice at parents eve		SENco impact analysis
PMR to focus on gaps					