

St. George's Pupil Premium Statement 2018-2019

1. Summary Information

School:	St George's Primary School – Semington.				
Academic Year:	2018-2019	Total PP Budget	£22,360	Date of most recent PP review	27 th February 2018
Total number of pupils:	86	Number of pupils eligible	13 (15%)	Date of next internal review	February 2019

2. Previous year's academic attainment (2017-2018) 17% PPG

Results across the school	PPG Pupils at St. Georges	Non PPG pupils at St Georges
% making at least expected standard in reading	75%	79%
% making at least expected standard in writing	56%	71%
% making at least expected standard in maths	69%	65%
% achieving expected or above in reading, writing and maths	50%	60%

3. Barriers to future attainment (for pupils eligible for PP)

In-School Barriers

A.	Low starting points / gaps in knowledge and understanding due to previous poor teaching
B	Emotional issues
C	Low levels of speaking skills / oral literacy

External Barriers

D	Unsettled home life
E	Attendance (Average attendance across PP is 90%)
F	Lack of access to enrichment activities

4. 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	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.
E	Whole school and specific individual attendance, increases	Attendance across the school is at least 96% and PP attendance increases by > 0.5%
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.

5. Planned Expenditure	
Academic year:	2018-2019

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 coast (+8 mnths) for feedback	Staff training on best practice of feedback and marking – updating policy to reflect this. Book scrutinies and observations to monitor its use.	PH	Termly within timetabled observations and scrutines.
	Daily TA meetings (£4,000)	Ofsted The Pupil Premium reviewed successful use of Pupil premium and showed extending TA hours to allow planning and discussion time each day had high impact.	Sit in on samples of daily meeting. Look at planning to see use of TA support to meet needs of identified pupils. During staff meetings / TA meetings, discuss how meetings are going and if anything can be	JC PH	Termly

			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 so a lot of support is needed to access literacy and numeracy and to close the gaps.	Progress meetings, observations and scrutinies of work.	PH / EG	Termly
	Metacognition – learning powers and growth mindset instruction	EEF toolkit states high impact low cost (+8 mnths) for metacognition	Inset days at beginning of term for teachers and TAs so all staff are aware of strategies to use. Observations and pupil discussion to monitor their growing understanding of the approaches.	PH	Termly within timetabled observations and scrutinies. Termly during pupil progress meetings.
	Reading comprehension strategies – whole class guided reading.	EEF states moderate impact for very little cost (+6 mnths).	New planning format for guided reading to be shared and discussed. With staff. Observations will monitor use and effectiveness.	PH	Termly
	Intervention resources used £660 e.g. Toe by Toe, Power of 2 etc	Focus on key skills to help plug gaps in understanding and application.	Intervention timetable and effectiveness of support will be monitored to ensure progress is being made.	PH / EG	Termly
	Contribution to SENCo employment costs. £6,000	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
	Contribution towards 1:1 TA support. £3120	Topping up 1:1 funding provided by EHCP will ensure extra support when needed – during literacy / numeracy teaching in the morning.			
c. Children will speak in complete sentences, using appropriate	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	PH	Termly

language with correct pronunciation.			expectation. Lesson observations.		
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 D. Children can talk about any issues at home and can cope better with them	To provide 10 hrs nurture support in the afternoons plus resources £4350	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. Whole school and specific individual attendance increases	Increase parental awareness of attendance issues and consequences on poor attendance. Share and adhere to attendance policy. Access to specific services	Higher attendance at school and therefore access to quality first teaching will raise progress and improve performance. DFE 2014 report highlights how poor attendance at primary school can be shown to impact on GCSE results.	Monitor attendance and follow-up low attendance rates for individuals	JC	Weekly monitoring and termly analysis.
F. Children have increased access to enrichment activities	Access to enrichment activities is increased due to subsidising activities. £370 extra-curricular	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.	JC	Termly monitoring

		extension and enriching activities.			
--	--	-------------------------------------	--	--	--