



St George's CE Primary School and Nursery 2019/20 Pupil Premium Strategic Plan

The Pupil Premium Grant (PPG) is an individually allocated sum of money, which is devolved to schools directly by the DfE. It is to be used to strategically target provision for children from low-income and other disadvantaged families to ensure that there is no difference in attainment between them and their peers. A child who has a parent in the armed forces is also eligible for PPG. The grant can be used very widely to provide support for children for example to enable them to attend educational visits and to smooth transfer between schools. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This figure has risen each year since the grant was first given to the current amount of £1320 per pupil. The term 'Disadvantaged' indicates those pupils eligible for Pupil Premium Grant.

St George's CE Primary School and Nursery is an academy, part of the Black Pear Trust MAT. It converted to academy status on 1st September 2019. The school is a one-form entry primary with a PAN of 30. The school has a high level of pupils' eligible for the Pupil Premium Grant. In some year groups the percentage is noticeably higher. The grant received by the school for this group is therefore substantial and the group is very significant for the school as one of our 'tracked groups'. To ensure that the use of the Grant is of greatest benefit to the eligible pupils a plan has been drawn up which is both strategic and operational.

Responsibility for Pupil Premium at St George's CE Primary School and Nursery lies with the Governing Body, the Head of School and is monitored by the Deputy Head teacher. All matters relating to the Pupil Premium are reported back to the Governors, ensuring that the school is held to account for the impact of spending. Below are details of how and why funding has been allocated to different activities.

St George's CE Primary School and Nursery is committed to ensuring maximum progress for all groups of children and aims to close any performance gaps. The Pupil Premium Grant (PPG) helps us to do this for disadvantaged pupils. A primary focus of the School's Strategic and Operational Plans is specifically to make sure that pupils eligible for PPG are well catered for and as a result, use of the grant is tightly focused and precisely allocated. Through the delivery of these plans we actively promote equality of opportunity for all.

To support this group of children effectively the school provides a range of opportunities to extend life experiences. The aim of these activities is to develop good communication skills, which will help the children to successfully manage their feelings in different social situations. By doing this the children will experience fewer social, emotional and mental anxieties and so develop greater personal strength and positive self-worth. The school uses whole school approaches to help the children to develop wider vocabulary and use more complex sentences. Both of these skills help to ensure greater academic and social success. This is a priority for the school as staff recognise that delays in the development of communication skills will lead to long-term barriers to learning and success throughout life.

In order to address these needs the school utilises the NHS Speech and Language Services extended training programme for whole school staff development to ensure professional expertise to support the children is in place. The school also utilises the Local Authority Behaviour Support Team and engages Educational Psychologists to provide expert advice on the mental well being of identified children. A strong, comprehensive and sustainable support package has been developed which is beginning to lead to improvements in outcomes for this identified group. These targeted additional support strategies will enable all pupils, however financially disadvantaged, to have full access to the curriculum and all extra-curricular experiences.

All students in the target group who are currently underperforming will be supported to make improved progress leading to the elimination of any differences in attainment between them and their peers. Their progress is tracked regularly and the effect of the pupil premium is measured by their successes both academic and social.

The aims of this plan are to:

- Develop an ethos of high attainment and achievement for all pupils.
- Eliminate all forms of communication barriers.
- Create an environment, which supports pupils to be fully aware of and understand their own behaviour, their thought processes and the process of learning so that they can actively learn and enjoy the process.

The plans are regularly checked to make sure there is good or better progress on developing priorities and adjustments are made to them as a result. In depth data analysis ensures that the correct support and strategies are identified to maximize progress. These checks are made by the School's leadership team (including members of the Governing Body). The systems that are in place ensure that Pupil Premium funding has the necessary impact on pupil's learning.

PPG provision contributes to inclusive practice, resources, teaching and learning and training which are all monitored, evaluated and reviewed by the school's leaders to check value for the Grant money.

Subject Leaders develop their own operational action plans which include a focus on pupils' eligible for the Pupil Premium Grant they identify key areas for development within their own curriculum area for the academic year. These plans are cross referenced with each other and with the whole school strategic plan.

Financial breakdown	
Number of pupil premium children	52 children
Funding per child	£1320 (money reduced due to the conversion on 1.9.19)
Carry forward	0
Allocation for April 2019- March 2020	£58,555
<ul style="list-style-type: none"> Total to spent April- August 2019 	£0 expenditure for period - LA maintained
<ul style="list-style-type: none"> Total to spend September 2019 – March 2020 	£28,600
Estimated allocation for April 2020 – August 2020	£28,600
<ul style="list-style-type: none"> Estimated to spend April 2020-August 2020 	£28,600
Estimated Annual Allocation	£58,555

Pupil Premium numbers

Year group	Cohort size	Number % of PPG
Year 6	20	8 - 40%
Year 5	27	12 - 44%
Year 4	26	6 - 23%
Year 3	25	8 - 32%
Year 2	30	8 - 27%
Year 1	23	3 - 13%
Reception	26	7 - 27% (initial figures)
Nursery	13	2 - 15% (initial figures)

2018/2019 Attainment	Subject	% Pupil premium	% Non-Pupil Premium	School results (unvalidated)	National Results
End of KS1 Context of Cohort :9/26 Pupil Premium :1/3 SEND	Maths	44%	71%	62%	D- 62% All -76%
	Reading	44%	76%	65%	D – 62% All - 75%
	Writing	33%	65%	54%	D – 55% All - 69%
End of KS2 Context of Cohort :10/27 Pupil Premium : 2/3 SEND	Maths	60%	100%	85%	D- 67% All - 79%
	Reading	40%	88%	70%	D – 62% All - 73%
	Writing	50%	76%	67%	D – 68% All - 78%
	SPAG	60%	94%	81%	D – 67% All - 78%
	Combined R,W,M	40%	71%	59%	D – 51% All - 65%
Progress KS1-KS2	Reading	-1.42	0.74	-0.09	0.00
	Writing	-2.71	-1.59	-2.02	0.00
	Maths	-1.45	3.33	1.49	0.00
Attendance	PP			95%	Published in March 2020
	FSM			94%	
	NPP			96%	
	NFSM			96%	
	All			96%	

Barriers to future attainment	Desired outcome	Success Criteria
<p>A</p> <p>Some pupils may not working at an age related level and have conceptual gaps or misconceptions.</p>	<ul style="list-style-type: none"> To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills To respond rapidly with targeted teaching for pupils at risk of underachievement. 	<ul style="list-style-type: none"> Pupils will meet (or exceed) age related national expectations in English and maths. All staff will receive appropriate CPD to facilitate development and high quality teaching. Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths Support staff will support learning effectively. Additional intervention sessions will take place, based on gaps/need
<p>B</p> <p>In some cases, consistent attendance and punctuality.</p>	<p>To embed initiatives put in place to ensure that all disadvantaged pupils will meet national expectations for attendance and punctuality.</p>	<ul style="list-style-type: none"> All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils. Parents will be informed each term of their child's attendance School will contact parents proactively if attendance slips. Families to engage with Educational Welfare Officer. Breakfast club will be offered to priority pupils.
<p>C</p> <p>In some cases, learning skills may need developing, for example: organisation, commitment and resilience. In some cases, access to resources, such as books, libraries and life experiences.</p>	<p>School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> Age appropriate subject skills will be taught within a thematic approach. Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

Predictions 2019/ 2020

End of EYFS –	All Pupils	PP	Attendance	
	Expected	Expected		
GLD	72%	72%	All	96,4%
Reading	72%	72%	PP	96.4%
Writing	72%	72%	FSM	96.4%
End of Key Stage 1 –	All Pupils	PP		
	Expected	Expected		
Reading	75%	75%		
Writing	70%	70%		
Maths	75%	75%		
End of Key Stage 2 –	All Pupils	PP		
	Expected	Expected		
Reading	80%	80%		
Writing	80%	80%		
Maths	80%	80%		
SPAG	80%	80%		
Combined	80%	80%		

A-To raise outcomes for PP/FSM learners

Interventions

Rationale We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.

Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.

Meta-Analysis of research by John Hattie breaks down quality teaching into: · Pupils having clear goals/objectives. · Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.

Year Group	Chosen Action	Cost	Lead	Monitor	Success Criteria	Impact
Years 1 to 6	<p>To use interventions and pre teaching strategies to effectively target children who are required to make accelerated progress.</p> <ul style="list-style-type: none"> • 1: 1 phonics • Small group phonics • Maths and reading intervention • Pre teaching of information • Intervention team • Speech and language interventions 	£29,422	AW, CS, LL	<p>Intervention data entry and exit</p> <p>Year group reviews</p> <p>Data analysis and PPMs</p> <p>Intervention team meetings</p>	<ul style="list-style-type: none"> • Close gap in attainment of individuals and groups to ensure they are working within age expected expectations (see vulnerable learners grid, interventions plan and evidence) • Identified learners make accelerated progress 	<p>Mid-year:</p> <ul style="list-style-type: none"> • Progress in phonics was good • 83% on track to meet national expectations (Baseline was 58%) <p>Provision halted due to Covid</p>
Year 6	Year 6 Booster class for identified learners	£1200	LS	Data analysis	<ul style="list-style-type: none"> • Children meet age related expectations in maths 	<ul style="list-style-type: none"> • Booster classes began but then were stopped. (carry forward £800)

Speech and language

Rationale: We want Speech and Language CPD and intervention to support pupils to come off SEND support and meet expected and higher expectations, through improved identification and early intervention.

Precise assessments to be used, gaps identified and appropriate support programmes and strategies put in place, along with the up skilling of TAs to deliver these quality interventions under the guidance of a qualified speech and language therapist to

According to the EEF "Teaching and Learning toolkit" for Language and Literacy, oral language interventions, which focus on spoken language and verbal interaction in the classroom, appear to benefit all pupils. A focus on oral language skills will have benefits for both reading and writing.

<p>Years Reception to 6</p>	<ul style="list-style-type: none"> SALT identify pupil premium children with speech and language difficulties and plan target groups. Intervention groups for narrative therapy; Black Sheep; language and thinking to be delivered by TA and supported by speech and language therapist Embedding ordinarily available practices for Speech and Language across the school 	<p>£2450</p>	<p>LL, AW, CS, BH</p>	<p>Intervention data entry and exit Year group reviews Intervention team meetings IPMs Learning walks</p>	<ul style="list-style-type: none"> To ensure all children have the necessary skills to communicate effectively appropriate to their age To clearly identify speech, language and communication needs in order to narrow the gap so that children are at least in line with their peers. 	<p>Mid-point Review: SALT intervention up and running- Children making good progress. Resources made and sent home. SALT Teaching Assistant-LM</p> <p>Provision halted due to Covid</p>
<p>Nurture</p>						
<p>Years 1 -6</p>	<p>Nurture provision for identified vulnerable learners</p>	<p>£2925</p>	<p>LM</p>	<p>Learning Walks Pupil questionnaires</p>	<ul style="list-style-type: none"> Nurture provision for identified vulnerable learners Children are accessing their learning 	<p>Mid-point Review: Nurture groups established.-LM Children more settled and making good progress with their learning in the classroom Provision halted due to Covid</p>

--	--	--	--	--	--	--

B- Disadvantaged pupils will meet national expectations for attendance and punctuality

Attendance and punctuality

Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.
 By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and preempt possible attendance issues. The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.
Breakfast clubs improve attendance/punctuality.

Year Group	Chosen Action	Cost	Lead	Monitor	Success Criteria	Impact
All year groups	Disadvantaged pupils to be targeted to attend breakfast club. Whole school take-up to be monitored and evaluated on half termly basis.	£1307	CS	Data analysis.	<ul style="list-style-type: none"> Attendance at breakfast club to be monitored. Family Support Worker to 'recruit' key pupils to breakfast club. Attendance at breakfast club to be monitored. Family Support Worker to 'recruit' key pupils to breakfast club. 	<p>Mid-Point Review</p> <p>Children's punctuality and attendance improved-attendance in line with National</p> <p>Provision halted due to Covid-</p> <p>£500 carry forward due to breakfast club being cancelled</p>
All year groups	School to follow attendance policy and work with Educational Welfare Officer to robustly address difficult cases. Attendance officer to track attendance on a weekly	£900 £4795	CS/EWO CS/EWO	Record of attendance	<ul style="list-style-type: none"> Records of Educational Welfare Officer engagement/actions to be kept. Family Support Worker to track weekly findings/trends. Termly mentoring reports to be kept and shared with families. 	<p>Midpoint Review</p> <p>EWO monthly visits impacted on increased attendance and reduction in persistent absence.</p>

	basis, address with families and report findings to School Improvement Group.					Provision halted due to Covid- Carry forward of £500
All year groups	To ensure selected pupils have regular attendance by supporting with transport. Embed success with school minibus pick-ups.	£8156		Record of attendance	<ul style="list-style-type: none"> School minibus used to pick up targeted children. Children to have higher attendance and make good progress in all core subjects. 	Mid-Point Review Minibus pick up impacted on improved attendance and punctuality. Provision Halted due to Covid. Carry forward of £2,100

C-School will deliver an engaging, broad and varied curriculum.

Broad and balanced curriculum

School uniform is a part of St George's CE Primary School and Nursery. This is one area – alongside others – that has led to positive behaviours in learning. All staff uphold the behaviour and uniform policy. (EEF Toolkit)

Ofsted Requirement:

The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

Pupils' horizons will be broadened and they will learn more about culture, history and geography. Meaningful experiences and contexts will enhance 'Loops of Learning' approach.

Year Group	Chosen Action	Cost	Lead	Monitor	Success Criteria	Impact
------------	---------------	------	------	---------	------------------	--------

All year groups	Assistance with school uniform	£1000	CS	Uniform assistance forms	<ul style="list-style-type: none"> All children look smart and the correct uniforms for school activities 	<p>All children well presented across the school in full school uniform.</p> <p>Carry forward £800</p>
All year groups	To provide children with the opportunity to learn different musical instruments.	£2400	LL	Termly music data, learning walks. Performance	<ul style="list-style-type: none"> All children in Year 3 learn how to play a musical instrument. All children have an opportunity to perform in front of an audience. 	<p>Mid Point Review Children in Year 3 accessed weekly violin lessons. PP children provided with musical instruments</p> <p>Lock down due to Covid- School still required to pay for this provision</p>
All Year groups	To allow children to experience a range of new environments and experiences. All children have the opportunity to attend a residential.	£3000	LL	Pupil questionnaires and interviews.	<ul style="list-style-type: none"> Provide the opportunity for children to take part in OAA activities. All children to have the opportunity to experience a range of trips. Children have the opportunity to experience new places. 	<p>Mid Point Review Year 5 Llandreg Trip, school paid the cost.</p> <p>Carry Forward-£2300</p> <p>Year 6 did not take place due to Covid-19</p>
All year groups	English and Maths High quality resources available to help deliver lessons and interventions	£1000	MM, CS and LL	Learning walks, pupil interviews and questionnaires.	<ul style="list-style-type: none"> Children are well supported in their learning of mathematical concepts and reading 	<p>Mid-Point Review Resources supported children being able to access their learning at home and at school.</p>

Total cost £ 58,555

Carry Forward £7000