

St George's Pupil Premium strategy Plan 2020-2021

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		2020 Current Year-2020-21	
CURRENT PUPIL INFORMATION			
Total number of pupils:	190	Total pupil premium budget:	£63,360
		Carry Forward 2019-2020(Covid-19)	£3,550
Number of pupils eligible for pupil premium:	63 (33%)	Amount of pupil premium received per child:	£1345
LAC PP+	1	Amount of pupil premium received per child:	£2100
Service children	0	Amount of service pupil premium received per child:	£310

SUMMARY INFORMATION					
CHARACTERISTIC		ALL PUPILS NUMBER IN GROUP 190	% of GROUP	PP PUPILS NUMBER IN GROUP 63	% of GROUP
Boys		95	50%	35	56%
Girls		95	50%	28	44%
SEN support		26	14%	15	24%
EHC plan		1	0.5%	0	0%
EAL		57	30%	12	21%

Pupil Premium and SEND across the school			
Year Group	Number of PP and SEND	Number of children in the class	PP and SEND as a %
R	1	26	4%
Yr 1	1	28	4%
Yr 2	2	24	8%
Yr 3	3	29	10%
Yr 4	1	26	4%
Yr 5	1	26	4%
Yr 6	5	27	19%

COVID – 19 Lockdown implications on data

During the 2019 COVID pandemic, the school was closed from March 2020 until June 2020. All statutory assessments were cancelled by the government and therefore pupil attainment and progress was measured using teacher assessments.

2019/2020 Achieved a Good Level of Development	% Pupil Premium achieved GLD	% of Non-Pupil Premium who achieved GLD	School results (unvalidated)
	(5/7) 71%	(12/19) 63%	(17/26) 65%

Phonics Screening 2020		% Pupil Premium who passed their phonics screening	% of Non-Pupil Premium who passed their phonics screening	School results (validated) who passed phonics screening
Phonics Screening did not take at the end of Year 1, due to lockdown.	Screening was administered in the autumn term 2020 and submitted in December 2020. These were the children in Year 2.	Dec:(5/7) 71%	Dec: (15/19) 79%	Dec: (20/26) 77%
Phonics Screening Year 2 Dec 2020	Children who did not pass the screening were assessed in May 2021	May: (6/7) 86%	May: (17/19) 89%	May: (23/26) 88%

2019/2020 Attainment	Subject	% Pupil premium (ARE and above)	% Non-Pupil Premium (ARE and above)	School results (unvalidated) (ARE and above)	National Results
End of KS1 Context of Cohort: 12/30 Pupil Premium	Maths	(6/12) 50%	(14/18) 78%	(20/30) 67%	N/A due to COVID-19
	Reading	(6/12) 50%	(15/18) 83%	(21/30) 70%	
	Writing	(6/12) 50%	(12/18) 67%	(18/30) 60%	
End of KS2 Context of Cohort: 8/20 Pupil Premium	Maths	(7/8) 88%	(9/12) 75%	(16/20) 80%	
	Reading	(7/8) 88%	(8/12) 67%	(15/20) 75%	
	Writing	(7/8) 88%	(8/12) 67%	(15/20) 75%	
	Combined R, W, M	(7/8) 88%	(7/12) 58%	(14/20) 70%	

Attendance						
	Sept. 2019 – Dec. 2019	Jan 2020 – March 2019 Before first lockdown	March – July (school closure)	Sept. 2020 – Dec. 2020 School open to all pupils	January 2021 – March 2021 (school closure)	March 2021 – May 7 th 2021
PP	93%	95%	99 children attended school during school closure – key worker children and vulnerable children 32 PP/67 NPP 32 % PP 68% NPP	95%	13 PP children returned to school – 19% 56 were NPP – 81%	93%
NPP	95%	96%		98%		97%
All	94%	96%		96%		96%

PRIORITY A- To raise outcomes for PP/FSM learners

Member of staff responsible: Clare Snape, Anna Woodward, Teaching staff (including TAs)

Identified need	Strategies	By whom, when,	Outcome
<p>Disadvantaged children who are not working at age related level and have conceptual gaps or misconceptions. This is particularly evident Yr5, Yr6. Yr5 have historically experienced a high level of turbulence due to instability of staffing. Yr 6 have approx. 50% PP children within the cohort.</p> <p>The school needs to continue to close the gap between the attainment of PP and NPP both at school and national</p>	<ul style="list-style-type: none"> • 2020/2021- Recovery curriculum- will have a clear focus on 'catch up' curriculum for FSM/PP- this will be led by CS, LL, MM and AW -particular focus on prioritisation of key skills and knowledge • All staff to engage in quality CPD from highly skilled practitioners who work across the trust so that there is a higher percentage of outstanding teaching throughout the curriculum- particular focus on RQT's and those who are developing their knowledge of a different key stage. • Ongoing areas for development will be identified swiftly and support put into place to address these evidenced in the school development plan • To track data for all PP children • To hold regular pupil 	<p>All staff</p> <p>Ongoing focus will be dependent on need of the school development plan</p>	<ul style="list-style-type: none"> • The vast majority of children finish the academic year 'working within' expected standards for year group • Gap between PP and peers will reduce • Quality of teaching across the curriculum will improve so that all teaching is consistently good or better • Teaching reviews undertaken from a range of stakeholders will reflect that quality of teaching and learning has improved and pupils are making expected or better progress • Pupils will meet (or exceed) age related national expectations in English and Maths both at expected and greater depth standard • 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 match pupil need • Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths through intervention and continuous provision • Support staff will support learning effectively • Additional intervention sessions will take place, based on gaps/need

	<p>progress meetings with a focus on diminishing the difference for pp children</p> <ul style="list-style-type: none"> To provide effective focus groups and interventions so that all children, including PP children, meet their targets 2020-2021 To provide tutoring/intervention to targeted children – DFE recovery curriculum 	<p>Intervention timetable developed and identified TAs delivering intervention across the school</p>	<ul style="list-style-type: none"> Government funding will be used appropriately to target PP children at risk of not achieving age related expectation or above SALT-use of language link has enabled teachers to identify those children who are at risk of falling behind due to delayed speech and language development. Subsequent intervention has been put in place.
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PRIORITY B Disadvantaged pupils will meet national expectations for attendance and punctuality

Member of staff responsible: Clare Snape, Anna Woodward, teaching staff (including TAs)

Identified need	Strategies	By whom, when	Outcome
<p>To identify and track key PP families with poor attendance</p> <p>To support key PP families to improve attendance</p>	<ul style="list-style-type: none"> Attendance lead and EWO to monitor attendance records of key pp pupils' attendance and identify any patterns or concerns Attendance lead to identify any trends in data for this group and act upon these 	<p>Attendance lead, all staff and EWO</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Attendance lead will be knowledgeable about the trend in data and will be able to report accurately on the attendance figures for this group-Aut PP attendance 94%/Non PP attendance-97% PP children's attendance will be in line with non-PP children PP attendance will be in line with National-96.2% Attendance lead will monitor attendance records for this group and will be able to discuss key children that are affecting attendance figures Key PP families will be identified quickly and support in place swiftly, attendance support plans used if required

- Attendance lead to work alongside inclusion manager/DSL to ensure support is targeted for individuals and removes any barriers to attendance
- Attendance lead will signpost/ liaise with outside agencies to remove barriers to attendance for key pp families
- Attendance lead to reward improved attendance for key PP children through certificates and prizes etc.
- To support families with financial difficulties that may prevent children from attending school
- To provide a 'minibus' pick up service for targeted PP children to remove barriers to poor attendance or poor punctuality
- To provide targeted PP children with breakfast to support good punctuality and attendance

- Relationships between parents and school for these key PP children will be positive
- Key PP children will feel a pride in their improved attendance and will feel safe and happy in school.
- Financial difficulties are not a barrier to children's attendance in school
- PP children will feel socially and emotionally stable and ready for learning
- Improved attendance for targeted PP children and families attending breakfast club and requiring mini bus pick up

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

Member of staff responsible: Clare Snape, SLT, all teaching staff

Identified need	Strategies	By whom, when	Outcome
<p>To ensure the school provides a broad and purposeful curriculum for all learners</p> <p>In some cases, learning opportunities outside school may be limited as a result vocabulary can be less broad and children can lack context for their learning</p>	<ul style="list-style-type: none"> • 2020/2021- Recovery curriculum- will have a clear focus on 'catch up' curriculum for FSM/PP- this will be led by CS/LL/MM/AS and AW -particular focus on prioritisation of key skills and knowledge • Introduction of the new Black Pear Trust curriculum – ensuring children have gained good subject knowledge from a broad range of subjects which is defined by a clear progression of skills and knowledge. • Build strong links with N.Barker -HM-resident scientist from Warwickshire University to plan and deliver effective STEM projects • Trust wide focus on the development of Pedagogy of language 	<p>All staff Ongoing</p>	<ul style="list-style-type: none"> • The vast majority of children finish the academic year 'working within' expected standards for year group • Larger percentage of PP children will attend school trips/extra curricular – these children are targeted when inviting groups or individuals • Families will feel supported • Pupil voice and questionnaires will reflect that experiences are valued , pupils will have raised aspirations due to experiences they receive • ICT resources will be fit for purpose and ensure that PP children have access to new and innovative technology (during school closure PP children were a priority group to receive IT devices to be able to access remote learning). Those PP children who chose to remain at home were well supported to be able to engage in the remote learning. • PP children will report that lunchtimes and playtimes are fun and behaviour on playground is good • PP children will be engaged in new foundation curriculum and the resources provided will enhance their experience of learning • Age appropriate subject knowledge and skills will be taught robustly across the school • Robust and effective teaching of language and vocabulary across the school, through specific programs and quality first teaching • Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day – due to COVID lockdown this will be a priority for the coming term and the next school year. • Pupil passports reintroduced following lockdown to plan

- Age-appropriate subject knowledge and skills will be taught robustly across the school
- Robust and effective teaching of language and vocabulary across the school, through specific programs and quality first teaching
- Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
- Contributions to school trips are communicated to PP families as early as possible
- Payment plans available for families who have difficulty school trips/ residential trips give our pupil premium children experiences that they wouldn't otherwise have access to

- enrichment opportunities for the children for the remainder of the academic year.
- PP children will celebrate achievements and be prepared for future successes through cultural capital opportunities – STEM and enterprise

Year group	Number of children	Identified Need	Annual Budget	Actual September to date	Forecast to August	Total	Variance	Impact to Date
Priority A-Small teaching classes								
Year 5/6	Y6 X27 and Y5 X 28	Class teacher to support QFT across the phase due to school closure.Y6-transition to High school and Y5-historic turbulence	£13,109	3,536	9,573	£13,109	£0	QFT to raise standards and improve outcomes for the most vulnerable learners
Priority A Interventions								
Reception, Years 1 to 6 Tas were identified to support interventions across the school		1: 1 phonics, Small group phonics, 1:1 Reading -Fluency, Preteacing intervention groups,Maths.Release time for Reading Leader for coaching and training for RWInc visits	£24,778	17,355	7,423	24,778	£0	Identified intervention groups across the school-Tas identified to teach quality interventions. Tas have responsibility for a focused intervention group eg Maths, Language Link etc

Priority B-Attendance & Punctuality							
Wraparound Care- Staffing Cost	Identified pupils-they arrive at school on time ready for learning and attendance at school is good. Breakfast is provided to improve concentration levels improve.After school provision to support children in completing homework and other activities that are not available in the family home.	£13,065	5,548	7,518	£13,065	£0	Improved attendance and targeted pupils are punctual.
Wraparound Care- Resources	Board games,books, resources for breakfast, equipment and food costs	£1,000	605	395	£1,000	£0	More PP children attending breakfast club-improved concentration and children are more settled in their lessons.

Education Welfare Officer	EWO monitors children's attendance, supporting school by addressing difficult cases, formulating support plans, hard to reach parents and update policies and handbooks	£900	0	900	£900	£0	Improved attendance.
Minibus - Staffing Cost	To ensure targeted pupils have regular attendance and are punctual for school. Impact on whole school attendance improving.	£6,742	21,952	2,145	6,742	£0	Improved Attendance- Autumn -PP 94% Non PP-97%
Minibus - Expenses	Maintenance and fuel costs to ensure a safe vehicle to collect pupils to ensure they are at school daily.	£2,050	683	2,050	£2,733	£683	School is running a consistent and reliable service.
Priority C -Curriculum							

Maths	Resources and subscriptions to support quality first teaching and learning eg Classroom Secrets, Testbase, White Rose, Mathsletics-This will ensure the consistency in teaching of maths across the school and	£400	829	-429	£400	£0	PP children are supported with concrete resources to enable them to access their learning.
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	used to support intervention resources for PP						
Reading and Phonics	Resources,RWInc phonic decodable home reader books.Subscriptions-Testbase and Regional Trainer visits to support quality first teaching across the school and consistency of approach.Resources used for intervention fr the vulnerable learners	£400	318	382	£700	£300	Teaching is consistent and systematic-resources are well matched to the needs of PP learners.
Foundation subjects	Resources and CPD for Subject Leaders and release time for monitoring. Extra curriculum /enrichment activities planned for Summer term eg History visitor for Y4/Y5	£500	58	442	£500	£0	Teaching is consistent and systematic-resources are well matched to the needs of PP learners.

Art	Resources to provide opportunities for the children who are not able to have these opportunities at home. Summer term-Art week /visiting artist -The teaching of Art was a challenge during school closure as parents were not able to provide resources.	£500	47	453	£500	£0	
Resources	Further resources for PP children identified that had additional needs when they returned to school following lockdown.	£1,354	129	1,354	£1,483	£129	
STEM PROJECT	STEM resources- Planning and preparation time to release STEM subject leaders for collaboration across the MAT.PP children are invited to join others across the MAT to visit the new STEM lab and be taught by A scientist-NB	£450	192	450	£642	£192	Cultural Capital- PP children have been given opportunities to raise aspirations and develop their experiences and life skills.
Test Base	Maths and Literacy narrative	£260	260	0	£260	£0	
Language Link	KS2 assessmet resources to address additional needs	£275	659	-384	£275	£0	It has enabled school to identify vulnerable

	following lock down.						children that have barriers to learning and are at risk of falling behind. Targetted intervention has been put in place to support these children.
Priority A,B,C -CPD							
Staff CPD - Staff training across years	Following lock down - CPD organised to address the needs of vulnerable children who had become anxious during school closure.Courses attended-'Supporting anxious children and their parents. Meeting the mental health needs of children in your school. Emotional Coaching for all staff to introduce the 5 point scale for our anxious children.	£600	370	600	600	£0	Teachers are upskilled to use effective strategies to lower levels of anxiety amongst our vulnerable learners.Boxall Profile to be complted at the end of the year to show impact of Nurture

Other Resources							
Photocopying		£27	0	27	27	£0	
Uniform Assistance	Means tested and families joining us from the Refuge have been provided with free school uniform.	£500	500	500	500	£0	All children at school, regardless of home financial constraints wear a full school uniform and feel part of the family of St George's.
					£0	£0	
	Staffing cost	£57,694	£48,391	£26,659	£57,694	£0	
	Resources cost	£9,216	£4,649	£6,741	£10,520	£1,304	
	Total cost	£66,910	£53,040	£33,399	£68,214	£1,304	