

# Pupil premium strategy statement (primary)

1. Summary information					
School	St George's RC Primary School				
Academic Year	2020/21	Total PP budget	£97170	Date of most recent PP Review	July '19
Total number of pupils	123	Number of pupils eligible for PP	72	Date for next internal review of this strategy	Jan '21

2.	3. Current attainment (2018) Due to COVID					
	EYFS All (%) 9	EYFS PP (%) 5	KS1 ALL (%) 18	KS1 PP 11	KS2 ALL (%) 17	KS2 PP (%) 11
% Achieving ELG	72	63				
% achieving expected standard or above in R,W & M					50	
% Expected standard in reading			69	64	78	77
% Expected Standard in writing			63	64	72	85
% Expected standard in Maths			75	73	80	62
% Expected standard in EGPS					94	88
% Reading Progress Measures					-1.4	
% Writing Progress Measure					-2.1	
% Maths Progress Measure					-0.7	

4.	5. Barriers to future attainment (for pupils eligible for PP)	
	In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.	
B.	Limited life and cultural experiences for some HA PP children restricts understanding of some curriculum areas.	
C.	59% of pupils in school are eligible for PP, in addition to 24% of these pupils having SEN.	

		External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Parental support and partnership: understanding curriculum expectations; supporting with homework; significance of attendance		
E.	Vulnerable groups with SEN & mental health issues.		
F.	Low attendance rates for disadvantaged pupils. (2018-19= 6.7% absence with 20% PA)		
Desired outcomes (Desired outcomes and how they will be measured)		Success criteria	
A.	Continue to improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations.	
B.	Cultural and social experiences contribute to wider life experience and support the development of a rich and varied vocabulary based on first - hand experience	Cultural experiences contribute to children meeting ARE from prior low attaining starting points	
C.	Continue to develop targeted intervention for pupils with Social, Emotional, and Behavioural difficulties so they are able to access the curriculum.	Vulnerable groups make good progress in all areas of the curriculum.	
D.	All KS2 PP pupils make progress in reading, writing and maths in line or above all children nationally from the same starting point.	The gap is narrowed for PP pupils at the end of KS2. PP pupils achieve in line with other pupils nationally (especially at Greater Depth)	
E.	Pupils are motivated to attend school regularly. Parents support their child to attend school regularly. Increased attendance rates for pupils eligible for PP.	No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. Reduce the number of persistent absences from PP children by using incentives such as attendance awards / certificates for classes and individuals weekly / termly. Attendance Officer also available to speak with parents to help tackle persistent absence.	

6. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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	Staff lead	When will you review implementation?
Close the gap between pupil premium eligible children and non-pupil premium eligible children in reading, writing and maths.	Quality CPD for all staff.  Individual pupil's additional needs and/or potential barriers to learning are targeted in weekly plans  Teachers rigorously monitor the progress of groups and adapt plans to address the specific needs.	'It is through this good quality professional development that real improvements in teaching and attainment take place.' Sutton Trust – Developing Teachers.	Pupil Progress Meeting Lesson Plans Scrutiny of Work Lesson Observations/Learning Walks Teacher and pupil Feedback. Data Analysis	AM, CP, CL, CD	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?
Close the gap between pupil premium eligible children and non-pupil premium eligible children in reading, writing and maths.	Actively involve parents in supporting their children's learning and development. Workshops for parents – reading, maths, phonics, 1:1 support for target parents. Employ dyslexia support teacher, broker autism support, Sp & Lang support, additional Educational Psychologist support. TAs to add value to what teachers do, not replace them. TA's to deliver high quality 1:1 and small group support using structured interventions. Talk Boost, Lexia, Fresh Start etc.	Parental Engagement – Education Endowment Agency	Parent views, meeting notes, pupil progress. Tapestry Learning Journals.	AM, CP, SS, LC	Termly
		British Dyslexia Association: - Being able to identify signs of dyslexia & dyscalculia in the education environment is beneficial for both the student and the teacher/tutor.	Parent views, SEN minutes, pupil progress, pupil voice, parent voice.	CP - SENCO	Termly
		Making the Best of Teaching Assistants – Education Endowment Foundation.	Pupil voice, planning, learning walks, scrutiny of work.	AM & CP	Termly  Total - £25000

Improve attendance so it is in-line or better than the national average: especially for pupil premium pupils.	Employ Attendance Officer 1:1 support/ consultations with parents. Breakfast Club Provision (PeaPods) for target families.	Unseen children: access and achievement 20 years on Evidence report	Half Termly attendance reports Half termly meetings with attendance officer	AM & HJ	Total - £8000
Develop nurture areas where pupils with EBD can be supported.	Ratio of pupils to adults is small. EBD pupils have small group support and get targeted support for their emotional needs as well as academic support. Those who are at risk of exclusion are supported to reintegrate into class.	Understanding ACEs and developmental trauma can help us to understand a child's behaviour. If we can show the child that the world is a safe and trustworthy place we can support the brain to make new connections • Schools play a significant role in providing a secure base • Think about how we develop resilience for children and communities • Trusted adults support attachment and offer emotional Regulation Skills for Life training for all TAs	SENCO and SEND Team regular meetings to discuss individuals and their progress.  Fewer fixed term exclusions.	CP, CL, KM	
<b>Total budgeted cost</b>					Total £10000

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?
A rich curriculum to support learning.	Forest School Kielder Residential Trips and visits Sports and after-school activities Active Edge	Education Endowment Foundation Living Values: An Education Programme.	Curriculum Review – end of year. Pupil Voice Parental Voice	HD, CP & AM	End of Year
					£15000
<b>Total budgeted cost</b>					<b>£98000</b>

7. Review of expenditure			
Previous Academic Year		2019-20 £97260 Pupil Premium allocation - Ongoing due to COVID - 19	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Professional Development for Subject Leaders.	Gateshead LA Training for Literacy and Maths Subject Leaders	Literacy Leader is fully trained and able to support whole school in raising standards in literacy. Raise attainment in Reading across the school so it is in line with National.	All subject leaders have a good understanding of their subjects  <b>(Ongoing due to COVID)</b>
Raise attainment in Reading for PP pupils across the school.	Training for Literacy Leader Training for all staff. Purchase of Lexia Reading Programme. Purchase of reading resources.	Maths Leader is fully trained and able to support whole school in raising standards in maths. Raise attainment in Maths across the school so it is in line with National.  Termly Monitoring, pupil discussions, pupil progress meetings shows that children understand how to make improvements in their work and next steps to success.	Achievement Partner, leadership team Deep Dive showed that training and improvement plans are having an impact on pupil achievement. <b>(Ongoing due to COVID)</b>
Early Talk Boost training for Key staff.	Early Talk Boost training and pack EYFS TA	TA able to support pupils with S&L – all children made rapid progress in at least 1 of the 4 target strands. 80% made at least rapid progress in 2 or more of the strands.	

Speech and Language Support in Early Years	Intervention in EYFS		Continue with focused interventions whilst ensuring:-
Reading, writing, maths support in KS2	<p>1:1 &amp; small group support.</p> <p>Read, write Inc – Fresh Start intervention introduced in Year 4, 5 &amp; 6</p> <p>Basics in maths across the school.</p> <p>Toe by Toe intervention for Y5 pupils</p> <p>Book Club in KS2 – reading for pleasure.</p> <p>Purchase group reading books and home reading books.</p> <p>Reading Challenge initiative launched.</p>	Underachieving pupils make rapid progress.	<p>The needs of all pupils are addressed, first and foremost, through high quality classroom teaching.</p> <p>Use TAs to add value to what teachers do, not replace them</p> <p>Use TAs to help pupils develop independent learning skills and manage their own learning</p> <p>Provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p><b>(Ongoing due to COVID)</b></p>