

# Pupil Premium Strategy Statement: St. George's Church of England Primary School

1. Summary information					
School	St. George's Church of England Primary School Stamford				
Academic Year	2018-2019	Total PP budget	£45,700.00	Date of most recent PP Review	Oct 2018
Total number of pupils	191	Number of pupils eligible for PP	31	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% working at Expected Level in reading, writing and maths	32.3%	67%
% making expected progress in reading	35.5%	71%
% making expected progress in writing	41.9%	76%
% making expected progress in maths	45.2%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	32% (10/31) of children who fall into the group of being Pupil Premium and on the SEND register.
B.	Emotional needs and behaviour affecting attainment and progress.
C.	Low self-esteem or lack of confidence with oral skills affecting independent writing.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Poor attendance. 8/31 16% Pupil Premium children were persistent absentees.
E.	Lack of opportunities to explore language through talk time and discussion at home.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rate of attainment and achievement for all Pupil Premium children.	The difference is diminished between Pupil Premium children and others nationally, 100% of Pupil Premium children will be working at, or above Age Related Expectations. Children will make 3.2 points progress throughout the year. (3 points shows a good rate of progress)
B.	Improved engagement and behaviour for Pupil Premium children impacting on progress and attainment.	More opportunities planned for pupils to verbalise their thoughts and rehearse ideas in lessons. Pupils take part in music lessons and Forest School to enhance oracy and social skills. Pupils are more involved in lessons and are working at Age Related Expectations in Reading,

		Writing and Maths. Evidence will show that pupils are more engaged and ready to learn following sensory circuit sessions. Support from BOSS and SUMO for groups of children.
<b>C.</b>	Increased confidence of Pupil Premium children within their class and around school.	Self-esteem improved for all Pupil Premium children. Increased participation in out of school activities and some pupils taking on key roles in school. Language for communication and thinking developed for all pupils through Forest School sessions.
<b>D.</b>	Ensure all Pupil Premium children attend well.	Increase attendance of persistent absentees to be in line with whole school average.

## 5. Planned expenditure

**Academic year**

**2018-2019**

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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Higher rate of attainment and achievement for all Pupil Premium children.	To work with the Achievement for All charity to support our PP children and parents (£4,150) The AFA project is a two year commitment.	Achievement for All is a whole-school improvement framework that raises the aspirations, access and achievement of vulnerable and disadvantaged pupils. There will be a variety of mini-projects linked to supporting the work to ensure our PP children are diminishing the difference. Structured conversations with parents take place three times a year for Pupil Premium children.	AfA lead (HoS) within the school to champion the project and support teachers in training etc Monitoring with coach and AFA lead. Each child will have 3 targets linked to read, writing, maths or a social target. Learning walk, data. Review of Structured conversations with coach.	PP manager CT Coach	Each assessment period (3 times a year)

<p>Increased Progress in reading.</p>	<p>To use the Bug Club effectively in order to maximise Teacher knowledge from the training provided.</p> <p>Mobilise project for English</p> <p>SSIF intervention funding used to support a reading project in school.</p>	<p>Reading has been an area that has been a focus on our SDP due to low results at the end of KS2. Bug club is a robust guided reading programme that provides everything that teachers need to help children master fluency and deepen comprehension. Success of the programme will be monitored to ensure it closes the gap for individual children.</p> <p>EEF Toolkit and Mobilise project to support all pupils in school to raise attainment. Senior members of staff to have a greater understanding of how oracy impacts on the attainment within the curriculum.</p>	<p>Children who are Pupil Premium and SEND will be monitored termly to track progress and refine how support is directed/ intervention programmes.</p> <p>Pupils with Pupil Premium and medical needs will be tracked termly. Regular monitoring (termly) by English lead.</p>	<p>PP manager, English lead and CT</p>	<p>Each assessment period (3 times a year)</p>
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<p>Attainment and progress of PP children is monitored by all teachers. 100% PP children make 3.2 points progress.</p>	<p>Use of adults planned to support target year groups. (£35,511)</p> <p>To provide TA's to work across the school to enable teachers to offer small group support to PUP children not working at expected level. Support in the afternoons to help close the gap before the next lesson. Teaching Assistants take children to address specific misconceptions.</p>	<p>Greater % of PP children within KS2. (87%) 7 /31 KS1 24 /31 KS2 children</p> <p>Majority of the support from PP to be placed here. Pupil progress meetings take place three times a year to identify where support is needed and to alter intervention plans in line with pupil progress for individuals and groups.</p> <p>TA's support the teacher to ensure that the pupils get the maximum benefit from the learning activities that have been planned. PP children will gain from the small group or 1:1 to support them with their learning. CT to ensure that planning for intervention is useful, fast paced and positive. Children require first quality planning and teaching to ensure that they make better than expected progress.</p>	<p>PP manager to deliver training on using new progress grids and intervention mapping for all PP children. PP manager to monitor quality planning and teaching of interventions, through fortnightly monitoring, termly meetings and performance management.</p> <p>PP manager to meet with middle leaders and teachers to determine success of current interventions and adapt if necessary.</p>	<p>PP manager and governor.</p> <p>PP manager and CT</p>	<p>Each assessment period (3 times a year)</p>
<b>Total budgeted cost</b>					<b>£39,661.00</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children to be ready to learn.	Sensory Circuit before school club. (£795.60)	We have also recognised that some of these children find it difficult to learn because of their emotional awareness, social skills, personal circumstances or attendance. Providing them with a stimulating yet calm way to be energised before lessons allowing them to settle, work alongside others thus improving their learning ability.	PP manager will liaise with teachers as to the impact it is having on children's behaviour. PP manager to monitoring progress and improvement in self-esteem and ability to display behaviour for learning strategies.	PP manager, HOS and Sports apprentice.	December 2018
Children who are PP receive targeted support at a level appropriate to them.	Individual provision maps used to support this group of children. (£4,500)	Data from last year shows that non SEND PP children made greater progress than children who are both PP and SEND. 41%(10 of 31) PP children are currently also SEND. Ensure children move forward from their starting points and intervention is efficient and effective.	PP manager to hold discussions with CT, ensuring that all in-school and out-school support is accessible.	PP manager	November 2018
	Maths Subject lead (SLE) to lead the LAMP Project for maths. £903.00	Pupils in Year 5 and 6 are targeted to make accelerated progress in maths. The programme is delivered by two TAs who have received training by maths SLE's. Class teachers in year 3 and 4 have been given training in specific concepts of maths.	Maths Subject leader to monitor success of the programme in maths termly. GL baseline assessment is taken by pupil's and is then taken again at the end of the programme to measure progress.		
<b>Total budgeted cost</b>					<b>£6198.60</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children will increase their social and emotional skills.	<p>Finance to be made available to support specific activities. (£5,250)</p> <p>Opportunities to attend educational visits and extra-curricular activities. (£1,170)</p> <p>To continue to offer Forest School. To provide 5 days per academic year for each year group. (£6395) + £2,000 from school budget share</p>	<p>Educational and residential visits are a key component of our curriculum. These enriching activities support the work that teachers do in all areas of the curriculum.</p> <p>Forest School is an inspirational process that offers children regular opportunities to achieve, and develop confidence through hands-on learning in a woodland environment.</p>	<p>PP manager to calculate costings and take up of activities by parents and children.</p> <p>Staff from the Forest school will work alongside the CT to assess the development of social skills before and after the Forest school sessions. A baseline and final assessment will demonstrate the effectiveness of these sessions.</p>		At the beginning and end of the class's time in forest school (Throughout Sept 18 – July 19).
PP children engagement in independent learning.	<p>Finance to support specific children. (£1,385)</p> <p>Opportunities to attend educational visits and extra-curricular activities. (£2,100)</p> <p>Y6 maths/Homework club – intervention lead by teacher and HoS</p>	<p>Educational and residential visits are a key component of our curriculum. These enriching activities support the work that teachers do in all areas of the curriculum.</p> <p>Sensory circuits to run (starting from 1 day a week in term 2 x 4 days a week.)</p>	<p>PP manager to calculate costings and take up of activities by parents and children.</p> <p>Staff from the Inspire+ will work alongside the CT to assess the children before and after the self-esteem club sessions.</p>	<p>PP manager.</p> <p>PP manager, CT.</p>	<p>December 2017.</p> <p>At the beginning and end of the class's time in forest school (Throughout Sept 17 – July 18).</p>
Increased confidence and raising of aspirations	Mentoring sessions with Sam Ruddock (Paralympic athlete) via Inspire+ (Sports charity) SUMO4Primary Schools programme - a programme that aim is to help children whatever their age or background to get the best out of	Mentoring/counselling has a positive impact on children's well-being and enables them to make the best of situations. It provides increased emotional confidence and a more positive attitude to their learning.	Feedback is provided by both programmes to CT to enable them to continue to support the individuals.	PP manager, CT and Inspire+	At the end of each programme led by Inspire+ member of staff and feedback given to PP manager.

	themselves, get the best out of others and get the best out of life. (£500)				
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**Total budgeted cost**    **£18,800**

**6. Review of expenditure**

**Previous Academic Year**

**2017-2018**

**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)	Actual Cost																																																	
<p>Attainment and progress of PP children is monitored by all teachers. 100% PP children make 3.2 points progress.</p>	<p>Use of adults planned to support target year groups. (£33,820)</p> <p>Use of planning for intervention to be consistent. Pro-forma to be used to track PP children more closely.</p>	<p>Target for PP children is 3.2 points progress (good progress for Non PP children is 3.0 points).</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PP Maths</th> <th>Non PP Maths</th> <th>PP Reading</th> <th>Non PP Reading</th> <th>PP Writing</th> <th>Non PP Writing</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>1.8</td> <td>1.7</td> <td>2.0</td> <td>2.0</td> <td>2.0</td> <td>2.2</td> </tr> <tr> <td>Y2</td> <td>2.2</td> <td>2.9</td> <td>2.2</td> <td>3.0</td> <td>2.0</td> <td>2.9</td> </tr> <tr> <td>Y3</td> <td>3.0</td> <td>3.1</td> <td>2.9</td> <td>3.6</td> <td>3.1</td> <td>3.6</td> </tr> <tr> <td>Y4</td> <td>2.4</td> <td>3.0</td> <td>2.2</td> <td>2.9</td> <td>1.9</td> <td>3.0</td> </tr> <tr> <td>Y5</td> <td>3.1</td> <td>3.5</td> <td>3.3</td> <td>3.8</td> <td>2.8</td> <td>3.6</td> </tr> <tr> <td>Y6</td> <td>2.7</td> <td>2.9</td> <td>2.3</td> <td>2.9</td> <td>4.2</td> <td>2.9</td> </tr> </tbody> </table>		PP Maths	Non PP Maths	PP Reading	Non PP Reading	PP Writing	Non PP Writing	Y1	1.8	1.7	2.0	2.0	2.0	2.2	Y2	2.2	2.9	2.2	3.0	2.0	2.9	Y3	3.0	3.1	2.9	3.6	3.1	3.6	Y4	2.4	3.0	2.2	2.9	1.9	3.0	Y5	3.1	3.5	3.3	3.8	2.8	3.6	Y6	2.7	2.9	2.3	2.9	4.2	2.9	<p>PP children do not make as much progress as their peers, particularly in reading, the gap is wider through KS2.</p> <p>Barriers: Staff illness Changes in family circumstances</p> <p>PP manager to ensure consistency of intervention approaches across the school. PP manager to meet with teachers to determine success of current interventions and adapt if necessary.</p> <p>Adults to support target year groups.</p> <p>Planning for intervention to be consistent</p> <p>LEAP programme used to support reading development for all PP children. Further parent support needed through Structured conversations to ensure parents understand how to support their child.</p> <p>7/31 children are persistent absentees with attendance below 90%.</p>	£33,820
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Y6	2.7	2.9	2.3	2.9	4.2	2.9																																															
<p>TW to monitor children who are both PP and SEND. (£4,500)</p> <p>CT to generate the termly data, to ensure children make good progress in relation to others in the cohort.</p>	<p>Standardised test scores PIRA (Reading) and PUMA (Maths) tests, showed increased progress. (0 is expected progress).</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>PP PUMA</th> <th>Non PP PUMA</th> <th>PP PIRA</th> <th>Non PP PIRA</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>0.3</td> <td>0.16</td> <td>0.4</td> <td>0.32</td> </tr> <tr> <td>Y2</td> <td>0.2</td> <td>0.25</td> <td>0.30</td> <td>0.33</td> </tr> <tr> <td>Y3</td> <td>0.2</td> <td>0.2</td> <td>-0.63</td> <td>-0.02</td> </tr> <tr> <td>Y4</td> <td>-0.53</td> <td>0.00</td> <td>-0.62</td> <td>-0.17</td> </tr> <tr> <td>Y5</td> <td>-0.06</td> <td>0.26</td> <td>0.21</td> <td>0.26</td> </tr> <tr> <td>Y6</td> <td>-0.99</td> <td>-0.35</td> <td>-0.56</td> <td>-0.48</td> </tr> </tbody> </table>		PP PUMA	Non PP PUMA	PP PIRA	Non PP PIRA	Y1	0.3	0.16	0.4	0.32	Y2	0.2	0.25	0.30	0.33	Y3	0.2	0.2	-0.63	-0.02	Y4	-0.53	0.00	-0.62	-0.17	Y5	-0.06	0.26	0.21	0.26	Y6	-0.99	-0.35	-0.56	-0.48	£4,500																
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Y6	-0.99	-0.35	-0.56	-0.48																																																	

<p>Attainment and progress of PP children is monitored by all teachers.</p> <p>100% are Secure in age-related expectations.</p>	<p>Teachers use Classroom Monitor regularly.</p> <p>TC to provide teachers with termly data showing attainment of PP children compared with the rest of the class.</p>	<table border="1"> <thead> <tr> <th></th> <th>PP Maths</th> <th>Non PP Maths</th> <th>PP Readin g</th> <th>Non PP Readin g</th> <th>PP Writin g</th> <th>Non PP Writin g</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>50</td> <td>85</td> <td>50</td> <td>95</td> <td>50</td> <td>95</td> </tr> <tr> <td>Y2</td> <td>67</td> <td>83</td> <td>33</td> <td>74</td> <td>33</td> <td>74</td> </tr> <tr> <td>Y3</td> <td>100</td> <td>52</td> <td>100</td> <td>84</td> <td>100</td> <td>63</td> </tr> <tr> <td>Y4</td> <td>40</td> <td>55</td> <td>60</td> <td>88</td> <td>40</td> <td>72</td> </tr> <tr> <td>Y5</td> <td>50</td> <td>88</td> <td>37.5</td> <td>100</td> <td>25</td> <td>94</td> </tr> <tr> <td>Y6</td> <td>25</td> <td>93</td> <td>12.5</td> <td>86</td> <td>50</td> <td>86</td> </tr> </tbody> </table>		PP Maths	Non PP Maths	PP Readin g	Non PP Readin g	PP Writin g	Non PP Writin g	Y1	50	85	50	95	50	95	Y2	67	83	33	74	33	74	Y3	100	52	100	84	100	63	Y4	40	55	60	88	40	72	Y5	50	88	37.5	100	25	94	Y6	25	93	12.5	86	50	86	<p>There are a number of pupils who are Pupil Premium who also have SEND needs.</p> <p>Progress of Pupil Premium children and SEND children will continue to be monitored and the success of interventions reviewed termly.</p>	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Actual Cost</b>
<p>Targeted interventions provided before or after whole class teaching.</p>	<p>Pro-forma to track PP children.</p> <p>Planning for intervention to be consistent – support in the afternoons to help close the gap before the next lesson.</p> <p>Teaching Assistants take children to address specific misconceptions.</p> <p>CT moved to support KS2.</p>	<p>Staff received training on individual provision planners. PP manager supported drafting, implementation and progress through the planner. PP manager met with teachers to determine efficacy of current interventions and plan new ones if necessary.</p> <p>Teaching Assistants were timetabled to support the needs of individuals. Staffing levels not always maintained due to staff illness and maternity leave.</p>	<p>Individual provision planners were too complex for teachers and taking time away from teachers planning the intervention.</p> <p>Hold pupil progress meeting with class teachers after Structured conversations have taken place to map the provision with the CT for each year group. This will ensure the intervention programme is high quality and matched to the needs of individuals or groups in the cohort.</p> <p>CT moved to KS2 to support PP children retired in December 2017.</p>	<p>£5093</p>

Children to be ready to learn.	Sensory Circuit before school club. (£850)	Term 3 and 4, 4 pupils from years 3-6 attended the club. Children with ASD struggled with the longer days and on some occasions the children were over stimulated when going into class.  Term 5 and 6, 5 pupils from year 2 attended the club.	This worked well for a group of pupils in Year 2. Continue for these pupils as they move into Year 3. Continue to run the club during term 1-4 for KS2 children as they coped well with the earlier start and transition into the classroom. Begin to include Year 2 children from Term 5.	£3280
Children who are on both the PP and SEND register receive targeted support at a level appropriate to them.	Individual provision planners used to support this group of children.  Use of the 'Specialist Teaching Service' to access and support children who are on both registers. (£3,100)	Individual provision planners were too complex for teachers and taking time away from teachers planning the intervention. These need to be changed for next year.  The Specialist Teaching Service was used to access support and advice for 8 pupils, reports were generated and activities to support the children in class reported to teachers.	Hold pupil progress meeting with class teachers after Structured conversations have taken place to map the provision with the CT for each year group. This will ensure the intervention programme is high quality and matched to the needs of individuals or groups in the cohort.	£3100

### iii. Other approaches

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)	Cost
PP children will increase their social and emotional skills.	Finance to be made available to support specific activities. (£5,250)  Opportunities to attend educational visits and extra-curricular activities. (£1,170)  To continue with Forest School. To provide 5 days per academic year for each year group. (£6395)  School to participate in locally supported	Money used to support educational visits and extra-curricular activities. Pupils' went on a residential visit to Ilam Hall for one week, day visits in other year groups included the Farm, Flag Fen, Egyptian day etc. Visits and visitors to school £3839.20  Forest school baseline assessments show that PP children who have attended Forest school have increased in their self-esteem and self-confidence. Pupils' language for communication and language for thinking has developed the most during these sessions.	A budget allocation will continue to support pupils' to gain experience in a wide range of opportunities to develop their communication and thinking skills, working with other trusted adults and groups of children they may not always work with.  To continue to offer Forest school sessions to all children through school from Reception to Year 6. Continue to carry out baseline assessments and post assessments to measure the success of the programme for all Pupil Premium children.	£389.20

	<p>'Happy, healthy schools' project. (£3935)</p> <p>To monitor children's social and emotional well-being through the Boxall Profile. (£250)</p>	<p>Happy, healthy schools' project HoS training course in Mental Health Awareness and Assistant Head training course in Mental Health. Nurture groups used to support pupils to settle, develop self- confidence, self- esteem and develop communication and language skills. Boxall Profile cost was significantly higher than expected, the money was diverted into staffing and supporting the work of Forest School.</p>	<p>Two Nurture groups set up in different key stages to support children with challenging behavioural needs. The six principals of a nurture group were followed and proved successful. The Boxall profile was intended to be used to baseline the children and use as an assessment tool following the programme. This would be an area for development in the future.</p>	
<p>PP children engagement in independent learning.</p>	<p>Finance to support specific children. (£1,385)</p> <p>Opportunities to attend educational visits and extra-curricular activities. (£2,100)</p>	<p>£189.70 spent on clothing, £420.00 spent on tuition, £1,350 spent on learning resources, £15.80 spent on cool milk.</p> <p>£2,250 spent on sports coaches to provide self-esteem and self-confidence boosting sports clubs for Pupil Premium children.</p>	<p>A budget allocation will continue to be attributed to supporting specific children.</p> <p>Clubs for self-esteem and boosting pupils' confidence will continue to be a focus for the next academic year.</p>	<p>£4225.50</p>
<b>Total Actual Cost</b>				<p>£62,755.00</p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)