

St George's Catholic Primary School Pupil Premium Strategy Statement 2018-19

| 1. Summary information | | | | | |
|------------------------|-------------|----------------------------------|---------|--|---------|
| School | St George's | | | | |
| Academic Year | 2018-2019 | Total PP budget | £38,471 | Date of most recent PP Review | July 18 |
| Total number of pupils | 418 | Number of pupils eligible for PP | 22 | Date for next internal review of this strategy | July 19 |

| 2. Current attainment | | |
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| In 2018 there were 7 pupils in Year 6 eligible for pupil premium. 28% were girls and 72% boys. | <i>Pupils eligible for PP (school)</i> | <i>Average progress score for disadvantaged pupils</i> |
| % achieving age-related expectation (ARE) or above in reading | 90% | 5.06 (nat av non DA pupils 0.31) |
| % achieving age-related expectation (ARE) or above in writing | 100% | 0.52 (nat av non DA pupils 0.24) |
| % achieving age-related expectation (ARE) or above in mathematics | 100% | 4.23 (nat av non DA pupils 0.31) |

| 3. 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. | The number of children eligible for pupil premium will meet age related expectations in R,W, and M |
| B. | Ensure all DA pupils make expected or better than expected progress between EYFS and KS1 and KS1 and KS2 |
| C. | More able to reach Higher (greater depth) attainment based on prior achievement |
| D. | Many children eligible for pupil premium are affected by social & emotional issues. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | Parental knowledge of how to support their child with home learning impacts a number of children eligible for pupil premium. |

| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success Criteria |
|---|---|---|
| A. | Most children eligible for pupil premium will make expected progress in reading, writing and mathematics. | Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO. |
| B. | Ensure all DA pupils make expected or better than expected progress between EYFS and KS1 and KS1 and KS2 | Increase % of pupils achieving expected and better than expected progress between EYFS and KS1 and KS1 and KS2. Rigorous tracking of pupils by prior attainment will ensure that DA pupils are on track to achieve Age related expectations or better. |
| C. | More able DA pupils to reach Higher (greater depth) attainment based on prior achievement with particular focus in writing. | PP pupils will meet GD attainment in each year group based on prior attainment. Monitored at pupil progress meetings and ½ termly tracking. Progress score for DA pupils will increase for 2019 at the end of KS2. |
| D. | Many children eligible for pupil premium are affected by social & emotional issues. | The DA families and pupils will be better equipped and have raised self esteem through therapeutic services and enrichment activities during and after school. More families will engage with school at an early intervention in order to improve outcomes through 1:1 work with the learning mentor. Through effective and efficient partnership with parents and other agencies, families will be supported by the safeguarding team. Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. This will result in enhanced outcomes for children. Pupils will experience residential trips and educational visits through funding. |
| E. | Ensure that all pupil premium pupils are attending school regularly. | <ul style="list-style-type: none"> Continue to demonstrate improved levels in whole school attendance so that attendance between disadvantaged pupils and other pupils is in line That the DA pupils demonstrate good attendance for this academic year That all DA pupils maintain regular attendance. DA's attendance rates improve year on year |

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

| 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? |
|---|--|---|---|--|--|
| Improve staff understanding of social & emotional issues in children through whole school support from C C S counsellor | Programme of CPD for all staff. Training for DSLs | % of CPD budget ensures consistency of approach. Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups. | The effectiveness of the whole school approach will be monitored in lesson observations and professional discussions. The impact on groups and individuals will be evidenced in reports from CCS counsellor and learning mentor. | DHT LM CCS Counsellor HT | Impact will be reported in the Summer term 2019. CCS counsellor annual written report. ½ termly meetings with DHT and CCS counsellor. Monthly safeguarding team meetings – feedback from CCS counsellor included with follow up actions for team. |
| Improve staff understanding of provision for more able pupils. | Appointment of lead teacher for metacognition and developing higher order thinking skills to enhance quality first teaching. The school will develop links with local High School and workshop providers to enhance engagement. Provision of workshops for more able children. Learning walks will focus on questioning and deeper learning for pupils. Cost of travel and staff release to attend Gifted and Talented activities including disadvantaged pupils. | National Research and current work in school has shown the effectiveness of using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching approaches. As a result, attainment and progress will be accelerated showing a high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth' by the end of Year 6 in reading, writing and mathematics. Opportunity for G & T disadvantaged pupils to attend workshops. | The impact of training on classroom practice will be monitored through book scrutiny and lesson observations. There will be a positive impact on the number of children eligible for pupil premium attaining greater depth in reading, writing and mathematics. | Lead teacher for metacognition DHT HT All teachers | More able children will be monitored across the year in Pupil Progress meetings, book scrutinies and lesson observations. Spring term – focus Teacher groups HA pupils – class teachers during hymn practice. |
| Total budgeted cost | | | | | £21, 500 |

ii. Targeted support

| Desired outcome Lower achieving | 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? |
|--|---|--|---|---|--|
| <p>Ensure DA pupils and those with SEN/D meet expected progress targets in reading, writing and mathematics. Ensure pupils with additional needs meet targets in learning support plans.</p> | <p>Provide additional teaching provision for LA Maths children. Additional adult support in class daily pm sessions in yr6. Homework club provision targeted pupils Daily small group teaching in Yr6 Maths</p> | <p>Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching.</p> | <p>Intervention provision will be mapped termly by Inclusion manager and class teachers. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p> | <p>HT Inclusion Manager Class teachers</p> | <p>Assessment data will be monitored to ensure that progress is made after each intervention. Learning support plans will be reviewed each term. Pupil progress meetings will be held each term with the Headteacher, Deputy Headteacher and Phase Manager and Class Teachers.</p> |
| <p>Ensure targeted pupils achieve age expectation in reading, writing and mathematics. Ensure targeted pupils achieve greater depth in writing.</p> | <p>1:1 pupil writing conference meetings with class teacher. Additional teacher support in place for pupils to ascertain gaps in writing. – target high PA pupils. High level quality first teaching in Literacy lessons. Improve confidence and accuracy within writing so that pupils make substantial progress from starting points.</p> | <p>Additional teaching and learning opportunities from teachers and teaching assistants to demonstrate moderate impact particularly if planned to complement quality first teaching. These approaches will be used to enable more able pupils to achieve 'greater depth' in maths.</p> | <p>Pupil attainment and progress will be monitored termly at pupil progress meetings and half termly tracking procedures</p> | <p>All teachers Literacy Leader</p> | <p>Monitoring will be conducted through book scrutiny, learning walks and professional dialogue. Pupil progress meetings held each term. Phase leader to track pupils AGT in place.</p> |
| Total budgeted cost | | | | | £8,000 |

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? |
|---|--|--|--|---|--|
| <p>Emotional and Social</p> <p>Ensure that DA pupils and families with Emotional and Social issues are fully supported.</p> <p>Ensure that the capacity of families to support their children will be increased through early intervention, close working with all agencies and additional in school support.</p> | <p>Children to have access to a range of targeted therapeutic interventions including play therapist and one to one and group sessions with LM</p> <p>Resilience groups run and monitored by Learning Mentor</p> <p>Utilise and continue to enhance the Learning Mentor in an outreach role in order to support families in an early intervention by providing parenting advice</p> <p>Enhance and maintain parenting capacity through the TAF process and CCS counsellor.</p> <p>Provision of PE Kit/uniform when needed.</p> | <p>Therapeutic interventions support the social, emotional and mental health needs of a large number of children. It has been demonstrated that disruptive behaviour of children in the class room, caused by anxiety and stress, has significantly reduced capacity to promote a calm and meaningful environment for all children.</p> <p>Resilience groups LM. Peace Path initiative launched by LM in playground, to resolve conflicts so that learning is not disrupted and pupils develop resilience.</p> <p>Research shows that positive home school partnerships enhance the quality of leaning for all children. Children are successful in the completion of their homework. They understand fully what is asked of them and are motivated to complete tasks.</p> <p>Parents feel supported and are more able to support their child with confidence.</p> | <p>Behaviour log will be monitored to ensure that positive behaviour is enhanced and improved across school.</p> <p>LM and play therapist – regular feedback to DHT /HT /CTs and parents.</p> <p>School action plan for FSPA (Family School Partnership Award 2018-19) includes targets to improve support for parents to enable them to support their child at home.</p> <p>The outcome of outreach work will be evaluated by the Learning Mentor and the Inclusion Manager.</p> <p>Teachers will report increased engagement and confidence in parents of disadvantaged pupils in working with their children at home.</p> | <p>LM CCS Counsellor HT DHT All staff</p> | <p>Termly monitoring of behaviour logs and learning walks shared with SLT on a termly basis.</p> <p>2 x half termly safeguarding meeting DSLs (school SG team)</p> <p>Termly RAG rating FSPA action plan 2018-19</p> <p>LM reports termly to FGB</p> <p>½ term review meetings – homework club leader and HT</p> |
| <p>Improved attendance by all DA Pupils.</p> | <p>HT and attendance officer to target and work with key families.</p> <p>Continue to provide Breakfast Club/ASC places for key families.</p> | <p>Research shows that consistent high attendance levels for children at school, has a positive impact on their self-esteem and learning behaviour and achievement.</p> | <p>Attendance data – regular meetings with attendance officer.</p> <p>Target specific families with less than 90% attendance - 1-1 meetings to aim for attendance data- % increase.</p> | <p>HT LM Attendance Officer</p> | <p>Regular updates from attendance officer to HT.</p> <p>School Attendance Audit ensures that attendance is top priority</p> <p>Termly report to Govs curriculum committee re- attendance with focus on DA pupils.</p> |

| 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? |
|--|--|--|--|---|--|
| <p>Eligible pupils will have the same opportunities for enrichment activities as other pupils.</p> | <p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including additional G & Tuition and theatre trips.</p> <p>Provide funding for eligible children in Year 6 to attend residential trips to PGL in order to develop team work and bonding.</p> <p>Provision of extra-curricular sports clubs after school</p> | <p>Those with financial difficulties will be supported to experience opportunities. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as physical clubs, music tuition, trips and family activities.</p> <p>Outdoor learning has been shown to build self-esteem and health. Funding allows all children who wish to participate to do so.</p> <p>Enrichment opportunities presented to disadvantaged pupils.</p> | <p>Children engaging in a range of enrichment opportunities will be logged and tracked PP provision map.</p> <p>Eligible children accessing this support will be logged and monitored.</p> <p>Senior leader to accompany trip and liaise with PGL staff to ensure the objectives for the trip are met.</p> | <p>HT DHT SLT Subject Leaders</p> | <p>PP Provision map monitored by DHT ½ termly. DHT reports map to SLT Monitor attendance at clubs of DA pupils</p> |
| Total budgeted cost | | | | | £8,971 |