



Pupil premium strategy statement 2017-18

St George's C.E. Primary School

St George's C.E. Primary school receives a Pupil Premium Grant for each child who is entitled to receive Free School Meals or is entitled over the last six years and for any Looked after Children or children who have parents serving in the armed forces.

We are required to publish online information about how we have used the pupil premium grant.

If your child is eligible for free school meals because of your family income level, please contact the office in confidence to register your child. Even if they have a free healthy lunch or you do not want them to have a school meal please register your child as this would mean that the school could claim Pupil Premium funding that can be used to support your child.

Our local community is unique. This year our stakeholders have helped us understand the on-going challenges they face, such as: housing and homelessness, access to public funds, mental health and well-being being the main concerns. As a result, the Governing body of the school has decided the Pupil Premium Grant should be spent as follows:

Summary information					
School	St George's C.E Primary School				
Academic Year	2016-2017	Total PP budget	£69 220	Date of most recent PP Review	2016
Total number of pupils	143	Number of pupils eligible for PP	36	Date for next internal review of this strategy	February 2017
		Amount per pupil	£1,320		

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Oral language skills and confidence to develop speech is lower for pupils eligible for Pupil premium in EYFS and Key Stage 1, slows attainment in reading and writing by end of Key Stage 1.	
B.	High ability pupils who are eligible for pupil premium are making less progress in Key stage 2 than other high ability pupils, preventing high achievement.	
C.	Social, emotional and behavioural issues for key children across the school have a detrimental effect on their academic progress	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	N/A (see section C)	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved attainment in spelling, punctuation and grammar at Upper Key Stage 2 (Key Stage 2 SATS), improved attainment for more able at Greater Depth in maths.	Pupils eligible for PP
B.	Improved language and literacy skills Key Stage 1 (Key stage 1 SATS) and KS2 (Key Stage 2 SATS)	Pupils eligible for PP in Reception and Key Stage 1 make rapid progress so that all pupils eligible for PP meet age related expectations by the end of the year
C.	Improved behaviour and emotional resilience for targeted pupils	Fewer incidents recorded for these pupils on the school system

Planned expenditure					
Academic year	2016-17				
We aim to raise the attainment and achievement of pupil Premium pupils to match that of all pupils in the school and nationally through:					
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?
Raise attainment in Reading in Upper Key stage 2 and at end of KS2	The Catch up Literacy	Raise standards in grammar in upper Key Stage 2. Raise attainment by end of Year 6 in line or above National Average in Grammar, punctuation, spelling test. Upper Key Stage 2 exposure to a variety of new texts	Lesson observations Tracking of pupils through pupil progress meetings Progress over time - books	Mrs Dobbins – SENCo & 3 targeted TA's – Literacy Leader	Termly and annual review (SATS results)
Increase fluency and speed of mental arithmetic Additional home/school support for subjects across the curriculum. Support for teachers for high quality resources to support the curriculum	Abacus online programmes	By end of Key Stage 2 PP premium pupils especially, those with SEND do not have fluency in number to score highly in the Mental arithmetic papers. Abacus is a fun online maths programme that enables pupils to access the programme at home and school and compete with others, encouraging speed and	Reminders to children and parents to use Abacus at home. Use of Abacus in lessons and home learning. Homework club TA to have access and training.	Miss Hales – Maths leader	Weekly – Abacus Termly Middle leaders

		accuracy.			
All staff receive bespoke CPD that focuses on the needs of the children and the provision leading to high quality teaching and learning. Use newly trained HLTA to support PPA across the school.	CPD – NQT support x 2 Middle Leader subject leader support SENCO qualification for SENCO HLTA certificate	Improved subject knowledge leading to higher quality teaching and learning Improved understanding of strategic subject leadership and its impact on raising attainment across the school	Lesson observations Book scrutiny Pupil progress meetings High quality learning environments leading to higher expectations and standards	Mr Rojas – Headteacher	Termly
School values, learning skills and British values, including SMSC embedded across the curriculum. Pupils develop strong critical thinking skills	Level 1 part time P4C leader	Pupils understand our school values, SMSC and British values but need to embed this across the curriculum and relate it to the wider world. Pupils need a structure where they can develop their critical thinking skills and follow lines of enquiry.	Lesson observations Pupil voce Planning Pupil progress meetings	Mr Rojas – Headteacher Mrs Wicksey and Miss Hales – Deputy Headteachers	Spring 2017
				Total budgeted cost	£24,536.

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?
Pupils are more emotionally resilient. Individual pupils display a calmer and more to positive approach to lessons.	1 on site ELSA trained support staff four days per week	Many of our PP premium have identified social, emotional and mental health needs due to their environment. This impact on behaviour and progress and attainment. Play/art therapy enables pupils to have a trusted space to express themselves.	Measure impact in tracking behaviour – school behaviour logs. Regular meetings with psychotherapists and/or parents Behaviour in lessons	Mrs Dobbins – SENCO Mr Rojas - Headteacher	termly
PP higher attaining and middle pupils will make increased progress to attain above the expected standard by the end of Year 6 and Year 2 at Greater Depth.	HLTA to deliver specialist maths intervention for higher attaining pupils in Key Stage 2.	We want to ensure that core/HA pupils eligible for PP can achieve work at or above the expected standard by the end of both Key Stages. We want to utilise our HLTA with maths as a strength to provide challenge/support for these pupils by teaching in groups.	Training for HLTA Lesson observations, book scrutiny, pupil progress meetings. Maths leader to support HLTA with planning.	Miss Hales – Deputy Head & Mr Arkam – Maths HTLA	termly
				Total budgeted cost	£39,384.69

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?
Provide wider curriculum opportunities Improved performance skills, develop interests outside of school.	Extra curricular clubs: Choir, sports, puzzle, homework School trips/residentials	Raise aspirations of all children; develop interests and widening their skills beyond the curriculum. Equal access to residential for year 6 and whole school trips	Measure impact through; Pupil voice Attendance Performance and skills demonstrated in school	Mr Rojas (Head teacher)	termly
Total budgeted cost					£5299.31

Additional detail

All analysis of results and provision are carried out through school self-evaluation (our Self Evaluation Form – SEF) and inform our School Development Plan.