

St. George's Church of England Primary School

Pupil premium strategy statement.

School overview

Metric	Data
School name	St. George's Church of England Primary School
Pupils in school	196
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£48,590
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Mrs F. Griffiths
Pupil premium lead	Mrs R. Fleming
Governor lead	Mr. P. Hilton

Disadvantaged pupil progress scores for last academic year. Due to the end of Key Stage 2 assessments being cancelled, the below figures relate to projected attainment figures as of March 2020.

Measure	Score
Reading	-0.28
Writing	0
Maths	0
Measure	Score
Meeting expected standard at KS2	47.1%
Achieving high standard at KS2	13.2%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Embed phonics into reading strategies. Children will read in school and at home for pleasure and enjoyment.
Priority 2	To successfully participate in the Achievement For All (AfA) Emotion Coaching Programme.
Barriers to learning these priorities address	<p>Priority 1</p> <p>Speech and language skills on entry. Vocabulary and language development through the wider school. Engagement in reading for pleasure at home. Resources.</p> <p>Priority 2</p> <p>To increase language development to support emotional awareness. Developing understanding of neuroscience and underlying emotional development.</p>
Projected spending	<p>Achievement for All £1,950</p> <p>Forest Schools £7,000</p> <p>Teaching Staff (incl Training) £34,775</p> <p>Equipment and Materials £4,865</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0 or above).	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0 or above).	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0 or above).	July 2021
Phonics	Achieve national average expected standard in Phonics Screening Check.	July 2021
Other	Improve attendance of disadvantaged pupils to average of 'others'.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Ensure all Class Teachers and Teaching Assistants have received RWI Phonics CPD.</p> <p>Purchase and embed the use of RWInc. Book Bag Books through Reception, Year 1 and Year 2.</p> <p>Additional TA time and phonics teaching for PP children in Year One.</p> <p>Whole school training in Reading Explorers. Guided reading taught daily using Reading Explorers strategies in all KS2 classes.</p> <p>Wider use of reading fluency strategies adopted by the school.</p> <p>Reading Champs for Year 3 pupils.</p> <p>Additional TA time for 1:1 reading.</p> <p>Additional Year 6 Guided Reading.</p>
Priority 2	<p>Through CPD sessions staff will have an increased awareness of how the language they use in everyday interaction with the children can positively impact upon their emotions, enhancing academic attainment and progress.</p> <p>Baseline assessments to be undertaken at the beginning of the programme to show increased progress at the end.</p>
Barriers to learning these priorities address	<p>Priority 1</p> <p>Speech and language skills on entry.</p> <p>Vocabulary and language development through the wider school.</p> <p>Engagement in reading for pleasure at home.</p> <p>Resources.</p> <p>Priority 2</p> <p>To increase language development to support emotional awareness.</p> <p>Developing understanding of neuroscience and underlying emotional development.</p>
Projected spending	<p>Achievement for All £1,950</p> <p>Forest Schools £7,000</p> <p>Teaching Staff (incl Training) £34,775</p> <p>Equipment and Materials £4,865</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Developing and embedding the St. George's revised curriculum.</p> <p>Ensuring opportunities to build the children's Cultural Capital through the curriculum.</p> <p>Continue to implement Forest School in all classes from Reception to Year 6.</p>
Priority 2	<p>Embed the 5 ways to wellbeing project through school with an increased awareness of pupils emotional intelligence.</p>
Barriers to learning these priorities address	<p>Priority 1</p> <p>Curriculum is designed to build knowledge sequentially.</p> <p>Curriculum is designed to create 'sticky knowledge' that is embedded in pupil's long term memory.</p> <p>English curriculum supports the development of language skills across the curriculum.</p> <p>Forest School sessions – teaching pupils in a different learning environment, building skills in self-confidence, communication, teamwork and improved attitude to learning.</p> <p>Priority 2 –</p> <p>Curriculum time is given to mental health and wellbeing.</p> <p>Pupils regularly use journaling techniques and discussion.</p>
Projected spending	<p>Forest Schools £7,000</p> <p>Teaching Staff (incl Training) £34,775</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring dedicated time is given to staff professional development on curriculum priorities.</p> <p>Learning behaviours of the pupils – ready to learn.</p>	<p>Use of INSET days and staff meetings.</p> <p>Additional adult support in class to provide targeted group work.</p>
Targeted support	<p>Middle Leaders have enough time to monitor curriculum priorities and provide support.</p> <p>Read Write Inc Training and implementation has a positive impact on reading through Key Stage One.</p> <p>Pupil premium children supported by Class teachers and TA's to develop an awareness of their emotional development.</p>	<p>Middle Leaders given time to provide coaching and support.</p> <p>Middle leaders to monitor the impact of phonics and reading intervention through school.</p> <p>Monitoring of progress from baseline assessments for AfA. Action to be implemented where appropriate to ensure progress.</p>
Wider strategies	<p>Ensuring Five Ways to Wellbeing continue to be promoted within the curriculum once the programme finishes.</p> <p>To ensure children are able to participate fully in Forest School sessions within Covid-19 restrictions</p>	<p>Five Ways to Wellbeing posters to be clearly displayed within classrooms and around school.</p> <p>Staff (teachers and teaching assistants) to make regular mention of the five ways during curriculum time.</p> <p>Full risk assessment undertaken by Forest School staff.</p> <p>Forest School staff provide a detailed report of the sessions to class teachers following each teaching block, giving a record of activities undertaken and progress made.</p>

Review: last year's aims and outcomes

Aim	Outcome
Higher rate of attainment and achievement for all Pupil Premium children.	Meetings with Pupil premium children and their parents (Structured conversations) took place through the year to discuss attitudes and behaviour for learning. This has a positive impact on pupils and will continue this year. Pupil premium children's progress was monitored when home learning was introduced.
Improved engagement and behaviour for Pupil Premium children impacting on progress and attainment.	Structured conversations had a positive impact. Structured conversations to continue with the existing cohort of pupils. Identify Reception children who would benefit from this approach.
Increased confidence of Pupil Premium children within their class and around school.	Forest School sessions took place for Year One pupils and were then postponed due to COVID-19. Improvement was seen in pupil's communication and teamwork. Continue to offer Forest School to all pupils.
Ensure all Pupil Premium children attend well.	Attendance of Pupil Premium children will continue to be monitored.