

St George's Catholic Primary School's Pupil Premium Strategy Statement

Summary information					
Academic Year	2019-2020	Total PP budget	£23,760	Date of most recent PP Review (National College)	n/a
Total number of pupils within the school	195	Number of pupils eligible for PP within the school	18	Date for next internal review of this strategy	July 2020

Current attainment (End of Key Stage 2)		
	<i>Pupils eligible for PP (three year average)</i>	<i>Attainment for ALL pupils (national average 2018)</i>
% achieving the expected standard in reading	67%	
% achieving the expected standard in writing	56%	
% achieving the expected standard in maths	67%	

Barriers to future attainment for pupils eligible for PP	
In-school barriers	
1	Lower initial starting points and difficulties with language, phonics and mathematical development – between 36 to 50% are low attainers with low starting points
2	Specific learning difficulty with reading, writing, number work or understanding information – 33% of PP are also SEND with individual pupil plans
4	Emotional and social difficulties such as making friends or relating to adults or behaving properly in school
3	Communication problems, difficulty in expressing themselves or understanding what others are saying
External barriers	
1	Gaps in learning due to poor attendance or persistent lateness
2	Emotional effects of problems and difficulties arising at home
3	Limited home support with reading, spelling or homework; lack of trips or experiences to broaden and develop language and vocabulary

Desired outcomes		Success criteria
1	All children eligible for pupil premium make good progress towards end of year and end of Key Stage expectations	Children make at least as much progress as those children not eligible for pupil premium, achieving year end expectations in reading, writing and maths.
2	Support early intervention to improve language, listening and attention skills	Pupil premium children have needs identified on entry and support packages / interventions are available to boost language, listening and attention to maximise future learning opportunities. Pupil premium children make expected/better than expected progress by the end of KS1.
3	Identify and fill gaps and miscomprehension in basic skills	Support and interventions available and in place for all pupil premium children entering KS2 who missed KS1 targets. Their progress is accelerated to lead to children reaching at least expected outcomes by the end of KS2.
4	Increase attendance and regular lateness of pupils	Improve overall attendance of all pupils including pupil premium children. Overall attendance rates increase to 96.0% and children are on-time and ready to learn.
5	Work with families to offer financial and emotional support	Families feel supported and aware of what the school can offer. More pupil premium children taking up free breakfast and after-school. Funded trips and clubs so all children can experience wider provision and learning opportunities.

Planned expenditure

Academic Year 2019 - 2020

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 leads	When will you review implementation?
All children eligible for pupil premium make good progress towards end of year and end of Key Stage expectations	<ul style="list-style-type: none"> Ensure that all teaching throughout the school is at least good or better. Ensure all children have clear and accurate targets in place, monitored through termly pupil progress meetings and analysis of tracking data. 	The national curriculum follows the philosophy of 'teaching to the top' so all children can access year group expectations. Pre-teach and implement intervention where necessary and quickly to support learning. Vast majority of children should have their needs met through Quality First Teaching approaches, with only those with additional learning needs receiving Enhanced Quality First approaches or Pupil Plans to provide additional support.	Through monitoring and evaluation of classroom practice. Evidence through learning walks, classroom displays, books, discussions with children and meetings with staff / evaluation of individual pupil data.	Headteacher Deputy SENCO Class teachers	End of each term following pupil progress meetings with all teachers. Staff resources 950
Support early intervention to improve language, listening and attention skills	<ul style="list-style-type: none"> Implement MEIP (Rec-Y1) to improve language, listening & attention Support 'heads-up' phonics teaching throughout Rec & KS1 Early identification of SAL/OT concerns and quick referral 	Highlight children in most need, with particular attention to pupil premium children, to develop listening, attention and language through tried and tested S&L / OT programme developed for EY & KS1. Heads-up phonics/spelling intervention ensures children are targeted before they fall behind and have consolidation and pre-teaching to ensure they are on-track with class development. Early identification to procure specialist support, leading to rapid improvement with speech, language, attention, fine and gross motor skills.	Staff training and specialist support from Speech & language and training for the SENCO will lead to improved systems and accurate assessment pre and post intervention. Right children identified. SLT will monitor and review children's progress through Pupil Progress meetings and evaluate the effectiveness of interventions used. Classroom monitoring and observation will ensure teaching meets the needs of individuals and less children over time are needed to undertake intervention outside the classroom.	Headteacher Deputy Head SENCO Class teachers	January 2020 (initially) within the Pupil Progress Meetings, etc. them termly. Support Staff Resources 4150 1000
Identify and fill gaps and miscomprehension in basic skills	<ul style="list-style-type: none"> Reading Eggs to improve decoding and comprehension skills Spelling Shed & Maths Shed as additional interventions & incentives to improve basic and targeted skills Bespoke interventions for English & maths 	By investing in top quality resources, we ensure that teaching is improved across the school for all pupils. Teacher and TAs are appropriately equipped to deliver phonics and spellings more effectively to lead to improved outcomes for all. Reading Eggs supports high quality reading throughout the school, targeted at all pupils who have a low reading age. Electronic interventions allow general and targeted skills to be developed in an engaging way. Bespoke intervention ensures that misconceptions can be cleared up and missing building blocks put in place for future learning.	Deputy Head/English Leader will monitor delivery and implementation, supporting staff to develop strategies and improve outcomes for children. Deputy Head/English Leader to monitor track Reading Eggs through Performance Management and evaluate effect on reading ages and comprehension. SENCO to coordinate interventions and provide paperwork to highlight outcomes for all group interventions. Evaluation to take place termly.	Headteacher Deputy Head SENCO	Start of each new term: January 2020 April 2020 July 2020 Reading Eggs 500 Spell/Math Shed 250 Resources 200

Increase attendance and regular lateness of pupils	<ul style="list-style-type: none"> ●Implement first day response systems ●Implement full procedures for warning letters and penalty fines ●Implement new reward systems and incentives 	Attainment can be improved when our children are in school, or arrive punctually at the start of the day. Interventions can be implemented and strategies like 4-a-day will benefit children with improved basic skills and daily repetition. Parents encouraged to send their children in and less likely to remove children for family holidays. Children encouraged by attendance systems for improving attendance.	Increased hours for Bursar to monitor and track attendance. Information to be passed to Sefton and Headteacher to ensure appropriate actions can be taken and efficiently timed paperwork to be sent to parents.	Headteacher Bursar Governors	Termly when data can be analysed Bursar's hours 1200
Total budgeted cost					£8,250
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?
Identify and fill gaps and miscprehension in basic skills	<ul style="list-style-type: none"> ●Additional targeted, bespoke interventions to ensure we close the gaps for pupil premium children ●TAs to support groups throughout the day in all year groups to deliver proven and new interventions in basic skills 	Extra intervention and support targeted to maintain children's progress and improve prospect of achieving at least national expectations by the end of KS2. Bespoke interventions with measurable outcomes in basic skills to improve phonics, spelling, reading age, basic maths skills with the aim of ensuring children keep up with the new curriculum in appropriate year-groups.	Directed time to monitor interventions, delivery, outcomes and paperwork. Children tracked through school to ensure target setting leads to at least in-line with national expectations by the end of KS2.	English Leader Maths Leader SENCO	Termly TAs -3/4 hr x 5 days x 6 classes x 38 weeks x £13.20 per hr = 11286
Work with families to offer financial and emotional support	<ul style="list-style-type: none"> ●To offer free breakfast and after-school club to families to ensure children are looked after, fed and punctual for learning ●Part fund residential and trips to support families ●Buy in Behaviour Support for pupils with emotional difficulties. 	Clubs available for children if parents need additional support and can drop children early/pick children up late. Ensures children eat breakfast and have food after school. Children don't miss out on opportunities due to financial home situations. Uniform and trips subsidised. Behaviour Support available weekly to offer encouragement and friendship support for pupil premium children.	Communication and engagement with parents so opportunities are clearly explained. Targeted letters and catch-up at parents meetings, etc. Breakfast and After-school clubs staffed to ensure demand can be met on a daily basis for any pupil premium children to attend. Behaviour Support available every Friday afternoon for children to be referred to.	Headteacher SENCO	Termly Breakfast/after school 500 Trips/uniform 500 Beh Supp (£64 per weekx38) 2432
Increase attendance and regular lateness of pupils	<ul style="list-style-type: none"> ● Implement first day response systems ●implement full procedures for warning letters and penalty fines ●implement new reward systems and incentives 	Focus time on pupil premium families to ensure their children are in school and punctual. Heavily monitor and communicate with parents when absence and lateness increases. Reward children when their attendance improves through whole school systems but personalised rewards such as post-cards home	Increased hours for Bursar to monitor and track attendance. Information to be passed to Headteacher to ensure appropriate actions can be taken and incentives implemented.	Headteacher Bursar	Termly Postcards/ rewards/incentives 650
Total budgeted cost					£15,368
Quality of teaching for all					£8,250
TOTAL EXPENDITURE					£23,618
TOTAL BUDGET					£23,760
AVAILABLE TO SPEND (Sep 19-July 20)					£142