

Pupil premium strategy statement

2020-2023

School overview

Metric	Data
School name	St George's CE Bickley Primary School
Pupils in school	406
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£49,765.00
Academic year or years covered by statement	2020-2023
Publish date	November 2020
Review date	October 2021
Statement authorised by	Mrs E Peyton
Pupil premium lead	Mrs M Fahey

Disadvantaged pupil progress scores for last academic year

Measure	Score	2019 data
Reading	No 2020 data	2.38
Writing	No 2020 data	1.23
Maths	No 2020 data	1.62

Disadvantaged pupil performance overview for last academic year

Measure	Score	2019 data
Meeting expected standard at KS2	No 2020 data	75%
Achieving high standard at KS2	No 2020 data	75%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 21
Progress in Writing	Achieve national average progress scores in KS2 writing	July 21

Progress in Mathematics	Achieve national average scores in KS2 mathematics	July 21
Phonics	Achieve 95 % in phonics screening check	
Other	Improve attendance and punctuality of disadvantaged pupils to meet school target of 96%	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Teaching priorities for current academic year

Measure	Activity
Priority 1	Classroom teaching is of a high standard and meets the needs of disadvantaged pupils. Quality first teaching is continually developed across the school. <ul style="list-style-type: none"> - Robust programme of CPD - Recruitment and retention programme - A broad and balanced curriculum which inspires children to learn. High standards of teaching across a range of subjects helping children acquire knowledge, understanding and skills in all aspects of their education.
Priority 2	Teachers have an understanding of strategies to develop metacognition and have agreed consistent expectations to support the development of self-regulatory behaviours. Planning includes implicit and explicit opportunities to develop metacognition.
Barriers to learning these priorities address	Some pupils have conceptual gaps and/or misconceptions in their learning.
Projected spending	£29,859

Targeted academic support for current academic year

Measure	Activity
Priority 1	Increase access to counselling through qualified counselling. Provide more ELSA/Listening ear sessions

	Interventions for nurture and emotional support established. Nurture to be expanded to support children in the afternoons. Use of Boxhall in some years groups to help identify SEMH needs.
Priority 2	Increase the amount of literacy interventions/support across all year groups Support for teachers to help embed good practice Targeted interventions (individual and groups) for disadvantaged pupils.
Barriers to learning these priorities address	Some pupils have difficulties in reading and writing which is impacting on their learning. Some pupils are not in a secure place emotionally and mentally and therefore not always able to access learning.
Projected spending	£14926.80

Wider strategies for current academic year

Measure	Activity
Priority 1	Restorative justice training for all staff completed to help children self-regulate their own behaviour and learning. Peer mentor scheme established. Pupil behaviour survey completed. Behaviour policy reviewed.
Priority 2	Family worker to support families with attendance and punctuality.
Barriers to learning these priorities address	Some children struggle to self-regulate and then find it difficult to focus in class and achieve their true potential. Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£4976.50

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given to allow staff to access high quality professional development.	Use of twilight sessions and INSET Days.
Targeted support	Ensure targeted support feeds into whole school approach	Dedicated member of staff to work with counsellor, ELSAs, nurture TA and teachers.

Wider strategies	Ensuring everyone is implementing RJ strategies Engaging the families facing most challenges.	Working closely with local charities (e.g BCP) on outreach programmes. Building up positive relationships and seeing families regularly.
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Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	
Progress in Mathematics	
Phonics	
Other	