

AQUINAS LIFE - TRANSFORMING - LEARNING

Pupil Premium Strategy Statement St George's CE Bickley Primary School

Objectives for Pupil Premium Spending

Through strategic planning and a careful assessment of needs, St George's has identified the barriers to learning for pupils in the school eligible for pupil premium. The pupil premium allocation will be used to overcome these barriers and achieve the desired outcomes using identified success criteria.

The school has 370 pupils of which 13.5% are eligible for pupil premium.

- Last year 32% of year 6 pupils were eligible for PP, 63% of these attained expected outcomes in grammar, 75% in reading, 56% in writing and 75% in mathematics. These results are lower than other pupils in the cohort but are significantly lower for writing. This year the pupil premium spend will focus on improving rates of progress in writing.
- Last year 6% of year 2 pupils were eligible for PP, 100% of these attained expected outcomes in reading and writing and 100% in mathematics. This year the pupil premium spend will focus on improving rates of progress in the higher attainment of pupils. Although last year, year 2 only had 2 PP children in the cohort the pupil premium spend will be used to continue to improve rates of progress in writing and maths.
- Most able pupils who are also eligible for pupil premium achieved above expected outcomes: 13% in reading, 6% maths, 6% SPAG and 0% in writing. This is lower than other pupils in all subjects. This year the difference will be reduced.
- Last year attendance rates for pupils eligible for PP were 95.7%; Year 6, 90.5% Year 2 (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on. This year the objective will be to increase attendance.
- In 2016/17 28% of pupils eligible for PP find it difficult to learn well because they have behavioural or emotional needs. The school will provide additional pastoral and emotional support to help them to develop positive learning behaviours and engage fully in school life.

Number of Pupils on Roll	370
Number of Pupils on Roll eligible for Pupil Premium	50
Pupil Premium Grant Allocation Amount	£80,520

Attainment 2016

	Pupils Eligible for Pupil Premium at St George's	Pupils Not Eligible For Pupil Premium National Average
% achieving 100 or above in Re, Wr, Ma	44%	71%
Expected Outcomes in Reading	75%	84%
Expected Outcomes in Writing	56%	80%
Expected Outcomes in Mathematics	75%	89%
Progress in Reading	3.8	4.5
Progress in Writing	-1.52	-0.33
Progress in Mathematics	2.26	2.21

Planned Expenditure for 2016 - 2017							
Year Group	Barriers to Educational Achievement Faced by Eligible Pupils	Item/Project Designed To Address These Barriers	Description of Activity and The Reasons for This Approach	Cost	What Is the Expected Impact/Desired Outcome on Eligible and Other Pupils and How Will This Be Measured?	Staff Lead	Review Date
5/6	Children not fluent in 4 operations or times tables.	Maths support – Teacher devised programme for children to catch up.	1:4 groups Basic Maths skills – number bonds, times tables. 4 operations need to be secure.	£1500	For children to make 3 points progress in maths. Children to be secure in basic operations	CF JM AW HM	Sep 17
	Fluency in reading. Inference skills.	Individual readers	1:1 support.	£1424.96	Children to apply phonic knowledge to reading so they are more fluent readers. Children will improve their inference skills through discussion on a 1:1 basis	CF JM AW HM	Sep 17
	Children to apply phonic knowledge to reading so they are more fluent readers and writers.	Read, Write, Inc intervention resources and specialist teacher delivery.	1:4 group	£3000	For identified children to become more confident with inference skills. Increase participation in literacy discussions.	ID	Sep 17
	Children not being grammatically accurate in writing.	Writing intervention – teacher led	Children to be able to use a range of grammatical structures to write more effectively. qualified teacher. 1:6 groups	£3500	For children to become more confident writers. To apply secure knowledge of grammatical features from interim framework.	KH JM CF	Sep 17
3/4							

	Children unable to blend effectively.	Phonics play intervention.	Individual readers 1:1 TA intervention Children to apply phonic knowledge to reading so they are more fluent readers.	£1424.96	Children to be able to blend to read effectively.	DA AD DC RC	Sep 17
	Inference skills to be developed.	Project X intervention scheme.	1:4 Teacher led intervention. Specific intervention designed to support children with developing inference skills.	£2500.00	For identified children to become more confident with inference skills. Increase participation in literacy discussions.	DA AD DC RC ID	Sep 17
	Children not applying spelling rules/patterns in their writing.	Multi - sensory approach to spelling	A TA led intervention. Course designed by AR on multi - sensory approaches to teaching of spelling.	£998	To spell HF words correctly and children to apply knowledge of spelling rules and patterns.	DA AD DC RC	Sep 17
1/2	Blending to read. Segmenting to spell. Fluency in tricky/HF words.	Phonics play intervention	TA led intervention. Looking at "alien words" Blending for reading and segmenting for spelling – phases 3, 4 and 5. Small groups across year groups.	£1182	Children will be able to blend appropriately. They can apply knowledge of that to spelling. Outcome in phonics screening tests and in house assessment through the year.	HA VH RF JY	Sep 17
	Applying phonic knowledge to reading.	Individual readers with Teacher/TA	Individual readers 1:1 support.	£1400	For identified children to become fluent readers. Children to apply phonic knowledge to reading so they are more fluent readers	HA VH RF JY	Sep 17

	To be able to focus during small group/wider sessions.	Listening Skills Intervention	Small groups – depending on needs of class. Children to be apply to listen more effectively in small group situations.	£52.39	For children to become more confident listeners.	HA VH RF JY	Sep 17
	SALT targets covering a variety of issues e.g memory, language delay etc.	SALT Targets.	TA/CT implementing SALT targets. 1:1 support	£1800.00	Children to achieve specific targets and have new targets on a regular basis.	HA VH RF JY	Sep 17
EYFS	SALT targets covering a variety of issues e.g memory, language delay etc.	SALT Targets.	TA/CT implementing SALT targets. 1:1 support	£1800.00	Children to achieve specific targets and have new targets on a regular basis.	VM LC	Sep 17
	Children not having developed Gross Motor Skills	Gross Motor Skills – range of Motor skills.	PE intervention from specialist trained PE instructor.	£ 628	Children will be able to hold themselves better and move more appropriately.	VM LC	Sep 17
	Be able to blend to read.	TA working with children on blending phase 2/3 words.	TA led intervention. Blending for reading and segmenting for spelling – phases 2 and 3 Small groups.	£707.75	Children will be confident at blending to read.	VM	Sep 17
	To support children with social skills	Lunch club	Small groups at lunchtime completing various activities in order to help and support their social skills.	£628	To support social skills To improve fine motor control through funky fingers.	MF	Sep 17

Whole School	Involving families in school life. Supporting families to become more confident in all aspects of school	Family worker	Parent Power workshops Listening Ear vulnerable children	£1898	Greater participation in school of the families of targeted children. Families have access to support. Families are able to gain support in parenting classes and family learning workshops.	C Georghiades MF	Sep 17
	To support and make up the shortfall of SALT required from Bromley.	Specialist speech and language therapist covering all aspects of therapy.	Children to be able to achieve targets set by working with CT/TA on regular basis.	£1500	For children who require intense speech and language therapy. For children to make progress in speaking and listening and writing.	MF	Feb 2017
	To support vulnerable children in their emotional needs and mental health.	Counselling from experiences counsellor.	Children to become more confident in school through addressing any issues in counselling.	£10,500	To support children with difficult backgrounds in order to help them remove any barriers to learning.	MF counsellor	Ongoing
	To allow children from vulnerable families to participate in wider cultural experiences.	Trips and subsidies	Improve children's experiences. Impacting on their writing. Various Trips planes during the year. Providing life experiences.	£760	Children enjoy experiences they may not ordinarily access. Contributing to improved confidence and greater engagement.	All class teachers MF	Ongoing

	To allow children to have a positive start to the day. May have a lack of nutrition at home. This can be a barrier if not.	Subsidies at breakfast club	Breakfast club Social interaction in the morning Good breakfast.	£7,600.00	To support children with difficult backgrounds in order to have a positive start to the day.	MF SW	Ongoing
	To allow all children to feel inclusive within the school.	Uniform incentive – free uniform if FSM.	Parents given a free school uniform.	£2,200.00	To allow children to feel included and part of the St George’s family.	MF	Ongoing
	Removing a wide variety of barriers to learning through TA support across all year groups/phases.	Focus pupils in class TA support	To support children in all areas of learning.	£12,000.00	To provide children with in class support in order to move their learning forward so they become confident, independent learners.	MF and All class teachers	Ongoing
	Supporting children with specific learning needs in relation to dyslexia.	Toe by Toe Literacy intervention.	Structured and focused intervention made specifically for those children who are dyslexic	£1,187.50	For identified dyslexic children to make progress in reading and writing so they are more confident learners.	Class Teachers	Ongoing
	To support children who have started school with little/no English.	EAL specialist support either in class or 1:1	To enable children to become more fluent in spoken English. To allow children to become more confident.	£1500.00	For identified children to improve their skills in literacy and be able to participate in whole class lessons. To make at least 3 point progress	SM	Ongoing

	Children not having first hand experiences. Sentence structure being difficult.	Forest school intervention 4 mornings per week.	Providing children with language structures for discussion and in writing	£3999.06	Identified children to have better spoken and written grammatical structures.	BD MF	Ongoing
	Total			£65,690.62			

Review Of The Pupil Premium Allocation Spending 2015/2016					
Year Group	Item/Project	Cost	Objective/Description of Activity	The Impact of the Expenditure On Eligible and Other Pupils	Lessons Learned and Whether This Activity Will Continue in the Current Year
5/6	LAC pupil gym club	£525.00	Gym club as LAC pupil G & T in area.	Impact on self -esteem. Child excelled in this area of the curriculum which impacted on her overall outcomes.	Child has now left.
	Springboard 4 maths	£1068.75	Boosting children to ensure concepts are covered and secure at year 4.	Children will make at least 3 points progress in maths	Majority of children achieved progress required.
	Maths booster group	£475.00	Boosting various mathematical concepts across the curriculum	Children will achieve expected outcomes for end of year SATS.	Again, majority of children achieved this – only those with specific SEN needs did not.
	Basic Maths and sentence structure intervention	£3250.00	Teacher led intervention focusing on main Los for year 6.	Children will achieve expected outcomes for Year 6 SATS in line with new interim framework.	Mainly achieved.
	Sentence structure/Spelling	£885.50	TA intervention supporting children in spelling strategies.	Children can apply rules and patterns to spelling.	Achieved
3/4	Springboard 3 maths	£475.00	Boosting children to ensure concepts are covered and secure at year 3.	Children will make at least 3 points progress in maths	Children achieved progress required.
	Memory/concentration skills group	£156.75	Advice carried out from SALT.	Children will reach individual SALT targets	Achieved
	Times table/number bonds reinforcement	£356.25	Reinforcing tables and number bonds.	Children will become more confident and fluent in tables	Achieved

				and number bonds.	
	Talk for writing/guided writing	£1500.00	Children will be able to speak and write in full and complete sentences.	Children will become more confident in their speaking and listening which will impact in their writing.	Majority achieved. Some need more input next year.
1/2	Extra 1:1 reading and phonics	£156.75	Children will be able to read independently and apply phonic knowledge.	Children will make 3 points progress.	Achieved.
	Sentence structure and tricky word intervention	£788.50	Children to be able to apply phonics. Blending to read and segmenting to spell	Children will make 3 points progress in literacy	Achieved
	1:1 maths support in class	£1225.80	Children to become secure in basic maths concepts	Children to make 3 points.	Achieved
	Extra phonics phase 4/5	£395.80	Children to become confident in reading phase 5 graphemes and applying them to "alien" words	Children will pass phonics test	Achieved
	Numicon/practical maths	£2451.00	Children to become secure in basic maths concepts. Numicon intervention	Children will make 3 points progress	Achieved
EYFS	Phonics interventions	£707.75	Children will become confident at blending to read.	Children will be able to blend phase 2 and 3 sounds.	Majority of children achieved this target
	Social skills groups	£350.25	Children will become more confident at working with their peers.	Children will be able to interact in a clearer manner.	Partly achieved – some children have clear Social communication needs.
	Speech and Language groups	£789.00	Children to be able to achieve targets set by speech and language therapists.	Children will become more	Partly achieved – many met targets but some will have ongoing needs throughout next year to be addressed
Whole School	Counselling	£10,500	Counselling service for children with SEMH	This covered a range of outcomes and had very positive impact on the students.	Continue next year
	Cool Milk – Free milk for pupils receiving FSM	£1200.00			

	Subsidised places at breakfast club	£7,600.00	To provide children with a good breakfast and positive start to the day.	Children have been in school more regular basis and achieved better levels of attainment.	Continue this next year.
	Specialist SALT	£1300.00	To provide children with specialist support in order to move their Speech and Language learning forward.	Children have been able to reach targets sooner which has had a positive impact across all aspects of learning	Continue next year.
	LAC Children various interventions	£1500.00	To provide children with specific interventions related to areas of need.	Children reached targets	Children have now left.
	BYMT intervention	£255.00	To provide a LAC child with musical support, previously they would not have been able to achieve,	Child was able to reach musical targets	Child has now left.
	Specific resources for LAC children	£1,760.00	To provide children with specific interventions related to areas of need.	Children reached targets	Children have now left.
	Toe by toe Literacy	£,1187.50	To support children who have been diagnosed as dyslexic.	Children reached targets	Continue with this intervention as it is ongoing.
	Literacy workshops	£1200.00	To provide parents with support in how they can help children at home with literacy.	Parents felt more confident with the new curriculum objectives.	Role over to next year (may need to change workshops depending on need)
	Uniform incentive	£2152.50	To allow children to feel inclusive at school.	Children feel more inclusive	Continue next year
	Lunch Club	£1,187.50	Provide children who have specific SEN needs with a designated place to go at lunchtime. Various activities.	Children are more settled after lunch club and working more effectively in class in the afternoons.	Continue next year.
	Reading comprehension groups (Year 2 – 6)	£5104.00	Children to become more confident with inference skills.	Children achieved this.	Continue and work on the AAR children next year.
	Speech and language therapy TAs	£1892.40	Children to work on targets provided by speech and language therapists.	Children achieved these targets	New targets are set of children discharged. Continue this next year.
	EAL specialist teacher	£1000.88	To support children with English as an additional language.	Children became more confident and fluent in	New children join regularly – continue this next year.

				spoken English.	
	Focus pupils in class (TA support)	£11,600.00	To support focus children in class across a range of subjects.	Majority of Children reached agreed targets.	Continue next year.
	Extra 1:1 reading	£1424.96	To allow children to become more fluent and independent readers.	Majority of children reached targets	Continue this intervention next year.
	Total	£68077.71			

Overall Impact of Pupil Premium Grant Spending 2015 - 2016

Average points progress for pupil premium children compared with rest of cohort in reading, writing and maths:

Year 1	5.4 (5.3)	4.6 (4.8)	4.0 (4.9)
Year 2	5.0 (4.9)	5.3 (5.3)	4.3 (4.8)
Year 3	6.4 (5.6)	6.6(5.9)	5.9 (5.5)
Year 4	8.2 (6.4)	10.1 (8.2)	8.7 (7.4)
Year 5	5.4 (5.7)	7.0 (5.3)	7.0 (5.6)
Year 6	9.1 (7.8)	9.1 (8.6)	9.4 (7.3)

Evidence of Impact

KS1 SATs

% Achieving AR expectations

	Reading	Writing	Maths
Pupil Premium	100%	75%	75%
Non Pupil Premium	81%	80%	78%

KS2 SATs

% Achieving AR expectations

	Reading	Writing	Maths
Pupil Premium	79%	64%	71%
Non Pupil Premium	90%	84%	83%
National (Not pupil premium)	66%	74%	70%

Other Information

We expect pupils to make a minimum of 4 points progress per academic year. In general, Pupil Premium children made similar, or better progress to other pupils last year. In a few cases there were specific pupils who made the average data skew in a particular direction.

Pupil Premium Review

Self-evaluation interim review to be completed by Friday 3 March 2017. Monitoring will take place from Monday 6 March 2017.

Self-evaluation final review to be completed by Monday 10 July 2017. Monitoring will take place from Tuesday 11 July 2017.