

# 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 3707 pupils of which 13.5% are eligible for pupil premium.

- Last year 14% of year 6 pupils were eligible for PP, 100% of these attained expected outcomes in grammar, 100% in reading, 100% in writing and 100% in mathematics. These results are higher than other pupils in the cohort. This year the pupil premium spend will focus on improving rates of progress for higher attaining pupils.
- Last year 23% of year 2 pupils were eligible for PP, 64% of these attained expected outcomes in reading, 36% in writing and 57% in mathematics. This year the pupil premium spend will focus on improving rates of progress.
- Most able pupils who are also eligible for pupil premium achieved above expected outcomes: 29% in reading, 29% maths, 29% SPAG and 14% in writing. This is lower than other pupils in all subjects but improvement on last year. This year the difference will be further reduced and we will continue to raise standards.
- Last year attendance rates for pupils eligible for PP were; Year 6, 96% Year 2 95.3 % (slightly 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 2017/18 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               | £66,000 |

### 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 | 100%   | 87%  |
| Expected Outcomes in Reading           | 100%   | 91%  |
| Expected Outcomes in Writing           | 100%   | 89%  |
| Expected Outcomes in Mathematics       | 100%   | 91%  |
| Progress in Reading                    | 3.36   | 3.23   |
| Progress in Writing                    | 0.89   | 0.5  |
| Progress in Mathematics                | 2.34   | 3.1  |

| Review of 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           | Impact Review |
| 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<br>JM<br>AW<br>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<br>JM<br>AW<br>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.<br><br>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<br>JM<br>CF       | Sep 17        |
| 3/4                                   |  |  |   |          |   |                      |               |

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|            | Children unable to blend effectively.                              | Phonics play intervention.           | Individual readers 1:1 TA intervention<br>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<br>AD<br>DC<br>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.<br><br>Increase participation in literacy discussions.   | DA<br>AD<br>DC<br>RC<br>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<br>AD<br>DC<br>RC       | Sep 17 |
| <b>1/2</b> | 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<br>VH<br>RF<br>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<br>VH<br>RF<br>JY       | Sep 17 |

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|             | 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<br>VH<br>RF<br>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<br>VH<br>RF<br>JY | Sep 17 |
| <b>EYFS</b> | 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<br>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<br>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<br>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<br>To improve fine motor control through funky fingers. | MF                   | Sep 17 |

|                     |   |   |   |         |  |                          |   |
|---------------------|---|---|---|---------|--|--------------------------|---|
| <b>Whole School</b> | Involving families in school life.<br>Supporting families to become more confident in all aspects of school | Family worker   | Parent Power workshops<br>Listening Ear<br>vulnerable children  | £1898   | Greater participation in school of the families of targeted children.<br><br>Families have access to support.<br><br>Families are able to gain support in parenting classes and family learning workshops. | C Georghiades<br>MF      | Sep 17<br><br>Could not take place due to the building works) |
|                     | 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.<br><br>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<br>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<br>MF | Ongoing   |

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|  | 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<br>Social interaction in the morning<br>Good breakfast.                                  | £7,600.00  | To support children with difficult backgrounds in order to have a positive start to the day.  | MF<br>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<br>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.<br><br>To make at least 3 point progress | SM                        | Ongoing |

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|  | 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<br>MF | Ongoing |
|  | <b>Total</b>  |   |   | £65,690.62 |   |          |         |

| Planned expenditure 2017/2018 |  |  |  |                              |  |                        |                       |  |
|-------------------------------|--|--|--|------------------------------|--|------------------------|-----------------------|--|
|                               | Barriers to educational achievement faced by eligible pupils.  | Project designed to address barriers     | Description of activity and reasons for this approach                                  | Cost                         | What is the expected impact or desired outcome for eligible or other pupils and how will it be measured?   | Staff Lead             | Impact Interim Review |  |
|                               | Rise in emotional and mental health issues.  | ELSA Support assistant                   | ELSA trained specialist TA. To support a wide range of mental health needs across KS2. | £4000 Training plus TA time. | To support children with difficult backgrounds in order to help them remove any barriers to learning.  |                        |                       |  |
|                               | To allow all children to feel inclusive within the school.   | Uniform incentive – free uniform if FSM. | Parents given a free school uniform.   | £1092                        | To allow children to feel included and part of the St George's family.   | MF                     |                       |  |
|                               | Involving families in school life. Supporting families to become more confident in all aspects of school | Family worker                            | Parent Power workshops<br>Listening Ear vulnerable children                            | £1898                        | Greater participation in school of the families of targeted children.<br><br>Families have access to support.<br><br>Families are able to gain support in parenting classes and family learning workshops. | C<br>Georghiades<br>MF |                       |  |

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|  |  |  |   |            |   |                           |  |
|  | 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.   | £20,000.00 | 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 |  |
|  | 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.                                     | £13,000    | To support children with difficult backgrounds in order to help them remove any barriers to learning.                             | MF counsellor             |  |
|  | 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. | £1500      | Children enjoy experiences they may not ordinarily access. Contributing to improved confidence and greater engagement.            | All class teachers<br>MF  |  |
|  | 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<br>Social interaction in the morning<br>Good breakfast.  | £2700      | To support children with difficult backgrounds in order to have a positive start to the day.                                      | MF<br>SW                  |  |
|  | To support children with social skills.  | Lunch club                               | Small groups at lunchtime completing various activities in order to help and support their social skills. Teacher and TA.     | £5200      | To support social skills<br>To improve fine motor control through funky fingers.  | MF                        |  |



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|--|---|--|---|-------|---|----------------------|--|
|  | Children not having developed Gross Motor Skills. EYFS                    | 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<br>VM<br>YD       |  |
|  | SALT targets covering a variety of issues e.g memory, language delay etc. | SALT Targets.  | TA/CT implementing SALT targets. 1:1 support by trained TAs across the year groups including specific training. | £4000 | Children to achieve specific targets and have new targets on a regular basis.                                       | MF<br>CTs<br>All CTs |  |
|  | Music lessons for children who are gifted and talented in this area.      | Promote musical ability  | 1:1 Musical lessons   | £1647 | Children to become confident and enjoy music.   | BF<br>CTs<br>MF      |  |
|  | To support children with a wider range of texts.                          | Specific texts bought for children to enjoy in school and at home. | Individual books bought to help encourage a wider variety of reading.   | £200  | Children to broaden their literacy texts and develop a greater vocabulary base.                                     | MF<br>CTs            |  |
|  | Fluency in reading. Inference skills.                                     | Specific reading scheme purchased for Lower KS2                    | Reading scheme purchased to encourage reading at age appropriate level and the transition from Ks1 – KS2        | £750  | Children to continue to become more fluent as they move into the juniors.   | JY<br>MF             |  |
|  | Specific Dyslexic interventions   | Toe by Toe work books  | Toe by toe Spelling Reading Understanding inference.  | £270  | Children to continue to become more fluent in their spelling/reading and have a greater understanding of inference. |                      |  |
|  | Speech and Language   | INSET training by specialist.                                      | To allow teachers more access to greater strategies.  | £750  |   | MF<br>LL             |  |
|  | Participation in clubs  | Subsidies to clubs children wouldn't access                        | To allow children to develop in their area of expertise (photography club, gymnastics, music lessons)           | £3000 |   | CG<br>CTs<br>MF      |  |

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|  | Allowing children to become more independent learners                           | Clicker technology  | Clicker to be used in classrooms and across the school to encourage independence and promote language development. | £2200 one off license fee.          |   |                  |  |
|  | To support children who have started school with little/no English.             | EAL Resources<br>Racing To English<br>Beginning English<br>TA having Specific Training in assessing EAL children. | To enable children to become more fluent in spoken English.<br>To allow children to become more confident.         | £1200                               | For identified children to improve their skills in literacy and be able to participate in whole class lessons.<br><br>To make at least 3 point progress | MF<br>SAM<br>S   |  |
|  | Allow children to become confident in using and applying in Maths.              | Highly qualified Teacher  | 45 mins x 3 per week.  | £3240                               | For identified children to make mastery level within their band.  | DA<br>CTs        |  |
|  | Allow children to use writing to explain their reasoning across the curriculum. | Highly qualified teacher  | 45 mins x 3 per week   | £3240                               | For identified children to make mastery level within their band.  | DA<br>CTs        |  |
|  | Promote Mental health   | Paws B programme to be delivered in school  | Mindfulness in schools training.   | £450<br>Training course<br>+ 3 days | For children to be able to use strategies to deal with their worries.   | MF               |  |
|  | Promote Mental health and well being  | TA – Mental Health first aider.   | KS1 and KS2 TA. Identifying mental health issues before they become a greater issue.                               | £100<br>Implemented                 | To identify children and put support in place.  | MF/SM/CS.<br>/VM |  |
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| <b>Total</b> |  |  |  | £71,065 |  |  |  |

**Overall Impact of Pupil Premium Grant Spending 2016 - 2017****Average points progress for pupil premium children compared with rest of cohort in reading, writing and maths:**

|        |           |           |           |
|--------|-----------|-----------|-----------|
| Year 1 | 5.3 (5.9) | 5.0 (5.2) | 4.8 (4.7) |
| Year 2 | 4.9 (5.3) | 5.5(5.5)  | 5.0 (4.9) |
| Year 3 | 5.7(6.3)  | 6.7 (5.9) | 7.0 (6.2) |
| Year 4 | 4.6 (5.8) | 5.1 (6.4) | 4.8 (5.7) |
| Year 5 | 4.9 (5.7) | 5.3 (5.9) | 5.2 (5.7) |
| Year 6 | 6.4 (6.8) | 6.8 (7.3) | 6.8 (7.2) |