

# Pupil premium strategy (Primary)



1. Summary information			
<b>School</b>	St George's CE Bickley Primary School		
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£51,480
<b>Total number of pupils</b>	406	<b>Number of pupils eligible for PP/FSM</b>	43

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>75%</b>	<b>87.5%</b>	<i>Not yet published</i>
<b>% achieving expected standard or above in reading</b>	<b>87.5%</b>	<b>91.8%</b>	
<b>% achieving expected standard or above in writing</b>	<b>75%</b>	<b>91.8%</b>	
<b>% achieving expected standard or above in maths</b>	<b>87.5%</b>	<b>93.8%</b>	
<b>Progress in reading</b>	<b>2.38</b>	<b>3.7</b>	
<b>Progress in writing</b>	<b>1.23</b>	<b>2.1</b>	
<b>Progress in maths</b>	<b>1.62</b>	<b>2.9</b>	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Some pupils have a language deficit due to a gap in vocabulary and a lack of ability to manipulate language for effect.
<b>B.</b>	Some pupils are not in a secure place emotionally or mentally to learn.
<b>C.</b>	Some pupils have a lack of metacognition strategies compared to some of our successful learners.
<b>External barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Some pupils do not have consistent attendance and punctuality.
<b>E.</b>	Some pupils have limited cultural capital & enrichment which can limit language and understanding.

<b>F.</b>	For some pupils who do not have a stable home environment and lack of routine means they are not always ready to learn.	
<b>4. Desired outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Vocabulary is specifically taught so children learn vocabulary at a faster rate,	Children are using a wider range of vocabulary. Teachers promote and develop oracy in children.
<b>B.</b>	Children are able to learn because their social, emotional and mental health needs are met.	Children are in class and ready to learn. Number of incidences where children are not demonstrating good learning behaviours are reduced,
<b>C.</b>	Children will become more proactive and organised learners. More children will be able to access greater depth learning.	Children will be able to use metacognition strategies in order to plan, monitor and develop their own learning.
<b>D.</b>	Attendance of disadvantage pupils will meet National expectations.	Disadvantaged pupils will have at least 96% attendance.
<b>E.</b>	All pupils to access all learning opportunities as well as being exposed to a wide range of cultural and sporting experiences.	Pupils have access to engage in extra curriculum activities as well as being able to have the equipment/resources they need to attend all trips.
<b>F.</b>	Children will have the support required to be in school and ready to learn.	Children have support tailored to their needs.

## 5. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. 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 lead	When will you review implementation?
Continue to ensure high quality teaching throughout the school.  A, C	Bespoke programme of CPD to develop and embed excellent teaching.  Rigorous teacher recruitment and retention process to ensure that high quality, well-educated staff join and stay with the school.	EEF research states, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.'	A regular and robust monitoring cycle continually evaluates provision and feeds in to school improvement and development.  Ensure staff have sufficient time to train and develop their practice.  Access specialist advice and support.	SLT	Termly

<p>Develop a broad and balanced curriculum which inspires children to learn and encourages them to become lifelong learners.</p> <p>A, C, E</p>	<p>A curriculum designed to meet the needs of the community at St George's</p> <p>Specialist teachers for PE, ICT, Science, Music &amp; MFL</p> <p>High quality curriculum</p>	<p>Ofsted: 'A broad and balanced curriculum inspires children to learn. A range of subjects and courses helps children acquire knowledge, understanding and skills in all aspects of their learning.'</p>	<p>Designated leaders for all curriculum areas with time to develop their area.</p> <p>Collaborative curriculum planning.</p> <p>Monitoring and evaluating provision through monitoring cycle.</p>	<p>All Staff</p>	<p>Termly</p>
<p>The development of a language-rich curriculum. There is access to high quality challenging language in all aspects of school life</p> <p>E</p>	<p>Training and support for all staff from in house speech and language therapist and ELKLAN trained TAs.</p> <p>Use of Talk Boost in EYFS.</p> <p>Specifically teaching vocabulary weekly through a structured approach in all classrooms across the school.</p>	<p>Research clearly shows there is a significant vocabulary gap on school entry between disadvantaged children and their peers.</p> <p>Children from the poorest 20% are already a year behind in their language by the age of 5.</p>	<p>Regular support and advice from speech and language therapist to help embed practice.</p> <p>Number of children referred to SLT will be reduced.</p> <p>Regular monitoring of provision and teaching of vocabulary.</p> <p>Pupil Voice PPR meetings</p>	<p>MF/SLT</p>	<p>Termly</p>

<p>Ensure there is a structured teaching of metacognitive skills and their use in the classroom to support all learning.</p> <p>C</p>	<p>Training for teachers on metacognition strategies/growth mindset.</p>	<p>EEF: 'metacognition and self-regulation approaches have consistently high levels of impact. These strategies are most effectively taught in collaborative groups.</p>	<p>Mixed ability grouping, use of metacognition booklets, whole school approach – threaded through curriculum</p>	<p>SLT ALL staff</p>	<p>Termly</p>
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**Total budgeted cost** £16,000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Promote positive mental health and wellbeing and behaviour for learning.</p> <p>B, F</p>	<p>Nurturing check in/check out which allows children to settle into the school day and leave in a positive manner. Weekly allocated Listening Ear &amp; ELSA Mentoring Training and Support Staff to provide key attachment relationships. Mindfulness/Yoga</p>	<p>Evidence shows that children who are emotionally ready for learning will succeed. Many children are not and require carefully planned interventions to allow them to feel safe in school.</p>	<p>Monitoring Pupil Voice Learning Walks Number of SEMH incidents are reduced. Less referrals to SEMH outreach service.</p>	<p>SLT/MF All staff</p>	<p>Termly</p>

Develop the use of high quality feedback to generate independence and improve attainment.  C	Teacher conferencing with key disadvantage pupils.	EEF states: 'Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.'  This does not necessarily always have to be through written feedback.	Pupil Voice PPR Learning discussions with pupils who show their books	SLT/MF	Termly
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**Total budgeted cost**    £28,000

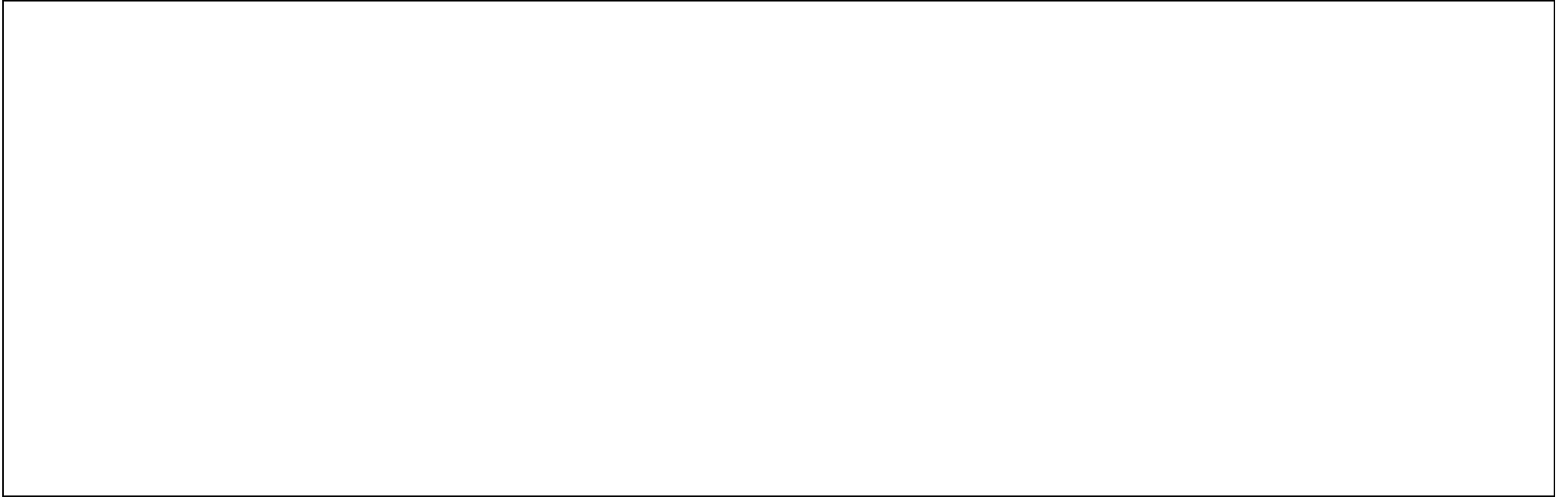
**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance and punctuality of disadvantaged learners in line with National expectations.  D,E	Dedicated attendance member of staff: -liaise with parents -attendance newsletters - rewards -events.  Family Worker to meet regularly and build relationships with families.  Early Check in session for chn	EEF research: Evidence shows that parents are given better more frequent information they are more like to act differently  Families and children feel more comfortable when they have people in school to support them.	Weekly tracking of attendance and monitoring EWO meetings  Discussions with parents/Children. Attendance increase.	SLT/EP  MF	All of this is happening and ongoing. Two children had significant SEN needs which impacted upon attendance. Both are no longer at St Georges.

<p>Broaden children's experiences enhancing their life experiences and cultural capital</p> <p>D,E</p>	<p>Pupils will partake in cultural visits e.g to London, local museums, places of worship etc. Visitors will attend the school e.g. Dome experience, mini productions. Children will have access to after school clubs offering a range of activities as well as accessing music lessons.</p>	<p>Pupil's horizons will be broadened and they will learn more about culture, history and geography.</p> <p>Meaningful experiences and contexts will enhance children's learning.</p> <p>Children will have access to a wide range of clubs/musical instruments, expanding their knowledge and understanding</p>	<p>Reviewing programme of trips and attendance.</p> <p>Monitoring and discussing with the children who are attending clubs and playing instruments.</p>	<p>SLT</p> <p>MF</p>	<p>This is happening at least termly.</p>
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**Total budgeted cost £8,000**

**6. Additional detail**





**6. Review of expenditure** *(to be completed at end of year)*

<b>Academic Year</b>		<b>2019-2020</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Continue to ensure high quality teaching throughout the school (A,C)	Bespoke CPD to develop and ended excellent teaching.  Rigorous teacher recruitment and retention process to ensure that high quality- well educated staff join and stay with the school.	The majority of disadvantaged children's progress has been in line with their peers. There are some children who also have very complex SEN needs where this has not been the case. (Year 3/5)  It has not been possible to measure children against National Standards this year.	Evidence from this year has shown this to be an effective strategy overall but may need to be modified to suit those children with more specific SEN needs.  Some teachers have really benefited from having additional CPD from PP Co-ordinator around quality first teaching strategies and differentiation.	£2,000

<p>Develop a broad and balanced curriculum which inspires children to learn to become lifelong learners.</p> <p>A, C, E</p>	<p>A curriculum designed to meet the needs of the St George's community.</p> <p>Specialist teachers for PE, ICT, Science, Music and MFL.</p> <p>High quality curriculum.</p>	<p>All children have benefited from St George's curriculum and teaching from specialist teachers. Some teachers have expert knowledge which they have shared with others through CPD/Workshops etc.</p>	<p>The curriculum is effective.</p> <p>Further development of resources is required in order for the curriculum to be fully implemented.</p>	<p>£10,000</p>
<p>The development of a language rich curriculum. There is access to high quality challenging language in all aspects of school life.</p> <p>E</p>	<p>Training and support for all staff from in house speech and language therapist and ELKLAN trained TAs.</p> <p>Use of Talk Boost in EYFS.</p> <p>Specific Vocab teaching through Structured approach in all classrooms.</p>	<p>In house therapist managed to work with some TAs but didn't have the opportunity to work with them all.</p> <p>3 TAs embedded their ELKLAN training.</p> <p>Talk Boost had started in EYFS but wasn't finished so couldn't comment on progress.</p> <p>This was done in some classes but not all. Needs a higher profile next year.</p>	<p>Monitoring of data and regular discussions with teachers and children showed the language development was having a positive impact. Those children who had very specific needs were also making good progress against their targets.</p>	<p>£5,000</p>

<p>There is a structured approach to metacognition skills and their use in the classroom to support all learning.</p> <p>C</p>	<p>Training for teachers on self-regulated learning</p> <p>Supporting teaches to develop their knowledge of meta-cognition</p> <p>Curriculum designed with opportunities for self-regulated learning</p> <p>Learning opportunities present sufficient challenge</p>	<p>Training had started but not embedded.</p> <p>Behaviour has improved in some year groups.</p> <p>Ready to learn behaviours are more evident.</p>	<p>This needs to be maintained.</p>	<p>£2,000</p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Promote positive mental health and wellbeing and behaviour for learning.</p> <p>B, F</p>	<p>Nurture check in/check out. ELSA/Listening ear. Mentoring, Mindfulness and Yoga. To provide key attachment figures</p>	<p>All of these approached help the children at St George's with their mental health and wellbeing.</p>	<p>We decided we need to have a more structured and specific approach for some key children. We decided to go on the nurture group training and had started a pilot scheme. Unfortunately this only ran for 4 week and needs to continue.</p> <p>All other interventions should continue next year.</p>	<p>£25,000</p>

Develop the use of high quality feedback to generate independence and improve attainment. C	Teacher conferencing with disadvantaged pupils.	The children targeted for this have made accelerated progress.	This approach needs to be rolled out to incorporate more children.	£5,000
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Attendance and punctuality of disadvantaged learners in line with National expectations.(D & E)	Breakfast Club  Dedicated attendance member of staff: -liaise with parents -attendance newsletters -rewards -events -hold meetings - CAFs open -BCP when required.	Attendance for all up to the week before school closure was an improvement on the previous year.  (This needs to be checked....)  PP 2018-19:  PP 2019-2020:	These approaches need to continue and be further extended.	
Broaden children's experiences enhancing their life experiences and cultural capital.	Opportunities to partake in cultural visits, music lessons, after school clubs etc.	Children have benefitted from this and it has been evident in the work they have produced and the talents they have shown in other areas of school life (music , PE etc)	This needs to continue next academic year.	£8,000

## **7. Additional detail**

Due to the global pandemic, children have missed a large amount of school and had a prolonged period of time at home. This will most adversely affect our disadvantaged children and this needs to be considered when planning future strategies.

