

**St George's Vision**

At St George's we are proud to be one family of lifelong learners who know that they are special to God.
Our family is built upon a strong sense of belonging and mutual respect.
Our community gives our children the freedom to flourish and succeed.

A flourishing fellowship; learning today with God by our side

**Pupil Premium Strategy Statement St. George's CE Bickley Primary School
Review of spending: 2018-19**

Objectives for Pupil Premium Spending

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

The school has 405 pupils of which 10% are eligible for pupil premium.

- Last year 16 % of year 6 pupils were eligible for PP, 87.5% of these attained expected outcomes in grammar, 87.5% in reading, 75% in writing and 87.5% in mathematics. These results are slightly lower than non-pupil premium children in the cohort.
- Last year 10% of year 2 pupils were eligible for PP, 16.7% of these attained expected outcomes in reading, writing and mathematics. This year the pupil premium spend will focus on improving attainment in all areas.
- Last year attendance rates for pupils eligible for PP was 95.6%, slightly below the target for all children of 96.3%.

Number of Pupils on Roll – 2018-19	396	
Number of Pupils on Roll eligible for Pupil Premium - 2018-19	42	
PP funding for 2018-19	2018/2019	£60,720



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Reviewed Expenditure for 2018 - 2019						
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	Objective/Impact	End of Year Evaluation
5/6	10% of our children are suffering from anxiety and stress relating to school and home life.	Mindfulness curriculum through Paws b	Mindfulness based curriculum; lessons focus on breathing exercises, concentration, reasons for reflective behaviour and conducting yourself mindfully	£450 training Teacher time £4000	The children are able to self-regulate, will be able to make the right choices, be ready for their learning.	Impact survey for Year 5HW 100% found paws b enjoyable, the course useful and 100% said they are likely to keep using mindfulness. 95% Year 6 said they are likely to keep using mindfulness. Some children were able to use this as strategy and help them to calm down.
	No access to high quality texts at home	Purchase books for individual children. High quality books for the class libraries	Up levelling of vocabulary, exposure to high quality vocabulary, extend and develop their language acquisition	£500	Children make at least 6 points progress. Higher percentage of PP children achieve greater depth	Children made more than expected progress.
	Addressing educational gaps	Booster classes focussing on individual needs	Literacy and Numeracy booster sessions before and after school	£700	Children make accelerated progress and attainment gap is narrowed	Majority of children in year 5 and 6 made better than expected progress.



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3/4	10% of our children are suffering from anxiety and stress relating to school and home life.	Mindfulness curriculum through Paws b Learning Mentor AD Kick London	Mindfulness based curriculum; lessons focus on breathing exercises, concentration, reasons for reflective behaviour and conducting yourself mindfully 1.1 mentoring , small group work, CW x 2, Restorative Justice program	£450 training for Paws B Costing of AHT time £4000 £4,320	The children are able to self-regulate, will be able to make the right choices, be ready for their learning.	From impact survey 96% of pupils found paws b enjoyable, very useful and were likely to keep using mindfulness.
	Using and applying mathematical vocabulary	Action research project	Daily maths sessions focusing on mathematical reasoning	£2250	Children make accelerated progress	Majority of PP children made 6 points progress. In year 4, 75% of PP also had some significant SEN difficulties which impacted their progress.
	Addressing educational gaps in mathematical learning	Action research project	Daily maths sessions focusing on mathematics	As above	Children make accelerated progress	Children made at least 6 points progress.
1/2	Developing children's speech and language needs	ELKLAN training to be completed by TA. Working with children daily.	Daily speech and language work on specific targets.	£3960		Majority off children have reached their SALT targets, which is having a positive impact on learning and attainment.



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EYFS	Developing children's gross motor skills	Weekly PE with PE specialist.	PE activities planned to develop gross motor skills and social skills.	£600	Children will achieve their physical development.	This had a very positive impact overall and was a successful intervention.
	Developing children's speech and language needs	ELKLAN training to be completed by TA. Working with children daily.	Daily speech and language work on specific targets.	£3960	Children will make progress in their speech and language.	Changed to Talk boost training instead. This is having a very positive impact with children being targeted making progress in their overall development. Majority of children reached their early learning goals.
Whole School	10 % of pupils have Social, Emotional, Mental Health affecting their learning in school.	ELSA targeted groups.	2 x ELSA trained TAs working across the school to support children emotionally.	£4680	Children will be calmer and more focused in class. They will become more resilient and able to face challenges. Measured through Questionnaires, pupil interviews & book scrutiny	KS1: Key children who have had support have been calmer and more ready to learn. We decided Year 2 upwards for more focused 1:1 work but Year 1 could be for social groups etc. KS2 TA has been working with children. More positive behaviours and children can discuss strategies.
	Children not feeling inclusive within the school environment & being adequately equipped.	School Uniform Incentive	Free school uniform given to children who have FSM to enable them to feel part of the school community.	£2940	Children feel inclusive of the school environment, which will impact on their learning positively.	Positive impact as children are happy to come to school and learn. They feel like they are part of the community.
	3% have very	Highly trained	Counselling sessions	£13000	Children are calmer and	The children who have counselling are



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	specific social, emotional Mental Health issue which affect their readiness to learn.	counsellor.			able to access learning more effectively.	calmer and more engaged in their learning.
	Involving Families in school life. Supporting families to become more confident in all aspects of the school.	Parent Power workshops Listening Ear	Parent power workshops – working with parents and allowing them to feel confident in their parenting as well as being part of a community. Family worker to provide listening ear for key children.	£650	Families feel more confident in joining in and being part of the school community. Children have a key adult they can go to and share worries/concerns on a daily basis.	Very small engagement. Those who did attend said they found it helpful. Next time send more reminders/tackle through informal coffee mornings.
	To support children in all areas of learning.	Focus pupils TA support.	Supporting pupils in all areas of learning. Focus pupils in class TA support.	£20,000	Rates of progress, Book scrutiny, pupil discussions.	Majority of PP children making better or expected progress. TAs/CTs focus on children who are not making progress.
	Providing gifted children with an enriched curriculum.	Music lessons for children who are gifted and talented in this area.	Some children are musically gifted and have lessons to help them develop this skill.	£4000	Music evening Confidence Performing to the school Pupil Voice	Positive impact on children. Children are flourishing in music and this is having an impact on their overall academic achievement.



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	To allow children to develop in their area of expertise. Providing children with an enriched curriculum.	Clubs such as gym, photography, drama, music lessons etc	These are after or before school clubs provided by external providers.	£3000	Through regular reviews and ongoing monitoring/discussions with parents children who attend clubs.	The children attend clubs for various reasons. The clubs have been extremely positive for raising self-esteem/attendance issues and feeling part of a community.
Total				£66,310		