

Pupil premium strategy statement

| 1. Summary information | | | | | |
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| School | St George's, Bourton | | | | |
| Academic Year From September 2019 schools are encouraged to consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement. This will help school leaders to take a longer view of the support the grant will provide and align their plan with the wider school improvement strategy. Department for Education 2019 | 2020-21 2021-22 | Total PP Budget 2020-2021 | £13690 | Date of most recent PP Review | Oct 2020 |
| Total number of pupils 2019-2020 | 115 | Number of pupils eligible for PP 2020-2021(Sept) | 6 PPG 2 PLAC 3 Service | Date for next internal review of this strategy | July 21 |

| 2. Attainment of pupils in 2019/2020 | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in phonics check | Due to school closures, data for 2019 – 20 is unavailable Due to small number of pupils eligible for PP in the school and the need for confidentiality, this data is withheld by the school | |
| % achieving in reading, writing and maths | | |
| % making progress in reading | | |
| % making progress in writing | | |
| % making progress in maths | | |

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Some PPG children have low prior attainment in reading, writing and maths in some cases resulting from gaps in schooling. (Due to the small number of eligible pupils for PPG trends are difficult to measure. Our focus is on individual children and meeting their needs.) |
| B. | Emotional and Social needs which effect their learning including Self- regulation & underdeveloped work behaviours present pupils with barriers to learning. (This includes pupils attaining at a deeper level.) |

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| C. | Some PPG Children are unable to access opportunities which enrich the curriculum - home and schoolwork in partnership to enable access to trips, visits and visitors |
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External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Increased attendance for Pupil Premium children whilst on average there is not a significant gap between PPG attendance and non PPG attendance, some individual pupils attendance falls below what would be expected. |
| E. | This group of children are significantly less likely to be able to access technology as a tool for extended learning at home. This level of access has become a more marked concern since March 2020 lockdown, and has a far greater potential impact on the learning of PPG children during repeat or similar events. |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| <p>A.</p> | <p>Ensure that all pupils 'keep up; not catch up' in line with age related expectations to improve outcomes in KS1 and KS2, particularly in maths, and achieve expected phonics outcomes at the end of Year 1.</p> <p>To accelerate progress for all pupil premium children so progress is in line with all non - PP pupils in reading, writing and maths.</p> <p>To provide targeted interventions for pupils attaining below expected levels including those not making a good level of development in EYFS.</p> <p>To provide targeted interventions for pupils attaining greater depth – to provide AG&T sessions and opportunities for children to thrive.</p> | <p>All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up with the gap closing.</p> <ul style="list-style-type: none"> • Teachers in all classes can identify underachieving pupils using INSIGHT. • All teachers can demonstrate systematic approaches to improving pupil outcomes as discussed in termly Pupil Progress meetings • Clear allocation of resources, including identified adult support, which demonstrates 'different to' support (where appropriate) for children in receipt of PP funding. • Clear tracking of the effectiveness and impact of targeted strategies used to support pupils. • Data/teacher assessment which reflects accelerated progress for those identified children |
| <p>B.</p> | <p>To help children with self-esteem/behavioural difficulties to feel safe and happy</p> | <p>Embedding a weekly nurture provision to improve wellbeing and pupil attendance. Focussed pastoral intervention ensures clear identification of and support for, pupils where external factors act as a barrier to learning. Access and referrals to Family Partnership support workers to support families where necessary</p> <ul style="list-style-type: none"> • MyConcern records and tracks pupils identified as having an area of need. • All staff are aware of the characteristics of many pupils in receipt of PP funding such as education being undervalued; low readiness for learning; poor self-regulation skills; under-developed social & emotional skills; low self-esteem; |
| | | <ul style="list-style-type: none"> • All staff make appropriate referrals to ELSA sessions and Nurture group through consultation with the SENCO • Group and 1:1 interventions are in place to support children. • Early Help and Child In Need supports families to improve outcomes. • The PLAC and PEP process meets the needs of children who are Post Looked After. • Attendance is monitored and intervention is in place where appropriate |

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| C | To increase the opportunities for PPG pupils to inspire and motivate them. | <ul style="list-style-type: none"> • Forest school provision in place for all children across the school. • Subsidised Visit and trip costs • Subsidised Residential costs • Subsidised Music lessons available for a range of instruments. • Nurture group opportunities to look after the school guinea pigs and learn new skills • After school club provision with a wide range of clubs and sports available to all children. |
| D | Attendance figures for the school, for all pupils, remain above national averages. There are no gaps between groups of pupils and those in receipt of the grant attend school as regularly as their peers. | <ul style="list-style-type: none"> • Families spoken to regularly when attendance is an issue. Attendance letters sent home. • Class attendance awards and end of term good attendance awards. • Office staff contact parents if pupils do not arrive in school. • Communication and work with families is consistently strong to address any barriers to regular attendance. |
| E | Despite the fact that pupils may not have access to technology at home, they are given opportunities to use such resources to support with their learning. In the event of a school closure, all pupils are able to access technology to support their continuation of learning at home. | <ul style="list-style-type: none"> • St George's School pupils have regular access to technology in the classroom • The computing curriculum is robust and comprehensive to allow the children to build a strong skill base, regardless of socioeconomic circumstance. • Any children who do not have access to technology at home will be provided with a device in the event of full or partial closure. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2019 – 2020 £6860 | | 2020 – 2021 £8070. 2xPLAC - £4690 3 x service - £930 | | 2021-2022 TBC |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Targeted support Quality 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? |
| The attainment and progress of ALL groups of pupils is at least in line with national figures. | Maintain high adult : pupil ratios in mixed age classes | The presence of 2 year groups in one class poses challenges in ensuring high quality teaching for all in the absence of additional adult support. | Provide continuing professional development for teaching assistants, including qualifications. | JF | Summer Term 2021 |
| Total budgeted cost | | | | | £4000 |

| ii. Targeted support | | | | | |
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| 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? |
| <p>Ensure that all pupils 'keep up; not catch up' in line with age related expectations to improve outcomes in KS1 and KS2, particularly in maths, and achieve expected phonics outcomes at the end of Year 1.</p> <p>To accelerate progress for all pupil premium children so progress is in line with all non - PP pupils in reading, writing and maths.</p> <p>To provide targeted interventions for pupils attaining below expected levels including those not making a good level of development in EYFS.</p> <p>To provide targeted interventions for pupils attaining greater depth – to provide AG&T sessions and opportunities for children to thrive.</p> | <ul style="list-style-type: none"> Increased CPD for all staff including RWI training Whole school implementation of a robust reading strategy; informed by research & specific external training Purchase of additional reading scheme books; supporting all levels of reading Phonic and reading interventions and booster sessions to be taken by Tas throughout the year English Leads receives regular training and monitors PPG children during Pupil Progress meetings and pupil voice interviews. English Lead and Maths lead to deliver regular CPD for all staff Whole staff vocabulary training and implementation of strategies Whole staff training on maths challenge and interventions. 1:1 reading support (informed by reading assessments and teacher assessment) | <p>Support strategies suggested by the English Hub advisor.</p> <p>Evidence shows that a 'robust' systematic approach that includes high levels of repetition and frequent revisiting of vocabulary and basic skills supports pupils in developing embedded learning.</p> <p>Reading tests and Maths tests provide standardised scores and test analysis tools. Used in conjunction with teacher assessment a clear measured picture of the child's abilities and areas for development can be assessed.</p> <p>Information is then used to support TAs and teachers in specific intervention strategies.</p> <p>Phonic assessments carried out termly</p> | <p>English and Maths Leads to create a clear action plan including how new strategies will be implemented and monitored for impact across the school Subject Leaders to track pupils through Pupil Progress Meetings.</p> <p>Identified groups to be supported in accelerating their progress.</p> <p>English Lead to work with English Hub advisor to monitor pupils' achievements and progress in phonics, including KS2 and plan interventions where appropriate.</p> <p>Phonic training to be provided regularly for all staff.</p> <p>Termly moderation of children's work</p> | <p>Head & Deputy Head teachers Team Leaders for English and Maths</p> | <p>Termly in Pupil Progress meetings</p> |

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| | <ul style="list-style-type: none"> Assemblies will provide an opportunity for children to their showcase achievements this allows them to be inspired to believe they can all achieve. TAs are employed in the afternoons to carry out intervention as well as during the morning to support in lessons. | influence progress in phonic knowledge. | with senior leaders and teachers Termly 'Book Looks' by Senior Leadership and subject leaders Governor monitoring | | |
| Total cost budgeted | | | | | £4000 |

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| <p>Pupils develop socially and emotionally supporting self-confidence and positive learning behaviours.</p> | <p>Nurture group 1x weekly with identified children</p> <p>ELSA sessions weekly for identified children</p> <p>Train a member of staff in Lego therapy to then run Lego groups with identified children.</p> <p>School Guinea pigs</p> | <p>To provide children with opportunities to develop self-esteem and confidence in social groups, which is known to have a positive impact on learning.</p> <p>Use of school pets to support emotional wellbeing for the children.</p> | <p>Children will feel happier being in school we will see an increase in their self esteem and self confidence in class and school activities.</p> | <p>Lead by SENDCO and Mental health lead</p> | <p>Summer 2020</p> |
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| <p>To increase the opportunities for PPG children to inspire and motivate them.</p> | <p>To subsidise the cost of trips and visits for PPG pupils to ignite engagement and the wider curriculum.</p> <p>Clear approach to developing communication with parents/ carers and promoting better understanding of how they can access enrichment opportunities in school.</p> <p>Weekly newsletters and Parent consultation evenings giving information.</p> <p>Subsidize music lessons for PPG children throughout the year.</p> <p>Development of the new on site Forest School area for children to use with a class and in small nurture groups.</p> | <p>Parents are able to contribute towards trips, visits and clubs. Our PP children enjoy taking part in enrichment experiences.</p> <p>Extracurricular activities and clubs promote wellbeing in pupils and provide staff with opportunities to develop positive relationships with pupils and model social interaction skills.</p> <p>Breakfast and nurture groups support increased attendance and readiness to learn</p> | <p>Parents will be reminded of the opportunities on offer through emails, texts, newsletters and the website</p> <p>Children will show aspects of their participation through photos and discussions about their experiences. Pupils entitled to PP funding to form part of a whole school tracking system that ensures that all children are offered additional opportunities to promote wellbeing and 'whole child' development.</p> <p>Leaders to monitor Forest School and sports provisions</p> <p>Pupil voice</p> | <p>Head and Deputy Head teacher</p> <p>Forest school leader - KR</p> | <p>July 2020</p> |
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| Total budgeted cost | | | | | £2500 |
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| iii. Other approaches | | | | | |
| 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? |
| Purchasing of new computing resources including TTRockstars and Numbots. | New software and hardware to stimulate pupils' interest and engagement. | Use of ICT has shown to have a positive impact on the teaching and learning to support overall attainment and progress. In times of local lockdown and school closure IT equipment and resources will support home learning. | A thorough review of current provision ensuring appropriate and up to date technology is used/ purchased to enhance current learning | Deputy Head – Computing lead | Summer term 2021 |
| Total budgeted cost | | | | | £3100 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2019-2020 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| To ensure quality first marking feedback and response from pupils. | INSET and CPD for staff Reading materials provided for staff on feedback and marking | Prior to Covid we were on track to meet the success criteria however then Covid restrictions closed school and the feedback to pupils became virtual. It is not possible to measure the impact of this on PP children. | We will continue this as we would like the provision to be embedded across the school. | £500 supply cover for staff to attend training and materials |
| Ensure that all pupils 'keep up; not catch up' in line with age related expectations to improve outcomes in KS1 and KS2, particularly in maths, and achieve expected phonics outcomes at the end of Year 1. To accelerate progress for all pupil premium children so progress is in line | CPD and RWInc embedded across Phonics and early reading up until lockdown. Staff training was delivered by both the English lead and maths lead. After school maths club was well attended until Covid. TA 1:1 intervention took | Results of in house phonics screening checks showed progress was being made until lock down. Due to school closures, data for 2019 – 20 is unavailable to confirm if measures were met successfully. | Read Write Inc training to continue this academic year and lead into Lower KS2 for children who missed part of their year 2 curriculum. Interventions will continue 2020/21 this will continue to be embedded. | £3000 |

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| <p>with all non - PP pupils in reading, writing and maths.</p> <p>To provide targeted interventions for pupils attaining below expected levels including those not making a good level of development in EYFS.</p> <p>To provide targeted interventions for pupils attaining greater depth – to provide AG&T sessions and opportunities for children to thrive.</p> | <p>place until March 2020.</p> <p>Assemblies enabled the children to showcase their achievements.</p> <p>These continued to be celebrated on the new school Twitter page and lockdown newsletters.</p> <p>Reading materials were purchased to support EYFS and KS1 early reading along with the purchase of RWinc materials.</p> | | | |
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ii. Targeted support

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| To help children with self esteem and behavioural difficulties to feel safe and happy | Purchased school guinea pigs ELSA trained member of staff Weekly Nurture groups led by member of staff | Children were noticeably calmer especially when stroking and looking after the guinea pigs prior to Lockdown. It was difficult to measure during lockdown. PAT therapy dog visits had to stop due to Covid restrictions. House points were a success | All areas to continue along with new areas such as Lego therapy | £1500 |
| Parents are supported financially so that children can gain access to trips, visits, visitors and extracurricular clubs including breakfast clubs | Breakfast club and school trips and visits subsidised until Covid 19 lockdown. Forest school provision for all classes up March 20 | Breakfast club had to stop along with all trips and visits in March 2020. Forest school was a big success until March and then we started it again with the "pods" of children and key worker children once schools were reopen again. | This will continue so that ALL children have the same opportunities and provision | £500 |

7. Additional detail

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups and to improve outcomes for Pupil Premium children. Our Pupil Premium Grant enables us to employ Teaching Assistants who support learning in Maths and Phonics sessions and, therefore, increasing the level of support for all children. We are also developing our mathematics curriculum over the next year and to strengthen this area of the curriculum, we are hoping to purchase new maths resources that supports all our children.

Teaching Assistants lead Read Write Inc (RWI) groups too, as well as teachers, and this allows us to have very small groups with learning targeted at the appropriate level. RWI assessments are carried out every 6 weeks to measure progress and all staff are accountable for this.

The PPG has also ensured that our Teaching Assistants lead small group or 1:1 intervention.

We currently employ 5 teaching assistants across the four classes.

- We use a range of data to analyse the impact of the spending.
- We use INSIGHT to track progress in spelling age, reading age, Maths PUMA and Reading PIRA termly assessments and their progress and attainment in Reading, Writing and Maths.
- This also includes pupil voice.
- End of KS1 and KS2 data
- Intervention analysis

- Feedback from children and adults involved
- Outcomes of book scrutiny, observations
- Pupil Progress Meetings