

# Pupil premium strategy statement

1. Summary information					
School	St George's Primary School Bourton				
Academic Year	2017/18	Total PP budget	£8 078	Date of most recent PP Review	April 2017
Total number of pupils	112	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school average)</i>
% achieving ARE in reading, writing and maths	20%	47 %
% making progress in reading	50%	89%
% making progress in writing	60%	78%
% making progress in maths	60%	86%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	40% of PP pupils are also SEN pupils. This means that they need additional support in order to make ARE
<b>B.</b>	80% of PP children find it hard to complete homework at home, they therefore get additional support with it in school.
<b>C.</b>	SEN PP pupils are below ARE for writing
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for pp are 93.2% (below the school average of 97.2%) .

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Focus on high quality teaching for all pupils with targeted additional interventions for PP pupils.	For children to reach ARE by the end of the academic year.
<b>B.</b>	To engage pupils in small group sessions in order to increase their self-esteem and resilience.	Improved self-esteem and resilience. To make more than expected progress from their starting points at the beginning of the year.
<b>C.</b>	Increased attendance rates for pupils eligible for PP	To bring attendance of all PP pupils back into line with whole school attendance of 97.2%
<b>D.</b>		

5. Planned expenditure					
Academic year	2017/18				
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. 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?
To develop the Chili Challenge approach to differentiation where children select from three levels of difficulty in Maths.	INSET for teachers.	In order to promote an ethos of attainment for all pupils and to ensure that ALL pupils including those disadvantaged pupils have the potential to succeed.	INSET days to deliver training. Lead staff to deliver sessions during staff meetings. Lead staff to trial in class and then embed in whole school.	Maths Lead	Jan 2018
To ensure Quality First Marking, feedback and responses from pupils.	Staff training and research on quality feedback and response marking.	Research indicates that high quality, individualised feedback is a highly effective way to move children on in their learning.	Use staff meetings to deliver changes to marking policy. Peer observations to embed learning and share good practice.	Head Teacher	Jan 2018
<b>Total budgeted cost</b>					£1000
ii. Targeted support					
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?
Focus on high quality teaching for all pupils with targeted additional interventions for PP pupils.	Timetabled, focused intervention for individuals/groups. Short, sharp bursts including mental maths sessions and writing intervention	Immediate support during, and straight after whole class teaching is very effective in challenging misconceptions and guiding further steps in learning for individuals and small groups.	Regular assessment points and evaluation of strategies put in place for individuals and groups. SENCO to work with TAs and ensure all training needs catered for.	SENCO	Jan 2018
<b>Total budgeted cost</b>					£6500
iii. Other approaches					
Desired outcome	Chosen	What is the evidence and rationale for	How will you ensure it is	Staff lead	When will you

	<b>action/approach</b>	<b>this choice?</b>	<b>implemented well?</b>		<b>review implementation?</b>
Increased attendance rates for pupils eligible for PP	Gillingham Area Schools Partnership Attendance strategy to be used.	Pupils with no absence are 1.6 times more likely to achieve ARE or above, and 4.7 times more likely to achieve above ARE or above, than pupils that missed 15-20 per cent of all sessions. (DfE research report Feb 2015)	Weekly and half termly reviews of attendance followed up by phone calls and letters informing parents of attendance policy.	Head Teacher	Dec 2017
PP children to have access to high quality experiences within and beyond the school day.	Support for extra activities such as Residential visits and school trips	Children who are 'experientially rich' are more able to write about their experiences and have a more developed world view.	PP children will have had a wide range of extra-curricular experiences through the year.	Deputy Head Teacher	Jan 2018
<b>Total budgeted cost</b>					£578

6. Review of expenditure																								
Previous Academic Year		2016/17																						
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																				
For the PP children to do as well or better in KS2 SATs than other non-PP children in our school and the National average.	Quality Teaching throughout the school	<p>Results as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>PP (2 pupils)</th> <th>Nat Av.</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50</td> <td>71</td> <td>80</td> </tr> <tr> <td>Writing</td> <td>50</td> <td>79</td> <td>60</td> </tr> <tr> <td>Maths</td> <td>100</td> <td>75</td> <td>80</td> </tr> <tr> <td>SPaG</td> <td>50</td> <td>78</td> <td>93</td> </tr> </tbody> </table> <p>The outcome was achieved in Maths but not in other subjects.</p>		PP (2 pupils)	Nat Av.	Non PP	Reading	50	71	80	Writing	50	79	60	Maths	100	75	80	SPaG	50	78	93	The approach taken in Maths appears to have been very successful for the PP children. We have also reflected on the way Writing was delivered, assessed and moderated in Dorset and are taking a different approach this year.	£1000
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For PP children to get appropriate support that will enable them to reach ARE or above by the end of the year, or make significant progress towards that goal.	To provide small group and individual interventions for PP children, with a particular focus on Writing and Maths programmes	As shown above, although one child in year 6 didn't make ARE in the Literacy areas, PP children in other cohorts made good progress from their starting points.	We will continue with the targeted interventions, and increase staff training in Literacy and Maths to improve the consistency of quality in these sessions .	£11 000																				
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Improved outcomes in the Year 1 Phonic Check	Purchase of resources to change the delivery of Phonics . Purchase of reading books aimed at lower ability reader in Key Stage 1	The change in how we deliver phonics was very successful. The percentage of children passing the check increased from 67% in 2015 to 88% in 2016. 100% of PP children passed the phonic check.	To continue with the new approach to phonics and the additional support in Year 2 for children who didn't pass the threshold.	£1200
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## 7. Additional detail

PP funding was also spent on residential visits, school trips, swimming sessions and music sessions.