

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	St George's, Bourton				
<b>Academic Year</b> 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	2019-20 2020-21 2021-22	<b>Total PP budget 2019-2020</b>	£6860	<b>Date of most recent PP Review</b>	July 19
<b>Total number of pupils 2019-2020</b>	114	<b>Number of pupils eligible for PP 2019-2020 (Sept)</b>	5	<b>Date for next internal review of this strategy</b>	July 20

2. Attainment of pupils in 2018/19		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in phonics check</b>	Due to small number of pupils eligible for PP in the school and the need for confidentiality, this data is withheld by the school	
<b>% achieving in reading, writing and maths</b>		
<b>% making progress in reading</b>		
<b>% making progress in writing</b>		
<b>% making progress in maths</b>		

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>	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>B.</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.)

<b>C.</b>	Some PPG Children are unable to access opportunities which enrich the curriculum - home and school work in partnership to enable access to trips, visits and visitors	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	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.	
<b>D.</b>	Some PPG Children are unable to access opportunities which enrich the curriculum - home and school work in partnership to enable access to trips, visits and visitors	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<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&amp;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"> <li>• Teachers in all classes can identify underachieving pupils using INSIGHT.</li> <li>• All teachers can demonstrate systematic approaches to improving pupil outcomes as discussed in termly Pupil Progress meetings</li> <li>• Clear allocation of resources, including identified adult support, which demonstrates ‘different to’ support (where appropriate) for children in receipt of PP funding.</li> <li>• Clear tracking of the effectiveness and impact of targeted strategies used to support pupils.</li> <li>• Data/teacher assessment which reflects accelerated progress for those identified children</li> </ul>
<b>B.</b>	To help children with self-esteem/behavioural difficulties to feel safe and happy	<p>Embedding a weekly nurture provision to improve well-being 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"> <li>• MyConcern records and tracks pupils identified as having an area of need.</li> <li>• 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 &amp; emotional skills; low self-esteem;</li> </ul>

		<ul style="list-style-type: none"> <li>• All staff make appropriate referrals to ELSA sessions and Nurture group through consultation with the SENCO</li> <li>• Group and 1:1 interventions are in place to support children.</li> <li>• Early Help and Child In Need supports families to improve outcomes.</li> <li>• The PLAC and PEP process meets the needs of children who are Post Looked After.</li> <li>• Attendance is monitored and intervention is in place where appropriate</li> </ul>
<b>D.</b>	To allow opportunities for PP children to have a wide range of experiences	<ul style="list-style-type: none"> <li>• Forest school provision in place for all children across the school.</li> <li>• Subsidised Visit and trip costs</li> <li>• Subsidised Residential costs</li> <li>• Subsidised Music lessons available for a range of instruments.</li> <li>• Nurture group opportunities to look after the school guinea pigs and learn new skills</li> <li>• After school club provision with a wide range of clubs and sports available to all children.</li> </ul>
<b>D.</b>	Increased attendance for Pupil premium children	<ul style="list-style-type: none"> <li>• Families spoken to regularly when attendance is an issue. Attendance letters sent home.</li> <li>• Early bird Breakfast club places available to support families.</li> <li>• Class attendance awards and end of term good attendance awards.</li> </ul>

5. Planned expenditure					
Academic year	2019 – 2020 £6860	2020 – 2021 TBC	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.					
<b>i. Targeted support</b>					
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 ensure quality first marking, feedback and response from pupils.	INSET and CPD for staff Reading materials provided for staff on marking and feedback	Research shows that high quality individualised feedback is a highly effective way to move children on in their learning	Staff learning walks, drop in observations. English and Maths Leads to plan and deliver staff training sessions. Subject leads and SLT to track through book looks and Pupil progress meetings. Questionnaires for pupils will show if children understand marking and feedback given.	Maths and English leads Headteacher	Easter 2020
<b>Total budgeted cost</b>					<b>£500</b>
<b>ii. Targeted support</b>					
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?
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Increased CPD for all staff including RWI training</li> <li>Whole school implementation of a robust reading strategy; informed by research &amp;</li> </ul>	<p>Support strategies suggested by the English Hub advisor.</p> <p>Evidence shows that a 'robust' systematic approach that includes</p>	English and Maths Leads to create a clear action plan including how new strategies will be implemented and monitored for	Head & Deputy Head teachers Team Leaders for English and Maths	Termly in Pupil Progress meetings

<p>expected phonics outcomes at the end of Year 1.</p> <ul style="list-style-type: none"> <li>• To accelerate progress for all pupil premium children so progress is in line with all non - PP pupils in reading, writing and maths.</li> <li>• To provide targeted interventions for pupils attaining below expected levels including those not making a good level of development in EYFS.</li> <li>• To provide targeted interventions for pupils attaining greater depth – to provide AG&amp;T sessions and opportunities for children to thrive.</li> </ul>	<p>specific external training</p> <ul style="list-style-type: none"> <li>• Purchase of additional reading scheme books; supporting all levels of reading</li> <li>• English Leads receives regular training and monitors PPG children during Pupil Progress meetings and pupil voice interviews.</li> <li>• English Lead and Maths lead to deliver regular CPD for all staff</li> <li>• Whole staff vocabulary training and implementation of strategies</li> <li>• Whole staff training on maths challenge and interventions.</li> <li>• 1:1 reading support (informed by reading assessments and teacher assessment)</li> <li>• After school Maths club and reading clubs</li> <li>• Children who are not on track to achieve age related expectations or whose progress is less than expected will gain support from intervention (support within lessons from teacher or TA, 1:1 TA support during interventions).</li> <li>• Assemblies will provide an opportunity for children to their showcase</li> </ul>	<p>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 influence progress in phonic knowledge.</p>	<p>impact across the school</p> <p>Subject Leaders to track pupils through Pupil Progress Meetings. 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 with senior leaders and teachers</p> <p>Termly 'Book Looks' by Senior Leadership and subject leaders</p> <p>Governor monitoring</p>		
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	<p>achievements this allows them to be inspired to believe they can all achieve.</p> <ul style="list-style-type: none"><li>• TAs are employed in the afternoons to carry out intervention as well as during the morning to support in lessons.</li></ul>				
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<p>B. To help children with self-esteem/behavioural difficulties to feel safe and happy</p>	<ul style="list-style-type: none"> <li>• ELSA sessions available each week with trained ELSA member of staff</li> <li>• Weekly nurture groups in place for KS1 and KS2 children.</li> <li>• School guinea pigs purchased for children to look after and spend time with to improve mental health and well being.</li> <li>• PAT dog visits each week and children in receipt of PPG will read to the dog.</li> <li>• Use house system and promote positive behaviour through house points.</li> <li>• Focus on children's engagement in and responsibility for own learning – self and peer assessment, learning what to do if they are stuck with their work, learning conferences with teachers using our Learnimals.</li> <li>• Whole school focus on developing resilience.</li> <li>• TAs supporting wellbeing through pastoral care and social skills activities.</li> </ul>	<p>Emotional Literacy Support Assistants in school to support pupils with emotional challenges</p> <p>Raising attainment begins with 'readiness for learning' External mean that some children and families require additional support with accessing learning.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress." (EEF toolkit)</p> <p>Each PP child has different needs, and what may engage one, will not necessarily engage another. We want to ensure that PP pupils can achieve (and enjoy their learning) as well as simply 'meeting expected standards'. Children need to feel secure in their relationships and able to experience success in order to increase their resilience.</p>	<p>Class teachers to liaise with support staff on a daily basis, informally after intervention work. Feedback from class teachers, learning walks, pupil voice surveys. Regular updates from ELSA member of staff</p> <p>Discussion about individual children on a regular basis with staff, and parents.</p>	<p>Head teacher deputy head teacher and SENCO</p>	<p>July 2020</p>
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<p>D. Parents are supported financially so that children can gain access to trips, visits, visitors and extra-curricular clubs, including Breakfast Club</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>Breakfast and nurture groups</p> <p>Subsidised residential trips</p> <p>Weekly Forest School Provision</p>	<p>Parents are able to contribute towards trips, visits and clubs. Our PP children enjoy taking part in enrichment experiences. Extra-curricular activities and clubs promote wellbeing in pupils and provide staff with opportunities to develop positive relationships with pupils and model social interaction skills. 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> <ul style="list-style-type: none"> <li>• Skills Force will create weekly and termly reports for school</li> <li>• Leaders to monitor Forest School and sports provisions</li> <li>• Pupil voice</li> </ul>	<p>Head and Deputy Head teacher</p>	<p>July 2020</p>
<b>Total budgeted cost</b>					<b>£5800</b>

<b>iii. Other approaches</b>					
<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>
D. Parents are supported financially so that children can gain access to trips, visits, visitors and extra-curricular clubs, including Breakfast Club	<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>Breakfast and nurture groups</p> <p>Subsidised residential trips</p> <p>Weekly Forest School Provision</p>	<p>Parents are able to contribute towards trips, visits and clubs. Our PP children enjoy taking part in enrichment experiences. Extra-curricular activities and clubs promote wellbeing in pupils and provide staff with opportunities to develop positive relationships with pupils and model social interaction skills. 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.</p> <p>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. Leaders to monitor Forest School and sports provisions</p> <p>Pupil voice</p>	Head and Deputy Head teacher	July 2020
<b>Total budgeted cost</b>					<b>£560</b>

6. Review of expenditure				
Previous Academic Year		2018-2019		
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 develop the Chili Challenge approach to differentiation where children select from three levels of difficulty in Maths.	INSET for teachers	Staff received training from the Maths lead and are now more confident when planning maths chilli challenges.  There were no children in receipt of PPG in Year 6. Internal data was reviewed but will not be published here so as not to identify individual children due to small numbers.	We will continue this as we would like the provision to be embedded across the school as currently in KS2	£1000
To ensure Quality First Marking, feedback and responses from pupils.	Staff training and research on quality feedback and response marking.	Childrens learning is moved on through high quality marking and feedback. Staff training and reviews ensured changes were made to marking and feedback policy.	We will continue this as we have used the evidence to create a new feedback and marking policy. The majority of children showed an increased understanding of their next steps as evidence in the pupil survey.	
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

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	Children that had personalised intervention made progress. It may not have been as much as we would expect but the support benefited their learning.	This will continue however intervention will be closely monitored by the SENCO every half term and staff will support where necessary and track data closely.	£3000
Increased attendance rates for pupils eligible for PP	Gillingham Area Schools Partnership Attendance strategy was used. Regular meetings with the Dorset Council Attendance Officer ensured attendance overall	Whole school end of year attendance was high with no children classed as persistently absent. Children who were identified as having emotional needs which impacted on their attendance were supported via ELSA and regular morning greetings.	This is to continue as it proved a successful strategy.	£758
PP children to have access to high quality experiences within and beyond the school day.	Support was given for extra activities such as Residential visits and school trips	Yes. Children were able to access enrichment activities where necessary	This will continue so that ALL children have the same opportunities and provision	

## 7. Additional detail

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