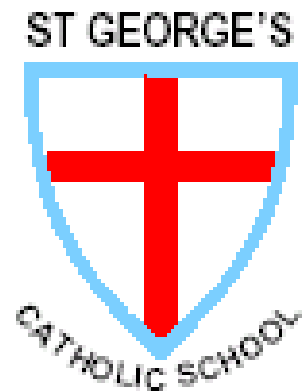


St. George's Catholic School

Pupil Premium Report 2017-2018



*At St. George's School, we help all our children
to grow in mind, body and spirit*

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Pupil Premium funding is an additional stream of funding aimed at narrowing the gap in attainment between children who receive free school meals and those who do not. Pupil Premium funding also encompasses those who have been registered for free school meals in the last 6 years (Ever6).

1. Summary information					
School	St. George's Catholic School				
Academic Year	2017-18	Total PP budget	£9540	Date of most recent PP Review	May 2018
Total number pupils	221	Number of pupils eligible for PP	11	Review Date	July 2018

2. Current attainment				
2017 Outcomes for PP children Year 6	<i>Pupils eligible for PP at our school</i>	<i>All pupils at our school</i>	<i>Pupils eligible for PP nationally (2016-17)</i>	<i>All pupils nationally</i>
% achieving GLD (Good Level of Development) in EYFS	33.3%	60%	56%	71%
% Y1 pupils reaching the required standard in phonics	-	51.6%	68%	81%
% Y2 achieving ARE in reading, writing and maths combined	-	63.3%	25	61%
% Y2 achieving ARE in reading	-	80%		74%
% Y2 achieving ARE in writing	-	66.7%		63%
% Y2 achieving ARE in maths	-	70%		73%
% Y6 achieving ARE in reading, writing and maths combined	66.6%	72.7%	39%	61%
% Y6 achieving ARE in reading	66.6%	84.8%	53%	71%
% Y6 achieving ARE in writing	66.6%	78.8%	64%	76%
% Y6 achieving ARE in maths	66.6%	84.8%	58%	75%

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3. Barriers to future attainment for pupils eligible for PP	
In school barriers (issues to be addressed at school, such as poor oral skills)	
A.	Low starting points: attainment in many areas is below expectations on entry to school, particularly school readiness, language skills and Personal, Social and Emotional Development. This has an impact on the progress made.
B.	Middle and low attaining PP pupils are not making as much progress as the rest of the cohort in Reading, Writing and Maths.
C.	Some of our PP children have issues with confidence and low self-esteem. This leads to a poor learning mindset, making it difficult for them to see themselves as successful learners.
D.	Learning needs
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Emotional difficulties and low resilience of some PP pupils is having an impact on their progress at school. For these pupils, home life is unsettled as parents are separated and there are attachment issues and high levels of mobility as children regularly move between both parents' (and often grandparent's) homes.
F.	Low aspirations and less parental engagement impacts on learning behaviour e.g those not reading at home are far less likely to achieve the required standard for the Year 1 phonics screening or Reading expectations at the end of KS1 and KS2.

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success Criteria</i>
A.	Narrow the gap for PP pupils who are below ARE in Reading, Writing and Maths.	The gap between PP pupils and non-PP pupils is closing.
B.	Ensure that all pupils have high aspirations for themselves as learners and are 'ready to learn' and achieve their best at all times.	Children are more resilient and make more than expected progress.
C.	PP children with lower starting points to make accelerated progress due to quality first teaching, improved feedback between teachers and pupils and a wide variety of learning opportunities at school.	Children make more than expected progress.
D.	Increased parental involvement with children's learning eg reading support, home/school links.	Greater support and communication with home resulting in more than expected progress.
E.		

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5. Planned expenditure						
Academic year		2017-18				
How will the school improve classroom pedagogy, provide targeted support and support whole school strategies?						
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	Review date	Evaluation
Narrow the gap for Pupil Premium pupils who are below ARE in Reading, Writing and Maths.	<p>Children will benefit from quality first teaching with differentiated tasks</p> <p>Children have the opportunity to challenge themselves within lessons to extend their learning and apply it within a context.</p> <p>Children will benefit from small focus groups within lessons as recommended by the Educational Endowment Fund- a strategy found to narrow the gap by 4 months.</p>	<p>We want to close the gap early between our children eligible for PP and the rest of the cohort.</p> <p>We want to close the gap for all children to reach ARE in Reading, Writing and Maths to improve their opportunities and choices in primary school and beyond.</p>	Monitoring through work scrutiny, observations, moderation and PPMs.	M Br with EM, DL and subject leads	Dec 18	
<p>Ensure that all pupils have high aspirations for themselves as learners and are ‘ready to learn’ and achieve their best at all times.</p> <p>To increase self-esteem, confidence and growth mindset.</p>	<p>To pay for school trips, school clubs (during term time and school holidays) and transport to clubs, to ensure disadvantaged pupils experience a wide range of additional opportunities.</p> <p>Positive Learning Mindset will be regularly promoted and reinforced in lessons and assemblies, and in the classroom and whole-school environment through displays.</p>	<p>Children who lack confidence, self-esteem and who internalise their emotions need to be supported to achieve their best.</p> <p>Some children require emotional and social support to help them to learn and to see themselves as successful learners.</p> <p>Some children require support to access the curriculum and the classroom.</p> <p>We want to support children who are new to the school who haven’t had the</p>	Monitoring through work scrutiny and observations and PPM’s.	M Br with EM and DL; SG (office), MBu, JF	Dec 18	

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	<p>Children's work will be given an audience and will be celebrated by providing opportunities to display and share great work with classmates, the wider school, the Headteacher and even the Church Community.</p> <p>Teachers will plan lessons and provide opportunities which engage and motivate children to achieve their potential and try their best.</p> <p>ELSA sessions will be made available to those children who need emotional support and the PFSA will act as a school-home liason, supporting pupils and their families in the home.</p>	<p>benefit of the positive growth mindset culture at our school. This can impact on their learning, and also the learning of others in their class.</p>				
<p>PP children with lower starting points to make accelerated progress due to quality first teaching, improved feedback between teachers and pupils and a wide variety of learning opportunities at school.</p>	<p>Class teachers to use the 'Termly Data Document' which focuses on attainment and progress for all children and key groups throughout the school. This is shared with all staff and governors to ensure the most consistent approach.</p> <p>Class teachers to use the Individual Progress Tracker to inform their planning and ensure targeted pupils are supported making at least the required progress necessary. Teachers will receive training in Maths (reasoning and use of</p>	<p>Careful tracking of pupil attainment in order to adapt teacher's planning and support is an effective way to meet the needs of all children.</p> <p>Monitoring how teacher's know and use data and how effectively they respond to children's needs based on trends in the data and linking this to performance management will have a beneficial impact on pupil progress.</p>	<p>Monitoring through work scrutiny, observations, moderation and PPMs.</p> <p>Monitoring through performance management.</p> <p>Governors ensure pupil premium children are a focus through their monitoring visits.</p>	<p>MBr, EM, AW, MBu; Governors. Staff.</p>	<p>Dec 18</p>	

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	<p>concrete/pictorial resources/bar method) and in Literacy (developing boy's attainment in Writing) to develop their practice. (See SDP for details.)</p> <p>Governors to meet with PP pupils to look through books with children and talk about the feedback and support they receive.</p>					
Increased parental involvement with children's learning eg reading support, home/school links.	<p>Class teachers to ensure all parents of pupil premium children attend teacher's evening appointments so home school links are maintained.</p> <p>Class teacher's to send home with PP children vocabulary for pre-teaching of topic words before new topic begins.</p> <p>Home/school link books to be set up in instances where this is deemed to be beneficial for the child and family in question.</p>	Well-developed home-school links can lead to increased attendance, greater evidence in reading logs and enhanced outcomes for targeted children.	Monitoring of attendance by office manager. Through Pupil Premium discussions at staff meetings and PPM meetings. Through monitoring of book logs by LitCo.	MBr, EM, AW, MBu; SG (office) and CE (lit co)	Dec 18	
Budgeted cost:						

Review of expenditure

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