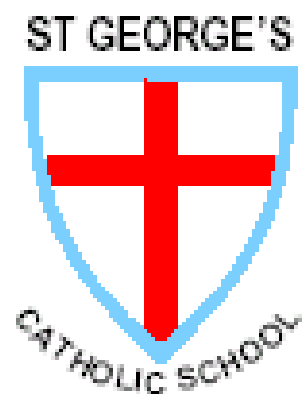


St. George's Catholic School

Pupil Premium Report 2018-2019



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

Pupil Strategy Statement 2018-2019

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	2018-19	Total PP budget	£9540	Date of most recent PP Review	May 2018
Total number pupils	219	Number of pupils eligible for PP	11	Review Date	July 2019

2. Current attainment (2017-18)			
	<i>Pupils eligible for PP at our school</i>	<i>All pupils at our school</i>	<i>All pupils nationally</i>
% achieving GLD (Good Level of Development) in EYFS	33 (1/3)	62	71.5
% Y1 pupils reaching the required standard in phonics	33 (1/3)	83	81
% Y2 achieving ARE in reading	n/a	73	76
% Y2 achieving ARE in writing	n/a	67	68
% Y2 achieving ARE in maths	n/a	73	75
% Y6 achieving ARE in reading, writing and maths combined	n/a	61	64
% Y6 achieving ARE in reading	n/a	73	75
% Y6 achieving ARE in writing	n/a	88	78
% Y6 achieving ARE in maths	n/a	76	76

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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 language skills and Personal, Social and Emotional Development. This has an impact on the progress made.
B.	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.
C.	In addition to receiving the Pupil Premium Grant some children are on the SEN register and/or have extra support with learning needs such as speech and language.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Emotional difficulties and low resilience of some PP pupils is having an impact on their progress at school.
E.	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.
F.	Levels of absence for PP pupils is higher than for Non-PP in school.

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success Criteria</i>
A.	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.	Progress of this group is maximised, evidenced at PPM meetings. Evidence of effective feedback.
B.	Continue to narrow the gap between PP and Non-PP children	Children eligible for PP will perform at least in line with Non-PP children.
C.	Ensure that all pupils have high aspirations for themselves as learners and are 'ready to learn' and achieve their best at all times.	A 'Growth Learning Mindset' continues to be a strength and impacts on increasing outcomes.
D.	Increased parental involvement with children's learning eg reading support, home/school links.	Evidence in Reading logs, enhanced outcomes for targeted children.
E.	Attendance of PP children will improve in line with attendance of non-PP children.	Attendance figure for PP children will improve.

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5. Planned expenditure						
Academic year		2018-19				
How will the school improve classroom pedagogy, provide targeted support and support whole school strategies?						
1: Quality First Teaching and Curriculum						
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	Cost	How will you ensure it is implemented well?	Staff lead	Review date
To ensure excellent outcomes for all children across the curriculum. Narrow the gap for pupils eligible for Pupil Premium.	Quality First Teaching. Children have the opportunity to challenge themselves within lessons to extend their learning and apply it within a context. Teaching Assistants to work with small groups to maximise rates of progress. Continual monitoring and development of feedback, peer and self-assessment, including TAs/Teachers feeding back to smaller gps including PP children.	Quality teaching with effective feedback (EEF +8 months) and mastery learning (EEF +5 months) will have high impact on all children.	£22,800 (based on 2 hour TA support a day with the 5 different year gps with PP children)	Monitoring through work scrutiny, observations, moderation and PPMs Moderation with other schools within local area.	M Br with EM, DL and subject leads	July 2019
Ensure that all pupils have high aspirations for themselves as learners and are ‘ready to learn’ and achieve their best at all times. To increase self-esteem, confidence and growth mindset.	Positive Learning Mindset will be regularly promoted and reinforced in lessons and assemblies, and in the classroom and whole-school environment through displays. New character ‘Yeti’ to be introduced.	Children who lack confidence, self-esteem and who internalise their emotions need to be supported to achieve their best. Metacognition EEF +7 months Some children require emotional and social support to help them to learn and to see themselves as successful learners. Social & Emotional Learning EEF +4 months.	£100 for Yeti See ELSA	Monitoring through Learning Walks, observations, work scrutiny and PPMs	DL	July 2019
Increased parental involvement with	Class teachers to ensure all parents of pupil premium	Well-developed home-school links can lead to increased attendance,	£100	Through Pupil Premium discussions at staff meetings and PPM	AW CE	July 2019

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children's learning eg reading support, home/school links.	<p>children attend teacher's evening appointments so home school links are maintained.</p> <p>Class teachers 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> <p>Free homework club available after school.</p> <p>EYFS- Family FUNs sessions</p>	<p>greater evidence in reading logs and enhanced outcomes for targeted children.</p> <p>EEF- +3 months</p>		<p>meetings.</p> <p>Through monitoring of book logs by LitCo.</p>		<p>Jan 2019</p> <p>Jan 2019</p> <p>April 2019</p>
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2. Targeted Support

Desired outcome	Chosen action/approach	<i>Evidence and rationale for this choice</i>	Cost	How will you ensure it is implemented well?	Staff lead	Review date
Children become more resilient and develop their social and emotional skills.	ELSA & Forest School Some children eligible for Pupil Premium funding will receive 1:1 or small group ELSA. Forest School for individuals/small group.	To support children's social and emotional needs. EEF +5 months	£3192	1:1 work and also some paired/small group work.	JF MBu	July 2019
Children achieve designated targets in Speech and Language Report. Children's understanding and use of language improves. Children with EAL develop	Speech & Language/Talking Partners/Chatty Group EAL support. Small gp work.	To provide additional support to help children meet or exceed age related expectations. EEF +5 months	£1368	Renfrew test completed at beginning and end of Talking Partners and Chatty group. Renfrew also used to support baseline and end of year with EAL children.	MBu TAs- leading the groups	July 2019

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Children eligible for PP funding to make accelerated progress to reach ARE.	English Booster sessions Small group or 1:1 tuition to support PP and non-PP children in achieving the expected standard in English.	Small group tuition/support to help children meet or exceed age related expectations. EEF +4 months	£2280	Intervention and 1:1/small group work progress will be tracked on a termly basis to ensure the gap is narrowing for PP children in relation to Writing, Reading and Maths.	MBu Class teachers	July 2019
Children eligible for PP funding to make accelerated progress to reach ARE.	Maths Booster sessions Small group or 1:1 tuition to support PP and non-PP children in achieving the expected standard in Maths.	Small group tuition/support to help children meet or exceed age related expectations. EEF +4 months	£1368	Intervention and 1:1/small group work progress will be tracked on a termly basis to ensure the gap is narrowing for PP children in relation to Writing, Reading and Maths.	LC Class Teachers	July 2019
Children eligible for PP funding to make accelerated progress to reach ARE.	Phonics Booster Small group or 1:1 tuition to support PP and non-PP children in achieving the expected standard In Phonics.	Small group tuition/support to help children meet or exceed age related expectations. EEF +4 months	£760	Intervention and 1:1/small group work progress will be tracked on a termly basis to ensure the gap is narrowing for PP children in relation to Writing, Reading and Maths.	HG	July 2019
Children eligible for PP funding to make accelerated progress to reach ARE.	Coordination group Small group or 1:1. Following tasks set by OT or SENDCO EYFS- Balancability (balance bike group). Following programme.	Children with specific coordination difficulties and other children will benefit from improving their gross and fine motor skills in order to support them in reaching ARE in other areas of the curriculum.	£684	Intervention and 1:1/small group work progress will be tracked on a termly basis to ensure the gap is narrowing for PP children in relation to Writing, Reading and Maths. MBu will track these children to look at improved coordination.	MBu AB-bikes	July 2019
Attendance for children eligible for PP funding is in line with Non-PP children.	Key staff in relevant year groups to build up relationships with parents. Discussions at Parents' Meetings.	Links with parents become stronger. Supporting parents to improve attendance and begin to explore reasons for non-attendance in a non-threatening environment. EEF +3 months	£0	Class teachers & MBr to monitor attendance. Progress and attainment tracked and discussed during PPMs.	MBr	July 2019
3. Enrichment						
To ensure all children benefit from a wide range of experiences to raise their	Extracurricular activities/provision: Mindfulness/colouring Homework	To provide curriculum enrichment opportunities if appropriate for PP children.	£180	Discuss with PP children the extracurricular provision that they might like to engage with. PP children to have the same opportunities as other children to	DL AW	July 2019

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confidence and self-esteem and improve their Learning Mindset.	Sport			attend extracurricular activities.		
To ensure all children benefit from a wide range of experiences to raise their confidence and self-esteem and improve their Learning Mindset.	Subsidised educational visits and trips	To provide curriculum enrichment opportunities if appropriate for PP children.	£600	PP children to have the same opportunities as other children to attend educational visits and trips.	Class Teachers SG	July 2019
School milk adds to overall wellbeing.	School milk	To keep levels of energy and engagement up.	£42	Class teacher to check whether milk is being drunk regularly.		July 2019
Children have the opportunity to work with their parents/family and increase levels of engagement.	Family FUNs boxes	EYFS children participating in this programme will keep the boxes afterwards to use with their family.	£150	AW to ensure boxes go home with parents. Talk to them about how/whether they are being used. Supporting parents to attend the sessions.	AW	April 2017
Budgeted cost: £33,624						

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Evaluation and Impact

The impact of any support is measured in the progress that children make both academically and socially. With only a small Pupil Premium group, the performance of one pupil or two pupils can have a significant effect on the group's average. Evaluations of strategies take place termly through pupil progress meetings and a formal strategy review at the end of the year. The comments made below are general to avoid singling out children as there are only a small number.

Review of expenditure								
1. Quality First Teaching and Curriculum								
Outcomes and Impact (Include impact on pupils not eligible for PP, if appropriate.)	Next Steps							
<p>The attainment of PP children is still well below that of non-PP children. Factors such as attendance have impacted this. However, the progress of PP children has been good.</p> <table border="1"> <tr> <td>Writing (3.0 is expected)</td><td>Reading</td><td>Maths</td></tr> <tr> <td>2.9 points progress</td><td>3.6 points progress</td><td>3.1 points progress</td></tr> </table> <p>Progress in Writing and Maths was in line but progress in Reading was well above and was above that of non-PP children.</p> <p>Monitoring through work scrutiny, lesson observations and PPMs indicated that PP children were being supported well.</p> <p>Growth Mindset was a focus during assemblies and throughout the school. Children, especially those in the older age groups, were able to talk about this and staff reported a positive benefit for the majority.</p> <p>Parental engagement was a focus. The Literacy Coordinator reported that through her monitoring there was a greater engagement with the Reading Diaries. PP children were supported with this where possible.</p> <p>Over the Family FUNs sessions an average of at least 50% of parents/families attended.</p>	Writing (3.0 is expected)	Reading	Maths	2.9 points progress	3.6 points progress	3.1 points progress	<p>Next year PP passports will be set up to more easily monitor individuals and their attainment/progress.</p> <p>Parental engagement to continue to be a focus.</p> <p>PP children to be a focus during work scrutiny, lesson observations and PPMs.</p>	
Writing (3.0 is expected)	Reading	Maths						
2.9 points progress	3.6 points progress	3.1 points progress						
2. Targeted Support								
Outcomes and Impact (Include impact on pupils not eligible for PP, if appropriate.)	Lessons Learned (and whether you will continue with this approach)							
<p>Attendance continues to be a concern and this will be a focus moving forward.</p> <p>ELSA supported the social and emotional well-being of some children. This had a positive effect in the class, although not always in terms of academic attainment.</p> <p>Intervention groups made an impact in terms of progress (see above). PP children passed the phonics test.</p>	<p>Continue to find ways to improve the attendance of PP children.</p> <p>ELSA and other interventions to continue. PP passports will be used to record and monitor impact.</p>							

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3. Enrichment		
Outcomes and Impact (Include impact on pupils not eligible for PP, if appropriate.)	Lessons Learned (and whether you will continue with this approach)	
<p>All PP children had trips subsidised and the majority attended at least one extra-curricular activity. These activities had a positive effect on social and emotional well-being.</p> <p>There was positive feedback from the children that took family FUNs boxes home to keep. 2/3 reported that they were using them regularly.</p>	<p>The school will continue to support children in attending extra-curricular clubs as this has a positive effect on their well-being.</p>	