



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	St George's C of E Primary School, Great Bromley				
<b>Financial Year</b>	20-21	<b>Total PP budget</b>	£8070	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of pupils</b>	117	<b>Number of pupils eligible for PP</b>	6	<b>Date for next internal review of this strategy</b>	March 2021

2. Current attainment – Summer 2020 – Key Stage Two Outcomes N/A due to the pandemic		
Previous attainment – Summer 2019 – Key Stage Two Outcomes		
3 pupils	Pupils eligible for PP	All Pupils
% achieving age-related standards in reading, writing and maths (combined)	100%	94%
% achieving age-related standards in reading	100%	94%
% achieving age-related standards in writing	100%	100%
% achieving age-related standards in maths	100%	100%

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>	Limited experience of rich vocabulary and discussion, which has an impact on both reading and writing.
<b>B.</b>	Families generally supportive but often lack the skills / confidence to support children with learning. We have so few PPG pupils and their needs are diverse.
<b>C.</b>	In-school data indicates that PPG pupils' progress slows as they move through the school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance continues to be monitored for our younger PPG pupils and is improving.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raise the profile of reading for pleasure and support PPG children by providing additional opportunities to read with an adult, discussing their reading.	Greater % of PPG children achieving ARE+ in Reading. Evidence of accelerated progress in reading comprehension. Improved attitudes towards reading.
<b>B.</b>	Provide bespoke academic support for PPG children to address their particular areas of weakness through 1:1 and small group tuition with teacher and LSA.	Pupil progress meetings – evidence of progress, accelerated where possible, in pupils' books. End of year teacher assessment indicates the gap is narrowing between PPG and non-PPG pupils.
<b>C.</b>	Provide targeted wellbeing support for pupils, and families where appropriate.	Improved self-confidence, emotional regulation and engagement.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>Easter 2020-Easter 2021</b>				
<b>i. Quality of teaching for all</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>
Develop whole school confidence and accuracy in assessing, identifying and addressing literacy difficulties	Staff training through the LA SEND team	Strategic planning meeting with Inclusion Partner and Educational Psychologist	Member of SLT to attend training and disseminate to staff	RK/DB	February 2021
Improved teaching of phonics	RWI	Collaboration with Wensum English Hub	Phonics Lead to monitor regularly and meet with Literacy Specialist from the Hub to reflect and evaluate	KC	February 2021
<b>Total budgeted cost</b>					£500

<b>ii. Targeted support</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>
Individuals making good progress in all areas of the core curriculum.	1:1 and small group interventions with experienced LSA/HLTA	Differing needs of individuals; LSA/HLTA liaises with class teachers to give focused time for each PPG child on their area of need – consolidating learning or pre-teaching.	Regular meetings with LSA/HLTA to monitor coverage and effectiveness. Provision for PPG pupils discussed at termly pupil progress meetings.	RK/DB	February 2021
Narrowing the attainment gap between PPG and non-PPG pupils.	1:1 and small group interventions with experienced LSA/HLTA	additional support from support staff. Teacher knows areas for development and can target support effectively.	Regular monitoring of sessions. Termly pupil progress meetings to evaluate impact on progress (in books and data).	RK/DB	February 2021
Individual pupils making accelerated progress in targeted areas.	1:1 Precision Teaching.	Various research on the effectiveness of Precision Teaching.	Regular updates to training. Regular LSA meetings to discuss and share good practice. Regular LSA/Teacher meetings to ensure accurate focus. Pupil progress meetings termly to measure impact on pupil progress.	RK DB	February 2021
<b>Total budgeted cost</b>					£5500
<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>
Children and families' wellbeing is supported with strong links between home and school	Regular sessions with wellbeing mentor. Regular TAF meetings with support from TAFSO and additional external support agencies where appropriate	Acknowledgment that overall emotional wellbeing has an impact on academic success	Regular updates with wellbeing mentor/class teachers/families/external agencies	RK	Ongoing

Ensure PPG children have equality of opportunity.	Part-funding of trips, visits and clubs. Part-funding of uniform.	Families have struggled to fund additional experiences.	Financial monitoring.	DT/RK	Ongoing
<b>Total budgeted cost</b>					£2070

6. Review of expenditure					
Previous Academic Year		2019-20			
<b>i. Quality of teaching for all</b>					
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)		
Raising attainment with a focus on critical thinking.	P4C training for teachers and support staff.	This approach has begun but is not yet fully established. Regular P4C sessions take place across the school with a more reflective approach encouraged for both pupils and staff.	A positive start has been made but further targeted training is required for individuals.		
Increased engagement with books – reading for enjoyment.	Take One Book CPD for teachers.	Successful whole school reading week based around a single high quality text which engaged children. Classroom libraries have been audited and improved so that there is high quality age appropriate reading material for each class.	The importance of an on-going focus on reading particularly in communications with parents.		
<b>ii. Targeted support</b>					
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)		

Individuals making good progress in all areas of the core curriculum.	1:1 and small group intervention with experienced LSA weekly.	Quality of the individual and small group support has been good. Progress has been made in some areas with LSAs working closely with class teachers to address gaps and misconceptions to enable the pupil to access the curriculum.	Our next step is to investigate a wider range of assessments that can be used in school to identify specific learning difficulties.	
Narrowing the attainment gap between PPG and non-PPG pupils.	1:2 tuition with qualified teacher.	Year 6 PPG pupil engaged well with the additional teaching sessions and made good progress. No formal assessment was made at the end of KS2 due to the pandemic but teacher assessment at March 2020 indicated the pupil was on track to meet age related expectations.	Importance of careful identification and planning for small group tuition.	
Individual pupils making accelerated progress in targeted areas.	1:1 Precision Teaching.	Individuals made good personal progress in these small steps of learning. Provision is constantly monitored and tweaked to ensure pupils receive the appropriate level of challenge.	The importance of targeted regular 1:1 sessions. The importance of clear links between work done in precision teaching sessions and that done in the classroom and at home. This will be a focus for the coming year.	

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	
Increased fluency in mathematical facts.	123Maths.	Mixed success. Some pupils responded very well to the structured nature of the programme and made good progress. Others made slower progress and responded better to a higher level of adult intervention.	Due to the current restrictions we have made the decision not to continue with this programme for the time being. Teachers are able to assign targeted activities to pupils using another on line platform and we will monitor the impact of this.	
Ensure PPG children have equality of opportunity.	Part-funding of trips, visits and clubs. Part-funding of uniform.	All PPG pupils able to participate in trips, visits etc	Discussions re equality of opportunity and making decisions about school contributions at the beginning of the planning process for trips etc.	