



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	St George's C of E Primary School, Great Bromley				
<b>Financial Year</b>	2019-20	<b>Total PP budget</b>	£7920	<b>Date of most recent PP Review</b>	June 2019
<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>	February 2020

2. Current attainment – Summer 2019 – Key Stage Two Outcomes		
3 pupils	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% 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 KS2.
<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>	Develop children's critical thinking skills, vocabulary, listening skills and collaboration skills through the P4C Community of Enquiry approach.	Soft data indicates that pupils display greater resilience and problem solving skills.

## 5. Planned expenditure

<b>Academic year</b>	<b>Easter 2019-Easter 2020</b>
----------------------	--------------------------------

### i. Quality of teaching for all

<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>
Raising attainment with a focus on critical thinking.	P4C training for teachers and support staff.	EEF toolkit – metacognition has a positive effect on attainment.	Regular monitoring of P4C teaching sessions; pupil perception surveys.	RK	Feb 2020
Increased engagement with books – reading for enjoyment.	Take One Book CPD for teachers.	Reading Agency research 2015. Sullivan and Brown research 2013 – social inequalities in cognitive scores: the role of reading.	Whole school Book Week to launch, planned together. Follow-up monitoring.	RK/NCR	December 2019
<b>Total budgeted cost</b>					£600

### ii. Targeted support

<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 intervention with experienced LSA weekly.	Differing needs of individuals; LSA 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 to monitor coverage and effectiveness. Provision for PPG pupils discussed at termly pupil progress meetings.	RK/DB GH / TC (LSAs)	Feb 2020

Narrowing the attainment gap between PPG and non-PPG pupils.	1:2 tuition with qualified teacher.	Before and after school – additional tuition from class teacher. 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 / AB	March 2020
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	December 2019
<b>Total budgeted cost</b>					£6570
<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>
Increased fluency in mathematical facts.	123Maths.	Recent success using the programme.	Consistency of delivery – named LSA. Monitoring via Pupil Progress meetings.	AB	December 2020
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	Feb 2020
<b>Total budgeted cost</b>					£750

6. Review of expenditure				
Previous Academic Year		2018-19		
<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)	
Teachers more confident to plan to meet the needs of all pupils through Quality First Teaching.	Newly-appointed Inclusion Manager working with teachers to develop strategies for meeting needs of PPG pupils through Quality First Teaching.	This approach is still in its infancy and is being established. Teachers are increasing their understanding of a range of needs and becoming more individualised in their approaches.	Continue to build on this approach and keep communicating with teachers regarding provision for PPG pupils and other children with additional needs as part of Pupil Progress meetings.	
Accelerated progress for targeted pupils in Upper KS2.	Teacher to run small group tutoring sessions.	Very successful. All PPG pupils achieved at least Expected Standard at end of KS2.	Continue this approach – 1:2 and small group.	
<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 LSAs weekly. 123Maths Read, Write, Inc Write from the Start	Individual PPG pupils making very good personal progress in targeted areas.	Discussions held with teachers and LSAs about ensuring pupils are receiving the most important interventions whilst still having access to Quality First Teaching.  Importance of ongoing liaison between teachers and LSAs to ensure progress is sustained and transferred to independent class work.	
Individual pupils developing vocabulary and spoken language.	Small group intervention: Talk Boost.	Some useful strategies and resources but very time and labour-intensive.	We will continue to use some of the resources and strategies within the classroom and small groups sessions but may not follow the programme as prescribed.	
<b>iii. Other approaches</b>				

<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)	
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.	