



Pupil premium strategy statement

1. Summary information					
School	St George's C of E Primary School, Great Bromley				
Financial Year	2018-19	Total PP budget	£7920	Date of most recent PP Review	April 2018
Total number of pupils	119	Number of pupils eligible for PP	6	Date for next internal review of this strategy	February 2019

2. Current attainment – Summer 2019 – Key Stage Two Outcomes		
2 pupils	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% achieving age-related standards in reading, writing and maths (combined)	100%	100%
% achieving age-related standards in reading	100%	100%
% 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)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Limited experience of rich vocabulary and discussion, which has an impact on both reading and writing.
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.
C.	In-school data indicates that PPG pupils' progress slows as they move through KS2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance continues to be monitored for our younger PPG pupils.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	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.	Provide bespoke academic support for PPG children to address their particular areas of weakness through 1:1 and small group tuition with teacher.	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.
C.	Accelerate progress of PPG pupils in identified areas through the introduction of Precision Teaching.	Assessment data indicates accelerated progress in identified areas.

5. Planned expenditure					
Academic year		Easter 2089-Easter 2019			
i. Quality of teaching for all					
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?
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.	SEN Code of Practice DfE Guidance	Liaison with Inclusion Manager. Monitoring eg. lesson observations, Learning Walks, Book trawls etc	RK DB	Feb 2019
Accelerated progress for targeted pupils in Upper KS2.	Teacher to run small group tutoring sessions.	Used this model last year with great success.	Pupil Progress meetings to identify pupils and monitor progress.	AB	December 2018
Total budgeted cost					£2044
ii. Targeted support					
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?

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	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 2019
Individual pupils developing vocabulary and spoken language.	Small group intervention: Talk Boost.	Training indicates this will meet the needs of several pupils (see In-School Barriers).	Regular updates to training. Regular LSA meetings to discuss and share good practice. Regular LSA/Teacher meetings to ensure accurate focus.	DB	December 2018
Total budgeted cost					£5416
iii. Other approaches					
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?
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 2019
Total budgeted cost					£470

6. Review of expenditure				
Previous Academic Year		2017-18		
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)	
Raising attainment in reading comprehension.	CPD for staff – Building an Outstanding Reading School.	Reading outcomes at KS1 and KS2 well above National figures. KS1: 83% (National 75%) KS2: 100% (National 75%)	This is the beginning of a school-wide focus on reading for enjoyment. We will build on this approach next year. Aim to increase the number of reading volunteers.	
Raising attainment with a focus on critical thinking.	P4C training for KS2 teachers.	Positive impact of P4C in Upper KS2 evident - pupil conferencing, pupil progress meetings.		
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)	
Individuals making good progress in all areas of the core curriculum.	1:1 mentoring with experienced LSA weekly.	Moved away from fixed weekly sessions – support still given but in the most appropriate way for the child and the context.	Need for fluidity within this approach – support sometimes given in small groups within the classroom, sometimes withdrawn from class, sometimes 1:1 depending on the context.	
Narrowing the attainment gap between PPG and non-PPG pupils.	1:1 and 1:2 tuition with qualified teacher.	100% PPG pupils in Y6 achieved Expected Standard in Reading, Writing, Maths.	We found the use of 1:2 tuition to be very beneficial and will continue to use this approach where appropriate.	
iii. Other approaches				
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)	
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.	Next year, will have to think about the level of support we can give towards the Y5/6 residential.	

