

Pupil premium and Social Mobility strategy statement

Whilst this is a self-evaluation of the barriers to learning, and influences our strategy and provision for our pupil premium pupils, we do not see or treat children who are eligible for pupil premium as a homogenous group. We view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – we never assume that all disadvantaged pupils face similar barriers or have less potential to succeed. As stated on p8 of ‘Supporting the attainment of disadvantaged pupils’, Briefing for school leaders, November 2015. DfE.

1. Summary information					
School	St George’s Church of England Primary School, Wrotham				
Academic Year	2019/20	Total PP budget	£53,780	Date of most recent PP Review	Sept 2019
Total number of pupils	201	Number of pupils eligible for PP	43	Date for next internal review of this strategy	Jan 2020

2 . Current attainment	
	Pupils eligible for PP (your school)
% achieving combined ARE standard end of KS2	50%
% achieving ARE standard end of KS2 in reading	60%
% achieving ARE standard end of KS2 in writing	60%

% achieving ARE standard end of KS2 in maths	60%
Average progress score at the end of KS2 in reading	-1.67
Average progress score at the end of KS2 in writing	0.3
Average progress score at the end of KS2 in maths	-2.8

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A	Parental support – ensuring they understand the importance of education
B	Low aspirations and low self esteem
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C	Low attendance rates in some cases

4, Desired outcomes (*desired outcomes and how they will be measured*)

4, Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Accelerate progress of disadvantaged pupils to diminish the difference in R, W and M	Progress for disadvantaged pupils in every class is above expected
B.	To raise self-esteem and aspiration for disadvantaged pupils – ensuring that parents know the importance of education	Pupil voice for disadvantaged pupils indicates raised self-

		esteem.
C.	To improve the attendance of disadvantaged pupils to maximise learning opportunities and progress.	Attendance target of 96% for disadvantaged pupils is achieved

5. Planned expenditure

Academic year – 2019/20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching and assessment

Mid-year milestone:

By Spring 1, diminish the difference between the combined attainment of disadvantaged children and non-disadvantaged children in reading, writing and maths by 8% in all classes.

End of year target:

By the end of the year, diminish the difference between the combined attainment of disadvantaged children and non-disadvantaged children by half in all classes.

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?
To ensure that the progress of disadvantaged pupils is maximised through effective Quality First Teaching	Ensure that all teachers know the children who are pupil premium in their class and ensure this is discussed with teaching assistants.	EEF identifies that immediate feedback has a +8months impact on progress.	HT and DHT to work closely with the inclusion team to ensure that interventions are having the desired impact.	MJ LR	Half termly at Pupil Progress meetings

<p>To raise the attainment of disadvantaged pupils in reading, writing and maths.</p>	<p>Quality First Teaching</p> <p>Questioning</p> <p>Immediate feedback</p> <p>Small group tuition through the provision of Teaching Assistants in Year 6 – Pupil Premium booster.</p>	<p>EEF identifies that small group tuition has a +4months impact on progress.</p> <p>EEF identifies that immediate feedback has a +8months impact on progress.</p>	<p>HT and DHT to monitor effectiveness and impact on pupil progress. This will take place through data meetings, book scrutinies and lessons observations.</p>	<p>MJ</p> <p>LR</p>	<p>Half termly through lesson observations, learning walks and pupil progress meetings</p>
<p>To ensure that teachers are getting relevant CPD to improve their teaching.</p>				<p>LR</p> <p>MJ</p> <p>DE</p>	
<p>Total budgeted cost = £1,000</p>					

i. Effective leadership and management

End of year target:

All strategies which have been put in place are embedded into the school and those strategies, which have not had the desired impact have been adapted to ensure that our disadvantaged children are succeeding.

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?
<p>Raise the awareness of Pupil Premium in the school and ensuring that all teachers know who the Pupil Premium children are in their class.</p>	<p>Train the whole staff on what Pupil Premium is and who the Pupil Premium children are in each class.</p> <p>Show staff the data pack from last year and highlight the difference between PP and Non PP with regards to data and attendance.</p>	<p>Once staff have an awareness in the difference between children who are PP and Non PP, it will highlight what needs to change.</p> <p>Once staff learn who are the PP children, they could then target those children for progress, and ultimately improve attainment.</p>	<p>HT and DHT to monitor what is being done for PP children and ensure that all staff know who the PP children are around the school.</p>	<p>MJ LR</p>	<p>End of term 1 and continuing throughout the year.</p>

<p>Use of a Pupil Premium Champion across the school</p>	<p>The role of the Pupil Premium Champion will be to track the data and achievement of every Pupil Premium child in the school.</p> <p>They will be held to account and will be holding teachers to account on the progress and attainment of the Pupil Premium children in the school.</p>	<p>Ensuring that all children are focused on and have an individualised plan will have a positive impact on the PP children in the school. One plan doesn't always work for all children. The PP champion will ensure that all PP children have</p>	<p>HT and DHT to monitor what is being done for PP children and ensure that all staff know who the PP children are around the school.</p>	<p>MJ</p>	<p>Ongoing throughout the year.</p>
<p>Total budgeted cost = £46,580</p>					

i. Personal development, behaviour and welfare

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?
To continue to ensure that disadvantaged pupils have access to the wider school life and curriculum.	Provide free clubs and subsidise school trips. Uniform provided for the disadvantaged families as and when they are in need of it. Forest school – providing opportunities for children that they wouldn't necessarily get outside of school.	Widening, not narrowing, the curriculum for these children is vital. They need to have access to all areas of the curriculum. Not just a focus on English and Maths.	Business Manager and DHT to monitor value for money and impact.	MJ LR DE	Monitor the impact of this termly.
To ensure that parents of disadvantaged children engage in school events.	Offer a variety of workshops after school in all key stages and invite all parents.	Building relationships between the school and the families of disadvantaged children can only benefit.	DHT to monitor the amount of disadvantaged families attending school events.	MJ	Termly
To ensure that all children receive all the opportunities a school can provide for them and ensure that their curriculum is wide and not narrowed. Evidence what is	Create an opportunities tracking charter and ensure that teachers input what has been provided for their disadvantaged children.	It is important that the disadvantaged children have a wide curriculum and not a narrow one. Targeting children and ensuring that they have opportunities provided for them will only enhance their experience of school life.	DHT to input onto the opportunities tracker every half term, ensuring that the disadvantaged children are being targeted and opportunities are being provided for them.	All staff MJ	Monitor the opportunities tracker half termly, ensuring that the disadvantaged children are being targeted and opportunities are being provided for them.

being provided for the disadvantaged children.					
To raise aspiration and self-esteem in disadvantaged pupils.	<p>Outside agency support: Educational Psychologist, Behaviour team, ASD and ADHD support, EWO.</p> <p>House captains</p> <p>Jobs for children in Year 6</p>	<p>EEF identifies that social and emotional learning has a +4months impact on progress.</p> <p>EEF identifies that homework in Primary school has a +2 months impact on progress.</p>	<p>Inclusion leader to monitor and evaluate effectiveness of intervention.</p> <p>Review as part of pupil progress reviews.</p>	<p>MJ RC</p>	<p>Half termly monitoring by Inclusion Leader and Head of School</p> <p>Twice-yearly pupil voice questionnaires.</p>
Completion of the Well-being Award for schools – thus improving Wellbeing for all children in the school.	A number of actions which culminate in all stakeholders in the school (staff, parents, children, governors) working together to raise the mental health and emotional wellbeing of those connected to the school.	A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.	<p>Fortnightly meetings will take place to ensure that the action plan for completing the Wellbeing Award is being completed – thus ensuring that all stakeholders that are involved with St George's have good or better emotional wellbeing.</p> <p>Through the monitoring of its effectiveness through surveys and voices of all stakeholders, we can see how the actions are having a positive impact on the school.</p>	<p>MJ</p>	The award will be continuously monitored throughout the year for impact.
Total budgeted cost = £2,500					

i. Attendance

<p>Mid-year milestone: Raise the attendance percentage of disadvantaged children from 94.17% to 95.4 by the beginning of Spring 2.</p>			<p>End of year target: To have an end of year percentage of attendance at 96% for disadvantaged pupils.</p>		
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?
<p>To raise the attendance of disadvantaged pupils across the school.</p>	<p>Increasing the monitoring of lateness in the school.</p> <p>Targeted tracking and support from Deputy Inclusion Leader to reduce persistent absentees.</p> <p>Pupil Premium focus group on attendance.</p> <p>All groups to be tracked.</p>	<p>If the children attend school more, they can the quality provision in place and make accelerated progress.</p>	<p>DHT to monitor disadvantaged pupil's attendance.</p> <p>SLT to evaluate impact based on attendance figures.</p> <p>Ensure that tracking is taking place for all groups and that this tracking is being looked at on a consistent basis. Putting actions in for those groups that are decreasing in percentages.</p>	<p>MJ LR</p>	<p>Review the figures weekly (focus on all disadvantaged children).</p>
<p>To raise the attendance of disadvantaged pupils across the school.</p>	<p>New approach in for behaviour for learning to motivate children to come to school each day.</p>	<p>If the children attend school more, they can the quality provision in place and make accelerated progress.</p>	<p>Ensure that the rewards are suitable and what the children want – this will motivate them to want to come to school.</p> <p>Ensure that this new strategy is completed consistently each week.</p>	<p>MJ</p>	<p>Review the figures weekly (focus on all disadvantaged children).</p>

To raise the attendance of disadvantaged pupils across the school.	Walk to school strategy led by teachers taking place every day.	If the children attend school more, they can the quality provision in place and make accelerated progress.	Ensure that the strategy does take place every day and note the number of disadvantaged children who are involved in this each term.	LR MJ	Review the figures weekly (focus on all disadvantaged children).
To raise the attendance of disadvantaged pupils across the school.	End of term prizes for the children who have achieved 100% attendance over the year.	If the children attend school more, they can the quality provision in place and make accelerated progress.	Ensure that the children are aware of the prize which will be awarded to them at the end of each term. Ensure that the prize is something that the children are going to want.	MJ	Review the figures weekly (focus on all disadvantaged children).
Total budgeted cost = £200					

i. Outcomes for pupils

<p>Mid-year milestone: Diminish the difference between the disadvantaged pupils and the non-disadvantaged in all subjects. September: Reading av = 28% diff Writing av = 29% diff Maths av = 22% diff</p>	<p>End of year target: Diminish the difference between the disadvantaged pupils and the non-disadvantaged in all subjects. September: Reading av = 28% diff Writing av = 29% diff Maths av = 22% diff</p>
<p>Spring 2: Reading av = 22% Writing av = 22% Maths av = 18%</p>	<p>Summer 2: Reading av = 16% Writing av = 16% Maths av = 14%</p>

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?
To raise the attainment in Reading, Writing and Maths for the end of KS1 and 2.	<p>Quality first teaching is the priority for all teachers as that has the most impact on all groups.</p> <p>Immediate feedback is also something that produces accelerated progress and understanding. This will be a focus for the teachers to introduce into their teaching.</p>	EEF identifies that small group tuition has a +4 months impact on progress.	<p>Learning walks will take place on a regular basis and formal observations will take place three times a year.</p> <p>Pupil progress meetings will also help in notifying which children aren't making expected progress and then this will lead into discussions on what we can do to ensure that these children have actions in place to help to accelerate progress.</p>	MJ LR	Termly reviews
To raise the attainment of disadvantaged pupils in the early years of primary school.					

See Early years section					
To raise the progress data score in Maths in KS2.	<p>Tracking the children who have not made expected progress from their previous key stage and ensuring that these children are focus children, ensuring that they made accelerated progress.</p> <p>These children will be brought up in Pupil progress meetings and teachers will be held to account on ensuring that they make accelerated progress.</p> <p>New Maths scheme to be brought in at the start of term 3. More challenge and reasoning.</p>	<p>EEF identifies that immediate feedback has a +8months impact on progress.</p> <p>Quality first teaching as what produces the most progress with children.</p>	<p>Pupil progress meetings to take place once a term and the children tracked will be one of the priorities for that meeting.</p> <p>Monitor the impact of the new maths scheme termly.</p>	MJ JS	Termly monitoring
					Total budgeted cost = £2,000

i. Effectiveness of Early years and foundation stage

Mid-year milestone: To raise the percentage of disadvantaged children expected to get their GLD from 66% (last years percentage) to 75% by the beginning of Spring 2.	End of year target: Achieve the target percentage for disadvantaged children achieving their GLD of 75%
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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?
To raise the attainment of disadvantaged pupils in the early years of primary school.	<p>Notifying which children are Pupil Premium in the Early Years Stage early to ensure that nothing is missed. Early Intervention key in showing good to outstanding progress.</p> <p>Quality first teaching and feedback from an early age.</p> <p>Ensuring that the curriculum in EYFS is suitable for all.</p>	EEF identifies that Early Years intervention has a + 5 months impact on progress.	<p>Meetings regarding the tracking of data to take place every term with the EYFS team and SLT. Disadvantaged group to be monitored throughout the year and conversations taking place on what is and what can be done for these children to ensure that they make good to outstanding progress.</p> <p>Observations taking place each term throughout the school including EYFS – Pupil Premium children to have a focus in these observations.</p>	LR MJ LW KA	Data tracked termly and the tracking of disadvantaged pupils to be ongoing throughout the year.

<p>To ensure that parents of disadvantaged children engage in school events, especially in Early Years, with the idea to create a legacy.</p>	<p>Ensuring that communication and relationships with parents is positive around the school, including EYFS.</p> <p>Provide plenty of opportunities for parents to be involved with school events.</p> <p>Ensure that teachers are available for formal and informal conversations with parents when needed.</p>	<p>Building relationships between the school and the families of disadvantaged children can only benefit.</p>	<p>Creating a culture where all families are welcome and ensure that teachers are available to talk with parents at sensible times of the day.</p> <p>Ensure that workshops are planned regarding the teaching and learning taking place in EYFS so that it can be translated with the learning that is being completed at home.</p>	<p>LR MJ LW KA</p>	<p>Track the number of families that come to workshops (both disadvantaged and non-disadvantaged) and do this across the year.</p>
<p>Total budgeted cost = £1,500</p>					

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Positive engagement with Learning				
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)	Cost
Raise attainment in reading, writing and maths	Pupil Premium teacher	Our PP teacher left before the end of the school year – work with identified pupils at the start of the year was supportive but didn't lead to diminishing gaps between PP and nonPP The Mulberry provision was successful and led to the identified pupils from Year 6 being back in the main classroom by term 5 and could access and focus on the learning while still planned at their level An experienced PP teacher allowed very good CPD development for TAs who supported in the Mulberry provision of how to adapt learning tasks to suit needs of a supported learner	One person focus across the school's identified pupils didn't have necessary impact – children need daily contact and short bursts of pre and post teaching.	£41,500
	Additional teaching staff costs	No diminished gap but pupils identified benefitted from additional adult support and changes to pre and post teach	More specific sharing of planning needed to support children so impact is across the class Staff need to know fro the start how to support/embed and then raise pupil learning and retention of concepts	
	Read and Respond – Quality texts	Children enjoy the texts, provide quality questioning. Within term 6 replanned curriculum around using Rand R texts and trialled a learning journey.	Monitoring of curriculum texts linked to planning and learning through books so develop sequential learning	
Additional learning to raise attainment	Educational enrichment fund	All classes engaged in forest schools, further development of what pupils learn there back in the classroom need to be established	Share learning journeys with Forest School lead. Plan idea of outcome of learning and share with Forest School lead	£3,560

		Choral Worship support to develop confidence in singing and performance, increased quality of performing for all children	Further work on strategic development of language could be tracked here	
	Curriculum enrichment development	Purchase of school mini bus through the year allowed for many more local visits to enrich the life experiences of children	Mini bus to be used as main focus for local educational visits transport	
Parental engagement and family support	Attendance	Analysis by end of year showed decrease in % of PAs	More challenge on termly basis needed and to be embedded next academic year	£8,300
	Parental involvement workshops	More opportunities to invite parents into school to work alongside their child/ren Well attended and promoted engagement with parents of PP children for a positive interaction with school Evening PIE not well attended earlier in the year – on reflection of parent responses we moved to during the school day to learn alongside their child where engagement was high	Early Years to plan supportive workshops throughout the year in line with expected pupil development in number, phonics and reading	
Grand total spent = £53,360				

Date of the next review – June 2020