

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.

1. Summary information					
School	St George's Church of England Primary School, Wrotham				
Academic Year	2021/22	Total PP budget	£48,420	Date of most recent PP Review	Sept 2021
Total number of pupils	200	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Jan 2022

2 . Current attainment	
	Pupils eligible for PP (your school)
% achieving combined ARE standard end of KS2	63%
% achieving ARE standard end of KS2 in reading	75%
% achieving ARE standard end of KS2 in writing	63%

% achieving ARE standard end of KS2 in maths	63%
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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
C	Covid19 causing children to miss a large amount of school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D	Low attendance rates in some cases

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, while also accelerating progress missed due to Covid19 pandemic.	Progress for disadvantaged pupils in every class is above expected
B.	To raise self-esteem and aspiration for disadvantaged pupils – ensuring that parents value 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 – 2021/22

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

End of year target:

Ensure that the children targeted by the Pupil Premium champion make accelerated progress in Reading, Writing and Maths. This will increase the percentage of disadvantaged pupils who achieve the expected standard and also diminish the difference between the disadvantaged and non-disadvantaged children.

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 reading, writing and maths.	<p>Quality First Teaching is key in this being successful. Children learn best from their class teacher so ensuring that they are working in groups which are being led by the class teacher is key.</p> <p>Key targeted questioning</p> <p>Immediate feedback</p> <p>Small group tuition</p> <p>Outdoor adventure learning</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>EEF identifies that outdoor adventure learning has a +4months impact on progress.</p>	HT and DHT to monitor effectiveness and impact on pupil progress. This will take place through data meetings, book scrutinies and lessons observations.	MJ ER	Half termly through lesson observations, learning walks and pupil progress meetings

<p>Focused learning and catch up sessions in KS1.</p>	<p>Enforced school closure (due to COVID19) had a large impact on the younger children in school, especially the younger disadvantaged children. Adapting the curriculum this year is key in ensuring that these children catch up with their learning and resume their 'flight path'. A number of strategies to aid in this (following research from the EEF) are as follows:</p> <p>Oral language interventions</p> <p>Phonics</p> <p>Small group tuition</p> <p>Outdoor adventure learning</p>	<p>EEF identifies that oral language interventions has a +5months impact on progress.</p> <p>EEF identifies that phonics has a +4months impact on progress.</p> <p>EEF identifies that small group tuition has a +4months impact on progress.</p> <p>EEF identifies that outdoor adventure learning has a +4months 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 ER</p>	<p>Half termly through lesson observations, learning walks and pupil progress meetings</p>
<p>Total budgeted cost = £1,000</p>					

i. Effective leadership and management

**End of year target:
Lead the school through the “Post Recovery Year” and ensure that**

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 ER</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 what is needed for them.</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>Plan interventions and after school covid catch up work for all children, ensuring that PP children have access to this.</p>	<p>Assess the children during assessment week and spot gaps in children's learning using analysis tool.</p> <p>Plan interventions based on the gaps in their learning. PP children to be prioritised during the planning stage.</p>	<p>EEF identifies that small group tuition has a +4months impact on progress.</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 ER</p>	<p>Intervention and catch up groups will be continuously monitored, ensuring that the children, that need it, get the relevant group tuition.</p>

<p>Raising the parental engagement across the school.</p>	<p>Involving parents in education benefits their children's academic outcomes. Encouraging parental engagement will include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis.</p> <p>Class dojo is in place to ensure that there is effective communication and Meet the Teacher is in place to build relationships at the beginning of the year.</p>	<p>EEF identifies that parental engagement has a +3months impact on progress.</p>	<p>Make sure that these events take place and monitor the effectiveness.</p> <p>Use staff surveys to monitor.</p>	<p>MJ ER</p>	<p>Ongoing throughout the year</p>
<p>Total budgeted cost = £39,220</p>					

i. Personal development, behaviour and welfare

**End of Year target:
All PP children in the school engage with school events and self-esteem and aspirations are raised also (this will be signified through surveys).**

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.	<p>Provide free clubs and subsidise school trips.</p> <p>Uniform provided for the disadvantaged families as and when they are in need of it.</p> <p>Forest school – providing opportunities for children that they wouldn't necessarily get outside of school.</p>	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 ER DE	Monitor the impact of this termly.
To increase the amount of memorable experiences that are taking place throughout the school.	<p>Ensure that funds are available for teachers to plan fun and exciting memorable experiences.</p> <p>Encourage staff to plan at least one experience each term linked with the topic.</p>	An evaluation of a writing project, which increased pupils' progress by an extra nine months of schooling on average, was published by the Education Endowment Foundation (EEF) today. The programme gives pupils in their final year of primary	MJ and curriculum leaders (LD and KF) to ensure that the experiences are monitored.	MJ LD KF	Termly

		<p>school a memorable experience, like a day at the zoo, and then offers them a structured approach to writing about it. It was tested in a trial involving 842 pupils across 23 primary schools.</p> <p>Collaborative learning has a +5 month impact as seen by the EEF.</p>			
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 being provided for the disadvantaged children.	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.

<p>To raise aspiration and self-esteem in disadvantaged pupils.</p>	<p>Outside agency support: Educational Psychologist, Behaviour team, ASD and ADHD support, EWO.</p> <p>House captains</p> <p>Daily class ambassadors</p> <p>Termly parent talks about what they do for a career.</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>
<p>Continuation of the 'Wellbeing Award' after successfully attaining the accreditation last year.</p>	<p>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.</p>	<p>A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p>	<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>	<p>The award will be continuously monitored throughout the year for impact.</p>
<p>Total budgeted cost = £4,500</p>					

i. Attendance

<p>Mid-year milestone: Raise the attendance percentage of disadvantaged children from 92.3% to 94% 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>		
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<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 have 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 ER</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 have 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 have 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.	ER 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 have 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 = 31% diff Writing av = 39% diff Maths av = 44% diff</p>	<p>End of year target: Diminish the difference between the disadvantaged pupils and the non-disadvantaged in all subjects. September: Reading av = 31% diff Writing av = 39% diff Maths av = 44% diff</p>
<p>Spring 2: Reading av = 25% Writing av = 30% Maths av = 35%</p>	<p>Summer 2: Reading av = 20% Writing av = 25% Maths av = 25%</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 attainment in Reading, Writing and Maths for the end of KS1 and 2.</p>	<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>	<p>EEF identifies that small group tuition has a +4 months impact on progress.</p>	<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>	<p>MJ ER</p>	<p>Termly reviews</p>

<p>To raise the progress data score in Maths in KS2.</p>	<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>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>	<p>MJ JS</p>	<p>Termly monitoring</p>
<p>Catch up booster sessions planned with 50% of child attendees being Pupil Premium children.</p>	<p>Assess the children during assessment week and spot gaps in children's learning using analysis tool.</p> <p>Plan interventions based on the gaps in their learning. PP children to be prioritised during the planning stage.</p>	<p>EEF identifies that small group tuition has a +4months impact on progress.</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 ER</p>	<p>Intervention and catch up groups will be continuously monitored, ensuring that the children, that need it, get the relevant group tuition.</p>
<p>Total budgeted cost = £2,000</p>					

i. Effectiveness of Early years and foundation stage

End of year target:

To achieve higher than the National Average for a FSM child achieving expected GLD (55%)

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>	ER MJ LW KA	Data tracked termly and the tracking of disadvantaged pupils to be on going throughout the year.
To ensure that parents of disadvantaged children engage in school events, especially in Early Years, with the idea to create a legacy.	<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>EEF identifies that Parental Engagement has a + 3 months impact on progress.</p> <p>Building relationships between the school and the families of disadvantaged children</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</p>	ER MJ LW KA	Track the number of families that come to workshops (both disadvantaged and non-disadvantaged) and do this across the year. Ensure that all parents are using the Class Dojo App.

	<p>Ensure that teachers are available for formal and informal conversations with parents when needed.</p> <p>Use of Class Dojo to communicate successfully with parents.</p> <p>Parent consultation meetings and informal drop in.</p> <p>Workshops to invite all parents – focus of English, Phonics and Maths.</p> <p>Class Dojo videos on phonics so they can replicate</p>	<p>can only benefit.</p> <p>It can cause children to complete home learning as well as what they are completing in school and positive relationships can build a positive environment for all.</p>	<p>EYFS so that it can be translated with the learning that is being completed at home.</p>		
<p>To ensure that children requiring oral speech and language interventions are identified early and that there are resources in place to aid this intervention</p>	<p>Base lining of speech to take place within the first term, so that children can be identified and interventions planned for term 2.</p> <p>NELI programme to assess the children in term 3 to begin in term 3.</p> <p>Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both. Approaches include: targeted reading aloud and discussing books with young children,</p>	<p>EEF identifies that Oral language intervention has a + 5 months impact on progress.</p>	<p>Work as a team to ensure that these assessments are prioritised at the beginning of the school year.</p>	<p>ER MJ LW KA</p>	<p>In the first Professional Dialogue meeting, ensure that speech and language is discussed thoroughly and that children are identified for interventions.</p> <p>Monitor interventions and discuss data from these interventions each term.</p>

	explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension.				
To ensure EYFS children have access to outdoor learning experiences and forest school	<p>EYFS teacher is undertaking forest school training which means that children in KS1 and EYFS will have access to forest school in the Spring Term.</p> <p>Class teachers are encouraged to use our outdoor area as much as possible in lesson time.</p>	EEF identifies that outdoor adventure learning has a + 4 months impact on progress.	Class teacher will be completing training to ensure that she delivers high quality forest school teaching.	ER MJ KA	Monitor the impact on outdoor learning and make sure it is discussed in Professional Dialogue meetings.
Total budgeted cost = £1,500					