

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information						
School	Saint George's Primary Phase					
Academic Year	2019/20	Total PP budget	£1000	Date of most recent PP Review	01/20	
Total number of pupils	59	Number of pupils eligible for PP	5	Date for next internal review of this strategy	09/20	
2. Current attainment						
			Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
Results 2019 – there are only Reception and Year 1 children currently at the school			KS1	KS2	KS1	KS2
% achieving expected standard or above in reading, writing & maths (3)						
% making expected standard in reading (as measured in the school)						
% making expected standard in writing (as measured in the school)						
% making expected standard in mathematics (as measured in the school)						
3. Barriers to future attainment (for pupils eligible for PP)						
Academic barriers (issues to be addressed in school, such as poor oral language skills)						
A.	Development of a wider range of vocabulary					
B.	Poor reading skills particularly around inference and use of language					
C.	Improved diction and pronunciation					
Additional barriers (including issues which also require action outside school, such as low attendance rates)						
D.						
4. Intended outcomes (specific outcomes and how they will be measured)					Success criteria	
A.	Improve progress and attainment in Reading				The percentage of children reaching the expected standard increases	

B.	Develop a broader curriculum opportunities to enable creative use of vocabulary	The percentage of children accessing enrichment activities outside of school increases
C.	Increase resilience to learn in all subjects but with particular attention to Reading	The percentage of children reaching the expected standard increases
D.	Increase the acquisition of subject specific vocabulary that will enrich learning in all areas	Subject specific vocabulary is evident in all areas of the curriculum

5. Planned expenditure

Academic year

2019/2020

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

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review implementation?
<p>Improve the resources that support Quality First Teaching. E.g.</p> <ul style="list-style-type: none"> • Extra Non-fiction books for the classroom to extend knowledge of the world around us to improve development in science Extra comprehension resources • Construction toys - to increase ability to settle in the classroom and provide opportunities for emotional language to develop. • Role Play equipment (as above) • Music resources: song books and instruments to improve language development, reading and communication with peers and adults; boost confidence and 	<p>The gap between progress of disadvantaged children and their peers is non-existent.</p> <p>Disadvantaged children are confident and attend school regularly</p>	<p>High quality text support the development of reading and writing.</p> <p>Speech and Language development has a huge impact on self-esteem – we aim to have happy, confident children who demonstrate resilience</p>	Through regular pupil progress meetings	HP	<p>Jan</p> <p>Apr</p> <p>Jul</p>

Improve pronunciation and diction					
<ul style="list-style-type: none"> Order additional reading resources which focus on supporting children to develop inference and resilience in reading Order story CD's to promote a love of reading 	Attainment and progress in reading will increase for all children but particularly for PPG children	Children may need to spend more time at a certain level before progressing to ensure they are confident with their skills	Resources in use in classrooms and monitor children's engagement with reading	HP	Jan Apr Jul
<ul style="list-style-type: none"> Ensure that the teaching of vocabulary is targeted, planned and clear 	Children will have a higher level of vocabulary acquisition that they can use independently	Some children enter school with a limited range of vocabulary.	Review of classroom environment Monitoring the quality of teaching	ST	Jan Apr Jul
Total budgeted cost					£ 500
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review implementation?
Purchase additional phonics resources to support 1:1 teaching	Ensure all children pass the phonics screening test	Some children need targeted support and additional time to develop their skills and confidence in phonics	Regular reviews of progress in phonics	EW	Jan Apr Jul

Purchase Speech and Language link to address Speech and Language needs of identified children	1:1 and group intervention work with identified children	SLCN is the most common need amongst the disadvantaged children Previous targeted intervention has had a positive impact on self-esteem and ability to access the curriculum	Review of progress of all children	TM	Jan Apr Jul
Total budgeted cost					£ 500
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review implementation?
To provide access to extra-curricular activities in order to develop emotional and social skills	Provide funding for disadvantaged children to be able to access all activities	Access to a range of activities to improve self-esteem and resilience. Without funding disadvantaged children would not be able to attend	Monitor attendance of children		Jan Apr Jul
To provide a broad range of tailored interventions	Speech link, Read Write Inc. resources	These resources have historically shown they can meet a wide range of pupil needs, including challenge for Higher ability pupils, EAL children and engagement of parents in supporting reading	Regular monitoring through provision maps of all interventions recording entry and exit data	All teachers and all T.A's	Jan Apr Jul
Total budgeted cost					£ 500

Total £ £1,500