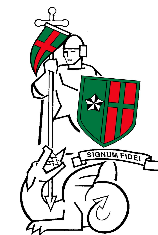


Pupil Premium Strategy Statement for St George's RC Primary School York

2017/2018 ~ Evaluation of Impact



- *Evaluated Autumn 2018*
- *Data has changed due to high levels of mobility.*
- *PP children forecast in original data plan Autumn 2017: 25*
- *PP children from the original data still at STG Autumn 2018: 10*
- *All interventions were still put in place for all of the new PP children: 31*
- *It is important to also remember that some children start as PP but funding finishes due to changes in family circumstances. These children remain on our intervention list.*
- *It is also extremely important to remember that not all PP children are LA and that we monitor and track ALL of our children regardless of funding.*

Summary information					
School	St George's Roman Catholic School York				
Academic Year	2017/2018	Total PP budget	£44,000		
Total number of pupils	176	Number of pupils eligible for PP at start of year:	25	Number of pupils eligible for PP at start of year:	31

Actions to improve outcomes for children eligible for PP funding

Objective	Action to break down barriers	Cost	Lead	Review date	Impact
<p>To ensure all PP eligible children have access to wider opportunities.</p>	<p>Wider opportunities addressed with music lessons for all PP eligible children and musical instruments purchased for all PP eligible children</p>	<p>£8,360</p>	<p>HT</p>	<p>Spring 2018</p>	<p>The children have greater confidence, are happier to take part in class discussions, music concerts (3x a year) Soft data from class teachers shows that the children are more confident Music teachers have assessed the children and they have made good progress (3 children in particular have been found to have good musical ability)</p>
<p>To ensure that the impact of the wider opportunities initiative is reflected in core subjects and that skills transferred. Additional monitoring of increased</p>	<p>Increased SLT time to conduct research into the impact of the music initiative on the progress of PP eligible children</p>	<p>£1,500</p>	<p>SLT</p>	<p>Spring 2018 with CoG</p>	<p>The children have greater confidence, are happier to take part in class discussions, music concerts (3x a year)</p>

confidence and greater self-efficacy through pupil voice.					Soft data from class teachers shows that the children are more confident
To ensure there is a greater link from KS2 – KS3 for all children but especially the PP eligible children so that any necessary interventions and support can be implemented immediately.	Increased time for SLT to work with secondary colleagues conducting research into smoother transition from KS2 – KS3 and lessons learned from both key stages	£2,000	HT		The HT and DHT have worked very closely with All Saints and led a whole school transition workshop for the whole of the All Saints Staff (3:45-5:00) on 27/09/18 The All Saints staff feedback was that they now have a much greater understanding of the transition issues from KS2 - KS3
To ensure gaps are narrowed through the use of financed, additional <i>after school</i> interventions so that children are still getting access to excellent wave one teaching during <i>school time</i> .	Implementation of subject specific booster groups to be run <i>after school</i> eg: Magic Maths	£1,260	HT		All PP children attended Magic Maths The outcomes were hard to ascertain The behaviour was not of the level it is during class time and required

					<p>the presence of a teacher</p> <p>This after school intervention will not be running again by an external company</p>
<p>To improve the oral language skills for PP eligible children in EY to make sure they reach GLD by the end of the year.</p>	<p>Dedicated daily 1:1 SALT time for pupil in EY from ELSA (5 x 20 mins)</p>	<p>£800</p>	<p>EY class teacher</p>		<p>This has enabled this child to make good progress from their starting point</p> <p>They did not achieve GLD and now have a MSP leading to an EHCP</p>
<p>To reduce the attainment gap in literacy in the early years for PP eligible children by focusing on early language acquisition and provision for reading and writing in order to improve GLD outcomes at the end of the foundation stage.</p>	<p>Bid for funding through the Diocese of Middlesbrough Teaching School Alliance & Ebor Academy trust</p>	<p>INCOME</p>	<p>HT</p>	<p>Bid in December 2017</p>	<p>Bid was unsuccessful but work has started in our own EY setting anyway</p> <p>AT has been funded by school to attend an ELKAN course to learn more about early language acquisition and provision for reading and writing in</p>

					order to improve GLD outcomes at the end of the foundation stage.
To ensure that the attainment gap for PP eligible children is identified and narrowed.	Dedicated SEN-AT to work with PP children	£400	SENDCo		<p>Closely monitored in weekly progress meetings</p> <p>All PP children who are working at PKS or WT are in receipt of MSP or individual targets</p> <p>Percentage making progress = 20/27 = 74%</p> <p>8 of the children have now left STG</p>
To ensure that the pastoral needs of PP eligible children are addressed in an appropriate way to ensure PP children are able to focus on learning within class. Pre and post assessments conducted to monitor impact of ELSA interventions.	6 dedicated ELSAs trained to work with PP children (25 children ~ 20 minutes allocated time weekly when required)	£3,000	Class teachers /ELSA team		<p>ALL Elsa support comes through the progress meeting and targeted interventions are put in place for PP children</p> <p>LAT and new WB workers are invited to half termly meetings to</p>

					ensure that all PP children have access to all available services
To ensure that the attainment gap is narrowed via early intervention and personalised interventions.	ATs directed to work with PP children during class time	£0	Class teachers		ALL PP children are clearly identified and each one now has 1:1 support or small group support where required.
To ensure that the attainment gap is narrowed via early intervention and personalised interventions.	Dedicated AT to work 1:1 with PP eligible child to narrow the attainment gap	£10,800	Class teacher		ATs work each morning with identified PP children and ALL children have targets drawn up by the SENDCo and class teacher These targets are in the same format as a MSP making it easier to transfer and continue with targets should children require a MSP
To ensure that the attainment gap is narrowed by identifying and addressing gaps in maths knowledge.	Headteacher to work with PP eligible children in LKS2 to address gaps in maths knowledge	£0	Class teachers and HT		HT's group made good progress with their Maths at the end of LKS2.

					PP children given access to IXL to use at home
To ensure vulnerable pupils receive a tailored curriculum and progress is carefully monitored.	Additional SENDCo release time	£1,500	SENDCo		Targets have been drawn up for all vulnerable children by SENDCo and CT
To ensure that the additional learning needs of PP children are addressed.	Pupil Premium assistant teacher to work with PP eligible children	£400	SLT		Children who were involved in this wave 3 intervention made good progress.
To ensure PP eligible children's progress is closely tracked to ensure underachievement is addressed.	Bespoke assessment schemes purchased, implemented and monitored. DHT to be given release time to monitor assessment	£1,000	DHT		ALL PP children monitored separately as part of tracking across school.
To ensure that <i>all</i> staff have a greater awareness of issues facing PP eligible children, barriers to their learning and ways to narrow the gap in attainment.	Whole school INSET day training on attachment disorder	£1,500	HT		Completed and strategies put into place
Ensure attendance of PP eligible children is in line with school target of 95%.	Assistant headteachers given additional time to monitor attendance of PP eligible children and address barriers to	£1,500	AHTs		AHTs have met with all parents whose children are persistent absentee children

	support parents getting their children to school				ATs collect children from their homes where required Ongoing work here
Ensure HA PP eligible children continue to make good progress and attainment.	Progress and attainment of HA PP eligible children to be carefully monitored and any gaps quickly addressed	£0	Class teachers		HA PP children continue to make good progress
To ensure that all PP eligible children have access to all curriculum enhancements eg: (swimming kits purchased).	Heavily subsidised curriculum enhancements	£200	HT		Swimming kits purchased School uniform purchased
To ensure that all PP eligible children have the correct uniform, shoes and coats etc to make sure they and their parents feel part of the school family.	Financial assistance with school uniform	£300	HT		Financial assistance has been given to 4 families this academic year Clothing and shoes have been purchased (indoor and outdoor shoes)
To ensure PP eligible children are able to access all extracurricular opportunities eg: Robin Wood / museum visits etc.	Heavily subsidised trips / visits	£300	HT		2 places have been subsidised

To ensure that PP children are given a good start to the day with breakfast and reading help, they are well looked after and their families are well supported.	Subsidised wrap around care in Dragons' Den breakfast club and after school extended day club	£4000	HT		FREE access to breakfast club and Dragons' Den club 5 places taken up this year
To ensure that PP children have access to all wider opportunities eg: Cookery Club.	Heavily subsidised after school clubs	£120	HT		One PP child paid for to access paid after school club (run by outside provider)
To ensure that PP children are exposed to quality teaching everyday ~ all PP eligible children's books are marked first and next steps carefully identified.	Increased quality of teaching monitored by SLT through learning walks, book scrutinies, progress meetings and pupil voice (HLTA cover)	£3,000	SLT		All PP books continue to be marked first and targets checked All PP children's books are monitored carefully (according to monitoring calendar) and during weekly progress meetings
To ensure that pupils have an emotional link to the school environment ~ to make the learning environment a welcoming and calm place to learn and grow.	Improvements to school environment	£2,060	HT	ongoing reviews ~ during progress meetings and CPD sessions	This has had a HUGE impact for all children. This was highlighted during SIP visit of 13/11/18 The environment as the third teacher has proved to have

					<p>enhanced behaviour and learning as there is a greater consistency throughout school ~ transitions from each class and key stage have been smoother</p> <p>3 heads from East Riding and colleagues from Pathfinders have been to school to look at the impact that the environment has on learning and behaviour</p> <p>The HT has been asked to present the findings at the HT conference in March 2019</p>
Total cost		£44,000			