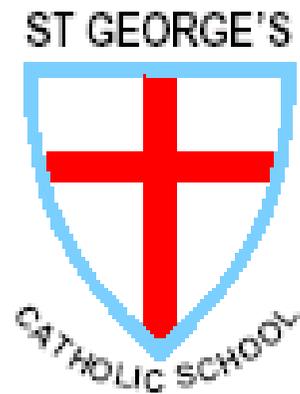


St. George's Catholic School

Pupil Premium Report 2020-2021



*At St. George's School, we help all our children
to grow in mind, body and spirit*

Pupil Premium Strategy Statement 2020-2021

Pupil Premium funding is an additional stream of funding aimed at narrowing the gap in attainment between children who receive free school meals and those who do not. Pupil Premium funding also encompasses those who have been registered for free school meals in the last 6 years (Ever6).

1. Summary information					
School	St. George's Catholic School				
Academic Year	2020-21	Total PP budget	£15 415	Date of most recent PP Review	July 2020
Total number pupils	216	Number of pupils eligible for PP	19 + 1 Service Premium (2 more expected to be on list)	Review Date	July 2021

2. Current attainment (2019-20) Due to COVID these are predictions			
	<i>Pupils eligible for PP at our school</i>	<i>All pupils at our school</i>	<i>All pupils nationally</i>
% achieving GLD (Good Level of Development) in EYFS	N/A	63%	-
% Y1 pupils reaching the required standard in phonics			
	-	-	-
% Y2 achieving ARE in reading			
	40% (2/5)	60%	-
% Y2 achieving ARE in writing			
	40% (2/5)	60%	-
% Y2 achieving ARE in maths			
	60% (3/5)	63%	-
% Y6 achieving ARE in reading, writing and maths combined			
	-	-	-
% Y6 achieving ARE in reading			
	0% (0/1)	81%	-
% Y6 achieving ARE in writing			
	0% (0/1)	81%	-
% Y6 achieving ARE in maths			
	0% (0/1)	84%	-

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3. Barriers to future attainment for pupils eligible for PP	
In school barriers (issues to be addressed at school, such as poor oral skills)	
A.	Reading, writing and maths achievement for PP children in Key Stage One and Two is lower than non-PP children. The time away from school in the Summer Term has had a significant impact for some children.
B.	Low starting points: attainment in many areas is below expectations on entry to school, particularly communication and language skills and Personal, Social and Emotional Development.
C.	Evidence of low Social and Emotional Mental Health among some PP children. COVID 19 has had an impact on this.
D.	In addition to receiving the Pupil Premium Grant some children are on the SEN register and/or have extra support with learning needs such as speech and language.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Levels of absence for PP pupils is higher than for Non-PP in school.
F.	Low income can be a barrier to PP children taking part in extra-curricular activities and residential trips.

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success Criteria</i>
A.	To continue to support PP children to make the same or better than expected progress as non-pupil premium children in Reading, Writing and Maths.	Pupil Progress Meetings and data scrutiny show that PP children are making progress that is at least in line with, or better than non-PP children. Pupil Passports will set out the provision made for these children and they will have been monitored termly.
B.	To increase attainment of PP children.	Children eligible for PP will perform at least in line with Non-PP children. Pupil Progress Meetings will include a focus on these children.
C.	To increase the self-esteem and self-confidence among children that have low SEMH. Ensure that all pupils have high aspirations for themselves as learners and are 'ready to learn' and achieve their best at all times.	A 'Growth Learning Mindset' continues to be a strength of the school and supports improving outcomes and progress for PP children. Children with lower SEMH are monitored and receive ELSA, alongside PSED support within the class.
D.	PP children with SEN and those who require extra support with Speech & Language make progress in-line with other PP children and non-PP children.	PP children with SEN will also have targets identified in their Learning Plan. They will receive appropriate extra support, including targets identified by a speech therapist where relevant.
E.	Attendance of PP children will improve in line with attendance of non-PP children.	Attendance figure for PP children will improve and reach a level in line with other pupils.

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5. Planned expenditure						
Academic year		2020-21				
How will the school improve classroom pedagogy, provide targeted support and support whole school strategies?						
1: Quality First Teaching and Curriculum						
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	Cost	How will you ensure it is implemented well?	Staff lead	Review date
To ensure PP children are supported and targeted support is put in place for them to progress.	Pupil Premium passports for each child to record targets and interventions. PP included as a focus in learning walks and book scrutinies by SLT. (where possible due to current restrictions) PP noted on planning to ensure appropriate support in place.	Personal passports will ensure quality first teaching occurs for all PP children and ensures that their individual targets are met termly. Monitoring of PP children through book scrutinies, observations, data drops and conversations enables a triangulation of evidence to be formed on how PP children are supported effectively.		PP meetings enable teachers, AW /SENco to discuss individual children's next steps in the form of their passports. These could be academic or social targets. Reading and spelling age check carried out mid-year to ensure progress is being made.	AW Teachers	July 2021
To ensure excellent outcomes for all children across the curriculum. Narrow the gap for pupils eligible for Pupil Premium.	Quality First Teaching. Children have the opportunity to challenge themselves within lessons to extend their learning and apply it within a context. Teaching Assistants to work with small groups to maximise rates of progress. Continual monitoring and development of feedback, peer and self-assessment, including TAs/Teachers feeding back to smaller gps including PP children.	Quality teaching with effective feedback (EEF +8 months) and mastery learning (EEF +5 months) will have high impact on all children.	£27873 (based on 2 hour TA support a day with the 5 different year gps with PP children)	Monitoring through work scrutiny, observations, moderation and PPMs Moderation with other schools within local area.	M Br with EM, DL and subject leads	July 2021
Ensure that all pupils have high aspirations for	Positive Learning Mindset will be regularly promoted and reinforced in lessons and	Children who lack confidence, self-esteem and who internalise their emotions need to be supported to		Monitoring through Learning Walks, observations, work scrutiny and PPMs	DL	July 2021

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<p>themselves as learners and are 'ready to learn' and achieve their best at all times.</p> <p>To increase self-esteem, self-confidence and growth mindset.</p>	<p>assemblies, and in the classroom and whole-school environment through displays. Growth mindset characters to be used.</p> <p>Where a need is identified individual children may receive ELSA time and support within the class.</p>	<p>achieve their best. Metacognition EEF +7 months</p> <p>Some children require emotional and social support to help them to learn and to see themselves as successful learners. Social & Emotional Learning EEF +4 months.</p>	<p>See ELSA</p>		<p>JF MBu</p>	
<p>Increased parental involvement with children's learning eg reading support, home/school links.</p>	<p>Class teachers to ensure all parents of pupil premium children attend teacher's evening appointments (in person or via telephone depending on restrictions) where possible so home school links are maintained. If necessary, a follow-up phone call will be made.</p> <p>Class teachers to send home with PP children vocabulary for pre-teaching of topic words before new topic begins. Linked to new curriculum- sending home 'Knowledge Organiser'.</p> <p>Home/school link books to be set up in instances where this is deemed to be beneficial.</p> <p>Family FUNS sessions to be run in EYFS if possible.</p>	<p>Well-developed home-school links can lead to increased attendance, greater evidence in reading logs and enhanced outcomes for targeted children. EEF- +3 months</p>	<p>£100</p> <p>£250 for boxes to keep.</p>	<p>Through Pupil Premium discussions at staff meetings and PPM meetings. Through monitoring of book logs by Literacy Coordinator.</p>	<p>AW CE</p>	<p>July 2021</p>

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2. Targeted Support						
Desired outcome	Chosen action/approach	<i>Evidence and rationale for this choice</i>	Cost	How will you ensure it is implemented well?	Staff lead	Review date
Children become more resilient and develop their social and emotional skills. Increased self-confidence and self-esteem.	ELSA Some children eligible for Pupil Premium funding who have SEMH needs will receive 1:1 or small group ELSA.	To support children's social and emotional needs. EEF +5 months	£2417	1:1 work and also some paired/small group work.	JF MBu	July 2021
Children achieve designated targets in Speech and Language Report. Children's understanding and use of language improves. Children with EAL develop vocabulary and understanding in English.	Speech & Language/Talking Partners/Chatty Group EAL support. Small gp work.	To provide additional support to help children meet or exceed age related expectations. EEF +5 months	£921	Renfrew test completed at beginning and end of Talking Partners and Chatty group. Renfrew also used to support baseline and end of year with EAL children.	MBu TAs-leading the groups	July 2021
Children eligible for PP funding to make accelerated progress to reach ARE.	English Booster sessions Small group or 1:1 tuition to support PP and non-PP children in achieving the expected standard in English. Catch-up sessions after school for small groups due to absence because of COVID.	Small group tuition/support to help children meet or exceed age related expectations. EEF +4 months	£2304 Gov funded	Intervention and 1:1/small group work progress will be tracked on a termly basis to ensure the gap is narrowing for PP children in relation to Writing, Reading and Maths.	MBu Class teachers	July 2021

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Children eligible for PP funding to make accelerated progress to reach ARE.	<p>Maths Booster sessions Small group or 1:1 tuition to support PP and non-PP children in achieving the expected standard in Maths.</p> <p>Catch-up sessions after school for small groups due to absence because of COVID.</p>	Small group tuition/support to help children meet or exceed age related expectations. EEF +4 months	£1556 Gov funded	Intervention and 1:1/small group work progress will be tracked on a termly basis to ensure the gap is narrowing for PP children in relation to Writing, Reading and Maths.	LC Class Teachers	July 2021
Children eligible for PP funding to make accelerated progress to reach ARE.	Phonics Booster Small group or 1:1 tuition to support PP and non-PP children in achieving the expected standard In Phonics. (Summer Term)	Small group tuition/support to help children meet or exceed age related expectations. EEF +4 months	£691	Phonics assessments will be carried out to ensure children who need extra support can be part of an intervention cycle. Pupil passports will state that an intervention is in place for individual children.	RG VW	July 2021
Children eligible for PP funding to make accelerated progress to reach ARE.	Coordination group Small group or 1:1. Following tasks set by OT or SENDCO.	Children with specific coordination difficulties and other children will benefit from improving their gross and fine motor skills in order to support them in reaching ARE in other areas of the curriculum.	£518	MBu will track these children to look at improved coordination.	MBu JC	July 2021
Attendance for children eligible for PP funding is in line with Non-PP children. Children are arriving for school on time.	Key staff in relevant year groups to build up relationships with parents. Discussions at Parents' Meetings. Discussions with parents to support a prompt start to the day.	To enable the PP children to be successful in their learning they need to have high attendance and punctuality. Links with parents become stronger. Supporting parents to improve attendance and begin to explore reasons for non-attendance in a non-threatening environment. EEF +3 months		Class teachers & MBr to monitor attendance. Progress and attainment tracked and discussed during PPMs.	MBr	July 2021
Children eligible for PP funding with SEND to spend time with SENDCo to support their individual needs.	SENDCo to spend some 1:1 time with SEND PP pupils, liaise with class teachers and parents. Discussions and targets set to support attainment and	Small group tuition/support to help children meet or exceed age related expectations. EEF +4 months	£1340		MBu	July 2021

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	progress, which may be in small steps.					
3. Enrichment						
To ensure all children benefit from a wide range of experiences to raise their confidence and self-esteem and improve their Learning Mindset.	<p>Extracurricular activities/provision:</p> <p>Mindfulness/colouring Homework Sport Learning an instrument</p> <p>(Some of these may not take place until later in the school year due to Covid.)</p>	To provide curriculum enrichment opportunities if appropriate for PP children.	£1000 Includes visits/trips below	Discuss with PP children the extracurricular provision that they might like to engage with. PP children to have the same opportunities as other children to attend extracurricular activities. Have the children had an opportunity at least a term in the year.	DL AW JC	July 2021
To ensure all children benefit from a wide range of experiences to raise their confidence and self-esteem and improve their Learning Mindset.	Subsidised educational visits and trips	Pupils will have educational visits and residential experiences so that they can have life experiences to provide them with the opportunity to develop personal learning experiences. Pupils to use residential and other school visits as a way to develop their writing skills and use their experiences as part of their writing.	See above	PP children to have the same opportunities as other children to attend educational visits and trips.	Class Teachers SG	July 2021
School milk adds to overall wellbeing.	School milk offered to PP children.	To keep levels of energy and engagement up.	£209	Class teacher to check whether milk is being drunk regularly.	SG	July 2021
Budgeted cost: £39,179						

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Outcomes and Evaluation		
Desired outcomes.	Success Criteria	2020/21 outcomes
To continue to support PP children to make the same or better than expected progress as non-pupil premium children in Reading, Writing and Maths.	Pupil Progress Meetings and data scrutiny show that PP children are making progress that is at least in line with, or better than non-PP children. Pupil Passports will set out the provision made for these children and they will have been monitored termly.	COVID 19 has once again had an impact on attainment and progress. End of year data did highlight that the majority of PP children had made expected/above expected progress. PP passports have been created as one document which highlights any support given.
To increase attainment of PP children.	Children eligible for PP will perform at least in line with Non-PP children. Pupil Progress Meetings will include a focus on these children.	PPMs always include a focus on PP children. PP children are not yet working in line with non-PP children but the gap is closing for some children.
To increase the self-esteem and self-confidence among children that have low SEMH. Ensure that all pupils have high aspirations for themselves as learners and are 'ready to learn' and achieve their best at all times.	A 'Growth Learning Mindset' continues to be a strength of the school and supports improving outcomes and progress for PP children. Children with lower SEMH are monitored and receive ELSA, alongside PSED support within the class.	Several PP children received targeted ELSA sessions to support SEMH. The whole school approach to a 'Growth Learning Mindset' has continued to promote SEMH and support all children, including those with PP. This will be continued next year.
PP children with SEN and those who require extra support with Speech & Language make progress in-line with other PP children and non-PP children.	PP children with SEN will also have targets identified in their Learning Plan. They will receive appropriate extra support, including targets identified by a speech therapist where relevant.	Learning plans are reviewed termly. Children with SEN received extra adult support and made good progress.
Attendance of PP children will improve in line with attendance of non-PP children.	Attendance figure for PP children will improve and reach a level in line with other pupils.	Progress has been made to raise attendance for all PP children. For the majority of PP children attainment is in line with non-PP children. The Headteacher has monitored attendance and has been in close contact with parents/carers to support with this.

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