

Pupil premium strategy statement

St George's Catholic Primary School, Enfield



1. Summary information					
School	St George's Catholic Primary School				
Academic Year	2019.20	Total PP budget	£83160	Date of most recent PP Review	Feb 19
Total number of pupils	619	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Feb 20
2. Current attainment					
<i>Results (ASP) 18.19 (not validated)</i>			<i>Pupils eligible for PP (St George's – 7 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving NE or above in reading, writing & maths			86%	74% school, 65% Nat	
progress in reading				-0.25	
progress in writing				-1.68	
progress in maths				-1.13	
3. Barriers to future attainment (for pupils eligible for PP)					
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>					
A.	low EYFS outcomes				
B.	low key stage 1 scores				
C.	Poorer vocabulary acquisition than peers				
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>					
C.	Some lack of parental engagement/ support				
D.	Lack of opportunity for musical/ sport participation due to financial restrictions				
E.	Attachment issues				
4. Desired outcomes (Desired outcomes and how they will be measured)					Success criteria

A.	Attainment for pupil premium pupils in line with national average for all pupils by end of key stage 2 (HS)	PP attainment R,W+M= 9% higher standard
B.	More able pupil premium pupils reach their potential academically in individual subjects	High level R=36%, W=20% (nat),M=33%
C.	Vocabulary acquisition to be accelerated early	95% PP meet phonic standard
D.	Support for mental health, particularly for LAC	Trained support available in school

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 for all

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?
Improve literacy outcomes for pupils in year 6 cohort	Reduced year 6 group sizes for English	Ofsted report (p4/ p10*) highlighted advantages of small group tuition Classes organised into smaller ability groups for English and mathematics to help underachievers to catch up with specific aspects of their learning while enabling more-able pupils to	Groups taught by well-qualified, experienced teachers	Mrs McInnes	November 2019 (track 1)
Improve maths outcomes for pupils in year 6 cohort	Reduced year 6 group sizes for Maths			Mrs McInnes	November 2019 (track 1)
Staff awareness of strategies for vocabulary acquisition	CPD for SLT to disseminate for teachers to implement	'Why Closing the Gap Matters' (Oxford Language Report)	SLT to provide CPD through regular staff meetings	SLT	July 2020
Total budgeted cost					£10000

ii. Targeted support					
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?
Improve outcomes in English and maths for PP pupils in year 5	One to one strategy (children receive support from their class teacher, released by qualified teacher)	Class teacher is best placed to identify barriers to learning and has most to gain from getting to know pupils on a one to one basis when planning future learning (Ofsted report p11*) Ofsted report (p4*) illustrates how reduced numbers and individual tuition can benefit underachieving pupils. Some of this time will be dedicated to feedback (previous work) and pre-teaching (planned work). (Sutton Trust research – high impact)	Clear timetabling which can be flexible depending on need	Mrs Fearnley	November 2019 (track 1) with ongoing review
Improve outcomes in English and maths for PP pupils in year 4	Mentoring (from qualified teacher)	Pupils in year 4 receive mentoring support and advice from qualified teacher. Research (Sutton Trust) has shown that withdrawing children for instruction has limited effect. The emphasis will therefore be on 'mentoring', securing previous learning and setting targets.	Mentoring provided by qualified teacher. Monitored by HT through regular meetings	Mrs Fearnley	November 2019 (track 1) with ongoing review
Improve reading in year 1 (50% of year 1 PP children assessed as WNE)	Reading recovery programme	Intensive individual programme providing reading lessons in addition to class lessons. Provide these in year 2 rather than 'catch up' lessons in key stage 2 (Ofsted report p9*) Excellent results in 17.18	Provided by HLTA, monitored by DHT (tracking)	Mrs Conway	November 2019 (track 1) with ongoing review

Improve reading in year 5 (50% of year 5 PP children assessed as WNE)	Reading recovery	Timetable specific reading sessions for the 4 children, additional 1:1 reading, QLA of year 5 test to identify weaker areas		tbc	Half termly
Improve reading in year 2 and 6	Beanstalk Reading	Individual reading programme for specific children. Use of charity known for effective practice.	Use of charity known for effective practice.	Mrs Burke	July 2020
Improve numeracy in year 2	Numbers count	Intensive individual programme providing number lessons in addition to class lessons	Provided by HLTA	Mrs McLaughlin	November 2019 (track 1) with ongoing review
	Resources		Ensure value for money, observe resources in use	Mrs Jones-Owen	July 2020 (following 18.19 results)
Improve numeracy in years 3, 4 and 5	Homework club	After school catch up and pre-teaching for small group		Miss Kyriacou/ Miss O'Toole	July 2020
Total budgeted cost					£35000
iii. Other approaches					
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?
Ensure PP children have access to all extracurricular opportunities and to enable them to reach their potential as members of society	Fund musical tuition	Ofsted report p4*	Admin staff implement monitored by PO	Mrs Parente	July 2020
	Fund significant educational visits	Ofsted report p4*		P O'Rourke	July 2020
	PP children benefit from wrap around care if required			P O'Rourke	July 2020

Improve mental health and wellbeing support, particularly for LAC	Train teacher who can support and disseminate new learning	Parents of LAC have provided feedback to suggest that this is needed for their children	Extended training provided by Place2Be	R Fearnley, J Burke	July 2020
Total budgeted cost					£6000

6. Review of expenditure					
Previous Academic Year		2018.19			
i. Quality of teaching for all					
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 of pupil premium children	Reduce class sizes for year 6	86% of year 6 PP children reached the expected standard in core subjects	Continue to reduce class sizes and ensure expenditure is divided fairly in relation to the number of eligible pupils. In this way pupil premium income will not fund the whole cost of an additional teacher, but costs will be divided proportionately.	£33522	
	Reduce class sizes in year 5	Very high cost and limited success as current year 6 did not make significant progress by the end of year 5.	Reduce cost of intervention by using HLTA. This way children still receive pre-teaching and catch up work, appropriate to need.	£13164 £15578	
ii. Targeted support					
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	

Improve reading in year 2	Reading recovery programme	Intensive individual programme providing reading lessons in addition to class lessons. Provide these in year 2 rather than 'catch up' lessons in key stage 2 (Ofsted report p9*). Excellent results with 100% (79% benchmark) reading expected standard in reading	Previous success of programme. Value for money achieved by using HLTA rather than previously used UPS teacher	
Improve Phonics outcomes for PP children	Focused support, additional reading	Very effective – 82% success rate (only 2 children not achieved, both with needs)	Continue with strategy – low cost with a noticeable impact	
Improve numeracy in year 2	Numbers count	Intensive individual programme providing number lessons in addition to class lessons. Excellent results – 88% (80% benchmark) achieved maths at expected standard Current year 2 very weak at end of year 1	Previous success of programme. Improve value for money by using HLTA rather than UPS teacher Increase amount of children at Greater Depth	£26570
iii. Other approaches				
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
	LASS - remove	Didn't meet success criteria, too onerous on staff involved and not having the desired impact on the children. Financial implications (data, etc) not worth the expenditure.	Will reinvent our own strategy based on LASS principles	

To enable all PP children to reach their potential as members of society	All pupil premium children to access musical tuition if desired	7 children benefitted from this strategy	Can continue as low cost	£504
	All PP children benefit from educational visits	All PP children able to take part in residential visits (years 5 and 6) (10)		£5000
	PP children benefit from wrap around care if required			£4263

7. Additional detail

* The Pupil Premium - Analysis and challenge tools for schools (Ofsted Report Jan 13)

Attainment and progress of pupil premium children July 2019

Reading	BNE	WNE	NE	ANE
year 6		1	4	2
year 5		4	2	2
year 4		3	6	1
year 3		2	3	4
year 2			7	1
year 1		6	4	2
		30	48	22
		%	%	%

Reading Progress

relative to ks1 performance

not on track	5	24%
on track	16	76%
accelerated progress		

Writing	BNE	WNE	NE	ANE
year 6			1	6
year 5		4	3	1
year 4		3	6	1
year 3		2	4	3
year 2		3	4	1
year 1	1	3	7	1
	2	28	46	24
		%	%	%

ANE = Above National Expectation

NE = at National Expectation

WNE = Working Towards the National Expectation

BNE = Below National Expectation

Mathematics	BNE	WNE	NE	ANE
year 6		1	3	3
year 5		4	2	2
year 4		2	7	1
year 3		2	4	3
year 2				
year 1				
	2	23	61	14
		%	%	%

maths progress

relative to ks1 performance

not on track	4	19%
on track	15	71%
accelerated progress	2	10%

