

## Pupil Premium Impact Statement 2019-2020 Academic Year School Context.

St George's is a large, autonomous, foundation primary school and has served the community of Portland for over 60 years. We have 462 children on roll which has increased steadily over the past four years. St George's Primary School came into existence in 2006 after the amalgamation of two successful junior and infant providers. We are located on the peninsula of Portland which combines both the coastal and rural features.

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	462
Number of pupils benefitting from PPG	104 (23%)
Total amount of PPG received	£160,380.00 (revised figure)
38 children out of 104 Disadvantaged children (37%) are both Pupil Premium and SEND.	

### **Summary of PPG planned spending 2019-2020**

At St. George's Primary School we pride ourselves on providing a quality education for all children. We aim for all children to maximise their potential, attainment and progress in an inclusive environment. Through pupil, parent and teacher voice, an analysis of data and learning walks we have identified the following barriers to learning for the disadvantaged child. We appreciate that these barriers do not apply to each individual and ensure that each child is carefully considered when planning the spending of the PPG.

#### **Barriers:**

- Poor attendance
- Low aspiration
- Parental support and engagement in school.
- Reading Support
- Limited vocabulary
- Self-confidence and self-esteem
- Mental well-being
- Social Skills
- Poor nutrition
- School Readiness
- Limited opportunities for activities outside of school.

We endeavour to tackle each barrier and fulfil our objectives through careful allocation of the Pupil Premium Grant.

#### **Objectives in spending PPG:**

**To raise the achievement of pupils who receive additional funding through the PPG**

#### **Summary of spending and actions:**

- i) Progress of FSM pupils to be at least in line with non FSM peers. Maths and English overall to be priorities in EYFS, KS1 & KS2.
- ii) Provision of social & emotional support / interventions to improve attendance and behaviour.
- iii) Access to enhanced opportunities – Curriculum Enrichment; school visits; residential trips; extra curriculum activities, music and support with uniform, materials etc.
- iv) Personalised learning – one-to-one tuition; additional small group interventions (various). 37% of pupils in receipt of the Pupil Premium Grant are also on the Special Needs Register.
- v) Behaviour Support and support groups for parents (including a breakfast club). Attendance is targeted in line with the partnership agreement between St George's, Radipole, Holy Trinity and Wyke Regis.
- vi) Quality first teaching offered by reduced class sizes and improvements in the quality of teaching, learning and assessment.
- vii) Improved parental partnership.

**Record of Pupil Premium Grant 2019-2020**

**Explanation of progress measure:** In the last academic year we have changed our tracking system from SPTO to Educater. Targets are set in an aspirational way to ensure better than expected outcomes for our disadvantaged children. High-quality teaching and robust moderation delivers results and progress for disadvantaged children that outperforms their peers nationally from KS1 to KS2.

Pupil Premium Grant Allocation	Objective	Cost	Impact/Outcomes
Staffing			
Deputy Head Pupil Premium Lead 0.3.	<p>#To lead the planning and organisation of teaching and learning for disadvantaged pupils in EYFS, KS 1 and KS 2.</p> <p># To lead the allocation of funding and deployment of resources in conjunction with the HT and school development priorities.</p> <p># To analyse school and national data and use this to target children for interventions throughout the school and to set challenging performance management targets.</p> <p># To track and monitor the impact of the PP funding and report to the HT and Governors.</p> <p># To ensure that FSM pupils progress at least in line with peers from EYFS/ KS1 /KS2 in Maths and English.</p> <p>#To lead on Teacher interventions and SDP priorities and to track progress of this vulnerable group.</p> <p># To deliver and provide relevant CPD to staff and ensure that statutory requirements are fulfilled.</p>	£21,849	<p># Pupil progress meetings held at four times per year and relevant whole school interventions put in place.</p> <p>#Setting and review of attainment and progress targets.</p> <p>#Review, planning and monitoring of the Pupil Premium Grant (PPG).</p> <p>#School and National achievement data used to set challenging performance management targets for all teachers with progress towards targets monitored through pupil progress and performance management reviews.</p> <p>#Achievement data tracked, monitored and presented to School Improvement Partner and Governors through School Improvement Committee meetings (3xper year).</p> <p>#Attendance at the Pupil Premium Conference, Peer review and Four Schools CPD to research best practice and using this to influence future PPG investment.</p> <p>#Implementation and whole school training of new tracking system – Educater</p> <p>#Parent support work with vulnerable families during COVID 19 lockdown – weekly phone calls and educational and emotional support.</p> <p>#Completion of PEP meetings for LAC children and other related DSL work.</p> <p>#See achievement data fig.1 &amp; Fig.2.</p> <p>#Through use of PP tracking sheets and parent conferencing at parents evening we have been able to deploy resources more effectively through better identification and understanding of pupils barriers to learning; we have improved parental engagement; ensured provision is targeted to the individual within the class and identified trends across the school. With the new Educater tracking system we have been able to simplify the PP data collection process.</p> <p>#Leading the organisation of teacher, HLTA and TA support, with in partnership with SENDCOs for specific ‘narrowing the difference’ interventions and strategies for targeted Pupil Premium children.</p> <p>#Allocation, planning and review of the PPG.</p> <p>#Providing support to key staff and organising and providing relevant CPD (New SENDCOs)</p>
		£16,007	

<p>Inclusion Leader - 0.3 non-teaching time is used to support pupils in receipt of Pupil Premium Grant.</p>	<ul style="list-style-type: none"> <li># To monitor the progress and well-being of pupils deemed to be vulnerable – this includes Looked After Children (LAC), those from low income; families (FSM) and pupils from service families.</li> <li># To provide vulnerable pupils and their families with access to specific support, through internal intervention and external agencies.</li> <li># To support teachers to plan appropriate interventions.</li> <li># To work with small groups and individuals who need support with their learning.</li> <li>#To enable pupils to make progress socially, emotionally and academically.</li> </ul>	<p>£3,666.75 NB</p>	<p>A child centred approach is taken by the school and positive relationships are developed through multi-agency approaches. School work closely with families and develop closer communicative links to ensure information is shared appropriately to support the young person. Practice sharing has created equilibrium of approaches to methodology to ensure that students' academic, social and emotional needs are understood and supported effectively.</p> <p>Clear targets are set to support the daily needs of the student and awareness from all parties allows the bigger picture to be seen to effectively manage social and emotional needs within school.</p> <p>The Inclusion Leaders (2 new to the role in January 2020) have held had in excess of 100 appointments throughout the year, 80 of which have been related to support for disadvantaged pupils either for a specific SEND need or other issues requiring support.</p> <p>#Inclusion Leaders have been involved in writing/compiling Personal Education Plans (PEPs) for pupils who are in LA Care- Looked After receive their PP funding in thirds across the year in response to PEP plans and targets written in agreement with Foster Carers, school and the Virtual School. PEP meetings are held every 6 weeks to review educational progress. Academic progress for 3 LAC pupils in this time : Reading = 1 expected 2 Good, Writing = 1 Good, 2 expected and Maths = 1 Good and 2 expected. All three children have completed their LAC action plans.</p> <p># The Inclusion Leader has led and monitored the impact of interventions led by teaching assistants and specialist TAs where there is a SEND, social and emotional need. Disadvantaged pupils have benefited from a variety of programmes: Precision teaching, First-class at Number, WordBlaze, Dorset Reading Partnership, ELSA, Learn to Move, Wordwasp, Learn to Move and other specialist SENSS &amp; SALTs provision. All interventions made at least expected progress.</p> <p>There has also been 19 disadvantaged children receiving external support in the form of Children's services, Chesil Family Partnership, Virtual School, TAF/TAC, DFM and Health support who are currently working through individual action plans. We have also made referrals to other agencies such as: CRUSE, MOSIAC , SHELTER, FIRSTPOINT and DFM. This has ensured that their home-life is more secure, children are receiving the correct medical/health support, their emotional well-being is being addressed and they have adequate food and shelter provided.</p> <p>#6 of the children have an ECHP and are making good progress against their targets.</p> <p>#Parent support work with vulnerable families during COVID 19 lockdown – weekly phone calls and educational and emotional support.</p>
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<p>Extra Yr6 class teacher and TA – 25% for the Summer Term</p>	<p>To ensure that disadvantaged pupils make better than expected progress through targeted teacher support in smaller classes.</p>	<p>£13,656.50 £2,637.50</p>	<p>In Year 6 from March 2019 to July 2020 there were 20 disadvantaged pupils (34%). 2 are LAC, 2 Child protection and 3 who received additional CFPZ support.</p> <p>Attainment for the disadvantaged pupil at the end of the 2019 academic year was higher at the expected standard for Reading, Writing, Maths and GPS. At the higher standard - Maths was above national average, GPS in-line but we will continue to target more at the higher standard in English. This however is put into perspective with the progress measure from KS1 to KS2 significantly higher than the national average in Reading (School =1.23 v Nat. -0.62), Writing (Sch. 1.99 v -0.5 Nat.) and Maths (Sch. 3.51 v -0.71 Nat.). (Figures 1 &amp; “).</p> <p>Where pupils failed to meet the expected standards school can evidence extensive support through interventions and external agency support for those disadvantaged pupils who also have SEND needs.</p> <p>Attainment predictions for the end of 2019-20 academic year appeared positive with progress evidenced in books but due to Covid 19 the school went into lockdown in March.</p>
<p>Extra Year 4/5 Class + Teaching Assistant (25%) Extra Year Class +Teaching Assistant (25%)</p>	<p>#To raise standards and provide added support and opportunity for Pupil Premium Pupils</p> <p>#To ensure that disadvantaged pupils make better than expected progress through targeted teacher support and intervention in smaller classes.</p>	<p>£12,495.50 £2,637.50</p>	<p>In Year 4/5 there are 16 disadvantaged pupils out of 55 pupils. The additional support and smaller class has ensured that PP pupils made better than expected progress in reading, writing and maths-end of July 2019 – which continued into the next academic year.</p> <p>Within this group of disadvantaged pupils there is a high level of complex SEND need: 2 pupils have an ECH plan, 17 pupils have specific learning difficulties and 3 has received intervention from children’s services, 1 is LAC and 1 post-LAC. School can evidence extensive involvement in engaging with parents and supporting initiatives to improve these issues.</p>
<p>Additional (3<sup>rd</sup>) Teaching Assistant in Reception class.</p>	<p>#To provide targeted support for pupil Premium pupils in Reading, Writing and Maths in Reception.</p>	<p>£9935</p>	<p>This TA has led the Schoolstart and Storycise intervention programmes and completed independent reading/phonics with disadvantaged children. They have also ensured that emotional preparation (PSED) and school readiness is in place.</p> <p>Reception PP pupils were making good progress in all areas of the EYFS profile up until lockdown March 2020. This demonstrates the positive impact of the TA support being used to target PP pupils.</p>
<p>0.25 of a qualified teacher (JB) to support children in EYFS and KS1 with Reading, phonic and writing support.</p>		<p>£6,406</p>	<p>Jane Burdett worked in EYFS and KS1 classrooms to deliver high quality small group teaching in English and Phonics. Through tracking data children were identified that needed extra support in Reading comprehension and writing as well as phonics for those children needing to reach the expected standard in year 1 and for the re-check in year 2. This provision and the children receiving it was reviewed every half-term.</p>

<p>To provide whole school Forest School education by qualified Level 3 practitioner(Primary Sports Services) within the school grounds.</p> <p>To provide relevant in-school staff to support (Class teacher and TA.</p> <p>Provision of relevant Forest School CPD - Level 1-3 Forest Schools Training. To Purchase relevant resources to implement this curriculum.</p>	<p>#To provide opportunities for disadvantaged children to experience outdoor learning enrichment.</p> <p>#To develop a love for learning for the disadvantaged group that leads to increased attendance at school.</p> <p>#To help each child build self-esteem, confidence, independence and self-control and interpersonal.</p> <p>#To develop social and team working skills.</p> <p>#To provide a safe and non-threatening environment in which children can take risks, make choices and initiate their own learning.</p> <p># To help children understand, appreciate and care for the natural environment.</p> <p># To provide ways of developing practical life skills in an outdoor environment.</p> <p>#To provide an opportunity for individuals to develop, to learn and to enjoy themselves.</p>	<p>£10,080</p> <p>(KB &amp; KS £2,155 x 2)</p>	<p>For the start of the financial year and Summer Term 2019 Years 5 &amp; 6 experienced 6 Forest School sessions by external providers and supported by 2 x school teaching assistants. The Level 3 leader would focus on the disadvantaged pupils and their progress in each session.</p> <p>Due to the success of the programme we employed Primary forest School and Sports Education to deliver a Forest School Programme for the whole school. The sessions are supported by the class teacher and two TAs. This level of supervision ensured an adult focus on the disadvantaged children to ensure they achieved maximum participation and impact.</p> <p>An assessment scrap book, for each year group, has been completed by the Forest School teacher as a record of learning; this includes a variety of photographs and quotes from the children. The staff have evidenced improvements in developing of children's self-esteem, team work, confidence, team work and co-operation. This has also had a positive impact back in the classroom. The children have also witnessed a positive experience - learning new skills including First Aid, cooking, den building, nature studies as well as making bird feeders etc. We have trialled a new Forest School Award presented to two children each week in assembly.</p>
<p>ELSA intervention for emotional and behavioural needs of pupils and family support. 25% of 3 trained ELSA staff and 25% of 1 Senior TA to support children with ASD &amp; behaviour development.</p>	<p>#To provide social and emotional support to identified pupils to ensure that they are in a just right state to participate in learning.</p> <p>#To reduce behaviour incidents impacting on learning.</p>	<p>£7,721</p>	<p>#3 ELSA practitioners- 2 working in KS 2 and 1 in KS 1 have engaged with 28 pupils, with 12 from families in receipt of the Pupil Premium Grant. The barriers tackled have been self-confidence, developing a Growth Mindset, building self-esteem and helping children manage their anxiety. These children have also completed nurture activities and experience enhanced transition between year groups and schools.</p> <p>#Qualitative outcomes include improved emotional regulation, social relationships, behaviour and relationships with parents and siblings, work on understanding foster care and support for bereavement.</p>
<p>1 x TA (Noreen Nicholson) to deliver specialist Speech and Language programmes.</p>	<p>To deliver Specialist Speech and Language input following advice from external agencies to ensure that disadvantaged pupils make better than expected progress.</p>	<p>£2,637.50 (50%)</p>	<p>During the last academic year there were 30 pupils with SALTS programmes 7 of who were also disadvantaged. Each of these children received direct 1:1 support either twice/three times a week or daily whilst others are supported in class and through intervention programmes. 3 of these were discharged by the external therapist as having attained their programme targets and he others will continue to receive support. In the early years we are receiving positive reports from the new SchoolStart programme and have improved links with the pre-schools to aid early identification.</p>
<p>Provision of a specialist Literacy TA</p> <p>Krystle Richardson</p>	<p>#To deliver daily targeted Specialist Literacy support for disadvantaged pupils identified with Specific Learning Difficulties across KS1 and KS2.</p>	<p>£5275</p>	<p><b>Out of 53 children in total 21 (40%) were Pupil Premium children who would receive a variety of specialist English support/interventions. <u>Phonic provision Key Stage 1.</u></b></p>

			<p>Daily TRUGS and PAT intervention for 14 disadvantaged and SEND children in Years 1 and 2 to ensure that pupils reach the required phonic standard. They completed additional intervention into reading comprehension. 10 of these pupils reached the expected standard in phonics.</p> <p>In Year 1 11 of these pupils were PP. 8 of these pupils achieved the expected standard of the other 3, 2 had EHC plans for complex learning and communication needs.</p> <p>In Year 2 there were 3 PP. 2 PP pupils reached the expected standard, other pupil had specific learning need and had missed a year of school but did show progress as a result of intervention.</p> <p><b><u>KS2 Intervention.</u></b></p> <p>There are 23 pupils in KS2 who benefit from SPLD Literacy learning programmes, 3/4x30mins sessions each week. The children worked toward achieving the targets set out in their IEPs/ECHPs. 12 of these pupils are PP and SEND. This intervention demonstrated expected progress in Reading and writing. 4 of these pupils have EHC plans for complex learning needs.</p>
<p>Provision of extra 1:1 Reading support for EYFS and KS1 plus targeted pupils (SB &amp; RL).</p>	<p>#To improve the phonic ability, decoding and comprehension of pupils through a programme a 1:1 support.</p> <p>#To see an improvement in Reading Age/Standardised Score for individual pupils.</p> <p>#To provide regular reading for those children who do not have support at home.</p> <p>#To improve the comprehension of Middle attaining disadvantaged children in order for them to achieve the higher standard/greater depth. (Comprehension group).</p>	£8724.00	<p>This new initiative provided 3 mornings support from a HLTA for 1:1 reading support by an HLTA in KS2.</p> <p>In KS1 a HLTA was deployed to work in Year 1 to work with a targeted small group of children to ensure that they reached the expected level in their phonic screening check.</p>
<p>To improve parental engagement and partnership.</p> <p>To deploy a member of staff to work proactively with parents on how they can best support their child's learning.</p> <p>To prepare parents to effectively support their child as they are working through structures programmes: SALT/Thrive.</p>	<p>#To improve parent partnership working and ultimately raise standards for identified families.</p> <p>#To identify trends and possibilities for refining allocation of resources/time.</p> <p>#Improved pupil progress for disadvantaged (FSM) groups to narrow the difference between the disadvantaged and other group.</p> <p>#Improved attendance – each targeted pupil to achieve at least 96% attendance.</p> <p>#To complete a Thrive Assessment for each pupil and complete the action plan.</p> <p># Each child to make progress against their Thrive Assessment/Action Plan.</p>		<p>SENDCO identified families with children in need of support and took a baseline score from parents and families. This was due to be revisited in July 2020.</p> <p>Two successful workshops with emphasis on Reading Recovery.</p> <p>Leaflet produced to signpost parents to online resources – subscriptions provided for families.</p> <p>In-school intervention by SENDCO and UPS2 teacher for 3 mornings per week to address gaps in reading and writing.</p> <p>1:1 ECHP work measured by successful outcomes achieved in the ECHP.</p> <p>CPD organised for parents through the Dorset Reading Partnership.</p>

<p>Focussed in class differentiated intervention.</p>	<p>#To raise standards in English, Maths and Motor co-ordination.          #To provide pupils who are under achieving targeted intervention to ensure that they make more than expected progress in Reading, writing and maths.          #To ensure that FSM pupils progress at least in line with peers from KS1 /KS2 in maths and English          #To reduce the within –school variance and narrow the difference between the disadvantaged and non-disadvantaged pupils.</p>	<p>£20,000</p>	<p>Specifically 32 hours additional Teaching Assistant time is bought in to support vulnerable pupils who are falling behind in Maths and English. 1:1 support and small group intervention for vulnerable pupils if they are not making appropriate targeted progress.          7 of our current TAs are providing an additional 32 hours per week. This work is completed at the end of morning sessions and 2 afternoon sessions. (25% of TA salaries overall)          There are 6 interventions funded, in addition to ELSA, Ed Psych and Breakfast Club for the period April 2019 to March 2020 : Schoolstart for EYFS, TRUGs for Years 1 &amp; 2 and Precision Teach throughout the school. Other year group specific interventions are carried out once need is assessed.          Interventions are part funded from the PP budget. 37 % of PP pupils are also recorded as having a SEND need.</p>
<p>Dorset Reading Partnership</p>	<p>#To deploy two reading partners in school – one each for KS1 and KS2. These trained partners will work with targeted pupils one afternoon per week on developing their reading skills.           #Planned Parent CPD for parents – hearing your child read at home.</p>	<p>£300  £100</p>	<p>2 Dorset Reading Volunteers(1 for KS1 and 1 for KS2) completing reading workshops with 6 children in receipt of the PPG. The volunteers provide children with comprehension, decoding and fluency skills.           Planned CPD for the Summer Term was cancelled due to COVID 19 restrictions.</p>
<p>Eligible pupils have access to residential opportunities; extra-curricular musical instrument tuition; uniform grant and assistance with school trips.</p>	<p>#To ensure equal access to opportunities and curriculum within school.           To provide further opportunities for pupils to widen their life experiences.           To ensure each child looks the same and takes pride in their appearance</p>	<p>£0  £1,012.50  £2333</p>	<p># Although budgeted for and a high uptake for years 5 and 6 – these residential were cancelled due to the COVID 19 outbreak.           #12 children in receipt of the PPG received funding for a variety of music tuition, including: guitar, woodwind and piano lessons. These are all activities parents would not have been able to provide without the PPG.           #Due to the success of the new school voucher system the school has more than doubled its uptake for the school uniform grant – from 32 to 68 children. In total school has funded £2333 of school uniform. This provides a sense of belonging and pride for the children, they also have clothes and shoes that fit and their own P.E. kit. Each class also has access to spare, clean P.E. kit for these disadvantaged children. Children and families report a high level of satisfaction with school.</p>
<p>Curriculum Enrichment Curriculum Resources &amp; ICT Resources – Mathletics, Accelerated Reader, LEXIA programmes and Times tables Rock Stars.</p>	<p>#To enable Pupil Premium children to catch up and access their appropriate level in Reading, Writing and Maths.           #To provide children with the facility to extend their learning and work on programmes that</p>	<p>£8000  (£558Mat hletics £550 Accelerat</p>	<p>All Pupil Premium children have benefitted from contributions to trips being paid and also 25% of the total cost of other enrichment: visitors to school, transition visits to secondary schools, drama, dance and art workshops etc. Other enrichment activities such as funding for resources for Subject Theme Days. This benefits from working in partnership with our parents.</p>

	offer work at the appropriate level and poses the right amount of challenge. #To provide opportunities to enrich and broaden life experiences.	ed Reader £1777.50 Lexia £60 TT Rock Stars)	There is also 25% of the total cost of a variety of learning platforms which have all helped children improve their learning outcomes. These programmes provide opportunities for both home and school learning.
Provision of tailored programme of Continued Professional Development targeted at supporting and improving the outcomes of disadvantaged children.	#To provide identified CPD internally and externally for lead practitioners. Safeguarding, Pupil Premium Conference, TeacherTeach7, Vocabulary Training, Pie Corbett Programme and EEF Peer Review Programme. #Partnership working across the Four Schools Partnership – joint CPD and initiatives to raise pupil expectation and improve life experiences.	£1,000	Senior Leadership have received training updates for Safeguarding which ensures that we are able to fulfil our legal responsibilities and keep children safe. This includes the addition of two new SENDCOs. The school have been participating in the second year of the EEF Peer Review programme to build accountability and drive school improvement. As a result of this process the HT and DH have received peer review training, reviewed partner schools and enabled school improvement within our school. In 2019 one additional senior leader has become an Improvement Champion leading and facilitating improvement in partner schools. Within St George's we have embedded the pupils' ownership of their own learning through developing pupil-led targets in Writing. These have been created and reviewed through establishing pupil-teacher conferencing. Through discussions with children they are able to express their next steps in learning effectively and relate this to their work. In 2020 we completed a review of our Growth Mindset initiative which has provided positive outcomes. The children are all aware of their year group specific language – show the benefits of the Growth Mindset approach in the choices they make about their own learning. The children have developed resilience and aspire to achieving high standards and tackling harder challenges when choosing the work.
25% Life Education Mobile Van - provision of a mobile learning centre and Educator by Life Education Wessex	To deliver (PSHE) health education programmes to the children and support to the teachers. To provide access and CPD for the SCARF PSHE scheme of work. To provide specialist teaching and support to PP children, teachers and their families to promote healthy choices and relationships.	£532.50 (£2130)	Each child receives PSHE teaching each week based on the new SCARF scheme of work.  2 CPD sessions to provide staff with knowledge on how to use the SCARF Sex and Relationship Education scheme of work effectively. The subject leader has also written a new policy. Staff have agreed the new curriculum and we will be communicating this to parents. SCARF scheme is embedded and new assemblies and awards were consolidated this year.
Iguanas – Staffing and resources for this lunchtime social interaction group (Fixed 1 year period 3 x TLR3).	# To provide social interaction skills teaching (games) at lunch times for identified disadvantaged pupils. # To ensure that pupils are able to fully engage with learning at the end of lunch.	£3801 £100	This club operates a fluid register and some children require less support than others. From the 18 children receiving regular support this year 5 pupils identified across KS1 and KS2 are in receipt of Pupil Premium Grant. They have all experienced social difficulties at lunch time and as a result of this intervention there has been reduced conflict and disruption at unstructured times; the children have also been taught to play a variety of games where they have to interact and co-operate with others. The lead teacher in feedback states that there were fewer incidents of conflict/upset and a growing of social confidence is displayed by all.

			<p>Pupils and parents report that children attending feel happier at school, feel safe and describe that they have friends.</p> <p>Staff report improved interaction, pupils are more able to take turns, share and resolve problems positively. Children report to registration ready for the afternoon session, free from emotional upset due to falling out/arguing/fighting with their peers.</p> <p>For all children, ASD in particular, Iguanas provides a safe, calm, quiet environment to enjoy lunch break. The main impact is the social and emotional skills the children are developing and their readiness for learning in the afternoon session.</p>
<p>SEND – Behaviour consultation and support 97 hours of support visits for an Educational Psychologist assessments.</p> <p>Collaborative partnership working between St. George’s, Radipole, Holy Trinity and Wyke Regis.</p>	<p>To ensure that identified disadvantaged pupils receive targeted specialist support for Social, Emotional and Mental Health and learning needs.</p>	<p>£960 (4 x £240)</p>	<p>A service bought into the school to support Pupil Premium children and high needs SEND. Educational Psychologist, Jeremy Sides, made a series of visits for pupils identified as not making progress with learning. He completed 4 assessments with children in receipt of the PPG and SEND – compiled a report and action plan and feedback to the parents with the school SENDCOs. Relevant intervention was put in place to address the recommendations in his report. as PP and SEND.</p>
<p>Virtual School assessments and resources</p>	<p>To ensure equality of access and provision for the curriculum 3 children</p>	<p>£0</p>	<p>During the review process for each LAC child – there wasn’t any requirement for Educational Psychologist intervention or assessment. A teaching assistant was employed to deliver a reading and spelling intervention in February but the lockdown in March limited the impact made.</p>
<p>Provision of resources and food for Breakfast Club.</p>	<p># To provide nurture based provision daily from 7.45 to 8.45 for disadvantaged pupils and pupils with SEND. # To ensure that children are in the right emotional state for learning (school ready). # To develop social skills. # To target disadvantaged children with poor attendance.</p>	<p>£800</p>	<p>Socially and emotionally pupils who attended were able to transition from parents to school with no emotional upset and stress and be a “just right state” for learning.</p> <p>5 out of 18 pupils in the last financial year were Pupil Premium, all with vulnerabilities such as challenging family circumstances, SEND need such as ASD or SEMH, LAC pupils. All of the pupils have complex needs and they have moved from being distressed at the start of the day to engaging with learning immediately due to the time spent calming in Breakfast Club. Parent comments from those who children who have attended demonstrate a high level of satisfaction with this provision.</p> <p># Qualitative outcomes identified by teaching staff include improved social interaction with peers, improved spoken language and readiness for learning.</p>
<p>Cool Milk, supplied to FSM pupils.</p>	<p>To provide healthy dietary options for disadvantaged pupils.</p>	<p>£1500</p>	<p>40 out of 60 children in receipt free milk daily are disadvantaged pupils. This is essential for providing a healthy and nutritious diet and mental well-being of disadvantaged children.</p>

<p>To participate in the National Primary Futures programme.</p> <p>To develop a Life Skills reward programme.</p>	<p>#To help primary – age children see the link and purpose between their learning and opportunities in later life.</p> <p>#To introduce children to a wide range of people from different backgrounds and careers.</p> <p>#To challenge gender stereotypes and equality.</p> <p>#To encourage and support pupils' ambitions and dreams.</p> <p>#To reinforce the importance of English and Maths in later life.</p> <p>#To build aspiration and self-confidence.</p>	<p>£0</p>	<p># This scheme was planned for a summer term launch but due to the Covid 19 outbreak it was cancelled.</p> <p># Mr Coombs attended a launch and workshop at a local Primary School.</p>
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Disadvantaged Pupils - Attainment – Key Stage 2 – Fig. 1.

	Attainment ARE+ School v National					GDS				
	Reading	Writing	Maths	GPS	R/W/M	Reading	Writing	Maths	GPS	R/W/M
2015-16 18 Ch	46%v 72%	42% v 79%	58%v 76%	42% v78%	29% v 60%	8% v 23%	0% v 18%	8% v20%	4%v27%	0% v 7%
2016-17 19 Ch	53% v 77%	32% v 81%	58% v 80%	79% v 82%	26% v 67%	16% v 29%	5% v 21%	11% v 27%	16% v 36%	5% v 11%
2017-18 19 Ch	88% v 80% (Dis Nat 64%)	82% v 83% (Dis Nat 67%)	100% v 81% (Dis Nat 64%)	82%v82% (Dis Nat 67%)	76% v 70% (Dis Nat 51%)	41% v 33% (Dis Nat 18%)	18% v 24% (Dis Nat 11%)	41% v 28% (Dis Nat 14%)	29%v39% (Dis Nat 24%)	6% v 12% (Dis Nat 4%)
2018-19 22 Ch	68% v 78% (Dis Nat 62%)	77% v 83% (Dis Nat 68%)	82% v 84% (Dis Nat 67%)	77%v83% (Dis Nat 67%)	50% v 71% ( Dis Nat 51%)	9% v 31% (Dis Nat 17%)	9% v 24% (Dis Nat 11%)	23% v 32% (Dis Nat 9%)	23%v41% (Dis Nat 24%)	5% v 13% ( Dis Nat 5%)
Commentary	<p>For disadvantaged pupils the combined score for R/W/M at both ARE and GD their attainment is in –line with disadvantaged children Nationally with good improvement since 2015-16 to school attainment.</p> <p>For children achieving age-related expectations (ARE) in Reading, Writing, Maths and GPS Scores as discrete subjects the attainment scores have significantly improved since 2015 and the difference is narrowing. The disadvantaged children are achieving comparable attainment scores to non-disadvantaged children nationally and at St George’s our disadvantaged children outperform their disadvantaged peers nationally for the last two years.</p> <p>Our next goal is to get more children achieving the Greater Depth Score (GDS) – these results tend to fluctuate on cohort demographics but the St George’s progress measure ensures good value for money.</p>									

Disadvantaged Pupil Progress – Key stage1 to 2 – Fig. 2.

Disadvantaged Progress						
	15-16	16-17	17-18	18-19	19-20	20-21
Reading School Dis	0.68	0.05	6.54	1.23	COVID	
National Other	0.33	0.33	0.31	0.32		
National Dis	---	---	-0.59	-0.62		
Writing School Dis	-3.45	-2.53	3.72	1.99	COVID	
National Other	0.12	0.18	0.24	0.27		
National Dis	---	---	-0.44	-0.5		
Maths School Dis	1.65	0.98	6.47	3.51	COVID	
National Other	0.24	0.29	0.31	0.37		
National Dis	---	---	-0.58	-0.71		
Commentary	<p>Since 2017 the disadvantaged children of St George’s have made significantly better progress in Reading, Writing and Maths compared to disadvantaged and non-disadvantaged pupils nationally.</p>					



