

Pupil Premium Impact Statement 2020-2021 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 442 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.

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	442
Number of pupils benefitting from PPG	120 (27%)
Total amount of PPG received	£150,670.00
41 children out of 120 Disadvantaged children (34%) are both Pupil Premium and SEND.	

Summary of PPG planned spending 2020-2021

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 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 2020-2021

Explanation of progress measure: We use the Educater tracking software to track attainment and progress rates throughout the school. Expected progress would be to remain at the same age-related level (PITA) eg. Expected to Expected but we target children to make good progress by moving up one level between year groups – e.g. Working Towards+ to Expected - . Moving forward we will calculate this as a % of pupils moving one PITA level. Other progress levels will be in Standard Age Score in Reading and % gains at the key end of EYFS/Phonic Check/KS1/KS2 assessments. In order to close the gap and make accelerated progress individual targets have been set for each child. For SEND children the Leuvan Scale, Engagement Model and smaller STEPs progress measures will be calculated.

Pupil Premium Grant Allocation	Objective	Cost	Impact/Outcomes
Staffing			
Deputy Head Pupil Premium Lead 0.2	<ul style="list-style-type: none"> #To lead the planning and organisation of teaching and learning for disadvantaged pupils in EYFS, KS 1 and KS 2. # To lead the allocation of funding and deployment of resources in conjunction with the HT and school development priorities. # To analyse school and national data and use this to target children for interventions throughout the school and to set challenging performance management targets. # To track and monitor the impact of the PP funding and report to the HT and Governors. # To ensure that FSM pupils progress at least in line with peers from EYFS/ KS1 /KS2 in Maths and English. #To lead on Teacher interventions and SDP priorities and to track progress of this vulnerable group. # To deliver and provide relevant CPD to staff and ensure that statutory requirements are fulfilled. # To work collaboratively in partnership with Radipole, Holy Trinity and Wyke Regis. 	£15,443	<ul style="list-style-type: none"> # Pupil progress meetings held at four times per year and relevant whole school interventions put in place. #Setting and review of attainment and progress targets. #Review, planning and monitoring of the Pupil Premium Grant (PPG). #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. #Achievement data tracked, monitored and presented to School Improvement Partner and Governors through School Improvement Committee meetings (3xper year). #Provision of whole school training for assessment tracking system – Educater #Parent support work with vulnerable families during COVID 19 lockdown – weekly phone calls and educational and emotional support. #Completion of PEP meetings for LAC children and other related DSL work. Weekly tracking of vulnerable pupils. #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. #Use of NFER testing to identify gaps in learning. CPD for staff on how to use the program to analyse results. #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. #Allocation, planning and review of the PPG. #Providing support to key staff and organising and providing relevant CPD (New SENDCOs).

			#Appointment and line management of the new Parent Support Adviser and relevant CPD.
<p>Inclusion Leaders - 0.3 non-teaching time is used to support pupils in receipt of Pupil Premium Grant.</p>	<ul style="list-style-type: none"> # 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. # To provide vulnerable pupils and their families with access to specific support, through internal intervention and external agencies. # To support teachers to plan appropriate interventions. # To work with small groups and individuals who need support with their learning. #To enable pupils to make progress socially, emotionally and academically. # To liaise with outside agencies to put support in place for vulnerable families/children. # To support the Family Liaison Officer and monitor effectiveness of the role. # To complete a SEMH Assessment for each pupil when required and monitor the progress made in the subsequent action plan. 	<p>£15,268</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 been actively involved with the 41 families of children who are both SEND and PP. There were also making weekly welfare calls with the Deputy Headteacher for the children who were classified as vulnerable by the Local Authority and/or school. The impact of this intervention has been to signpost families to the best social and emotional support, whether in school or with an external agency.</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 termly with LAC reviews planned every 6 weeks in order to review educational, social and emotional 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 in Summer 2020. After enhanced transition 2 children moved on to secondary school and were teacher assessed as meeting national expectations in Summer 2020. The remaining LAC child has been making expected progress in Reading, Writing and Maths but remains below national expectations. This child attended school as a Critical Worker throughout lockdowns.</p> <p># The Inclusion leaders have audited the interventions we offer and disadvantaged pupils have benefited from a variety of intervention programmes, In KS1: Addacus, Big Maths Beat That, Colourful Semantics and bespoke Phonic support. In KS2: Dorset Reading Partnership, First-class at Number, SNIP Literacy, Toe-by-Toe, WordBlaze and Wordwasp. Children across the school have access to ELSA, Lexia, Precision Teach and a Reading Recovery model. We also provide other specialist SENSS & SALTs provision. Due to the</p>

			<p>impact of Covid these interventions have been impossible to track progress accurately.</p> <p>Consistently, There have been 20 disadvantaged children receiving external support in the form of Children's services, Chesil Family Partnership Zone, TAF/TAC, Virtual School and Health support. These children are successfully working through individual action plans.</p> <p>We have also made referrals to other agencies such as: DFM, FIRSTPOINT, MOSIAC, REACH, STARS and YOUFIRST. 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>Extra Yr5/6 class teacher and TA – 26% for the Summer Term 2020& Autumn & Spring 2020-21</p>	<p>#To ensure that disadvantaged pupils make better than expected progress through targeted teacher support in smaller classes.</p> <p># To provide smaller class sizes.</p> <p># To provide quality-first teaching.</p>	<p>£18,000</p>	<p>In Year 6 from March 2020 to July 2020 there were 20 disadvantaged pupils (34%). 2 are LAC, 2 Child protection and 3 who received additional CFPZ support. These children benefited from the smaller class sizes and the emotional support offered by trained ELSA staff on their return to school in the Summer Term. They also benefited from enhanced transition to Secondary School. Teacher Assessment data for the end of Summer 2020 was sent to the Local Authority with children making good progress.</p> <p>The small class sizes were maintained for the academic year 2020-2021, with three small classes in year 6. The aim of this initiative was to provide the best possible chance for the previous year 5 cohort to catch-up on lost learning. This cohort were exposed to remote learning from March 2020 to July 2020. Internal tracking by the end of Autumn 2020 showed good progress when closing the gaps in missed learning. Unfortunately, there was another National Lockdown in Spring 2021. On their return to school, the small classes and extra support has proved vital in securing positive mental health and wellbeing.</p>
<p>Additional (3rd) Teaching Assistant in Reception class.(50%)</p>	<p>#To provide targeted support for pupil Premium pupils in Reading, Writing and Maths in Reception.</p> <p># To run specific intervention programmes to support disadvantaged children.</p>	<p>£8,488</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 January 2021. This demonstrates the positive impact of the TA support being used to target PP pupils.</p> <p>The TA has also completed the Nuffield Early Language Intervention programme and the scheme will now be administered in Summer Term 2021.</p>

			1:1 support has been provided during Critical worker care during Lockdown in the Spring Term.
<p>To provide a 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.</p> <p>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>	£10,584	<p>Outdoor learning has been key to the mental health and wellbeing of children at St George's. In Summer 2020 we ran a reduced programme to help children transition back to school after Lockdown 1. In Autumn 2020 a normal Forest School timetable resumed with Years 1 and 5 participating.</p> <p>In Spring 2021, during lockdown 2, we continued a Forest School program to ensure children's mental health and wellbeing remained a priority. Critical Key Worker children who attended school during Lockdown received additional sessions.From March 8th we provided each year group with 4 extra sessions aimed at developing their mental health and wellbeing before a full programme resumed I late March 2021.</p> <p>We introduced a weekly Forest School certificate – 2 per week are awarded – one of which must be to a vulnerable child. Assessment books for each year group are now established – these include a variety of pupil/staff comments and photos showing evidence of impact.</p> <p>Purchase of video nest boxes and onsite cameras have helped develop the site and we held the first St George's Photography competition this year.</p>
Staffing Continued			
<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 & 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>	£7473	<p>12 pupils have been seen by ELSA staff for individual support during our time in school. This has been as a result of our welfare calls, at the request of Children's Services or from staff referral. They have provided the ongoing support needed to help children regulate their emotions/manage anxieties as a result of Covid 19.</p> <p>The team have also completed transition work in July 2020 and Autumn Term 2020. The focus of additional support has been within the staff's own phases. The impact of this is to ensure pupils feel confident and that their emotional/mental health is at a good level - ready for learning.</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>	£2768	<p>During the last academic year there were 30 pupils with SALTS programmes 6 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. 2 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 SchoolStart programme and have improved links with the pre-schools to aid early identification.</p>
<p>Provision of a specialist Literacy TA</p>	<p>#To deliver daily targeted Specialist Literacy support for disadvantaged pupils identified with Specific Learning Difficulties across KS1 and Year 3.</p>	£5536	<p>Out of 38 children in total 20 (53%) were Pupil Premium children who would receive a variety of specialist multi-sensory learning and English support/interventions.</p>

Krystle Richardson			<p>Due to Covid risk assessments children have been grouped in their class bubbles. We have provided phonic provision in Key Stage 1 with Daily TRUGS and PAT intervention for 24 disadvantaged and SEND children in Years 2. This support ran during the Summer/Autumn term. In the Phonic Recheck in December 2020: 19 passed, 3 failed and 2 were absent. Miss Richardson also worked on phonic support for year 1 children during the Autumn Term 2020 to provide vital catch-up support. They have completed additional intervention into reading comprehension for the Spring Term once we returned in March 2021.</p> <p>There are 24 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 for Autumn Term 2020. Miss Richardson has also provided class support in Summer 2020 for Year 1 and Critical worker children. She has also provided 1:1 support for a child with complex behavioural needs since our return to school in March 2021.</p>
Provision of extra 1:1 Reading support for EYFS and KS1 plus targeted pupils (RL/HM).	<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>	£10,479 (17.5hrs)	Daily reading support has been provided for children in EYFS and KS1 on a 1:1 basis. The children have also benefited from extra Phonic group teaching and in the most severe cases the children have participated in the Reading Recovery programme. Due to restrictions and guidance this provision was not as consistent as we had hoped. 47 Children from EYFS to Year 2 have benefited from this initiative.
Interventions/Initiatives			
<p>To improve parental engagement and partnership.</p> <p>To create a new role (Parent Support Adviser) 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 structured</p>	<p>To work with families of identified vulnerable pupils:</p> <p>#To improve parent partnership working with and ultimately raising standards for identified children.</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 improve the social, mental and emotional health of children on their return to school from lockdown.</p> <p># To facilitate parent/family workshops.</p> <p># To refer, report to and work with outside agencies – CFPZ/Children's Services/SALTs etc</p>	£5825	<p>The Parent Support Adviser (PSA) has contacted 50+ families per week over the telephone for a weekly welfare check. This has provided valuable emotional support for the families and signposting to essential services including Chesil Family Partnership Zone and Children's Services.</p> <p>The PSA has also attended TAC/TAF meetings and worked with children in school. Face to face sessions with the family will resume when COVID restrictions allow.</p> <p>The PSA has completed an induction process and relevant safeguarding CPD and will commence a project with the Local Authority which supports working with families (Anna Freud – Multi-family Groups).</p> <p>10 families have been identified for partnership work in the Summer Term.</p>

programmes: SALT/Reading Support etc.			
To participate in the National Primary Futures programme. To develop a Life Skills reward programme.	#To help primary – age children see the link and purpose between their learning and opportunities in later life. #To introduce children to a wide range of people from different backgrounds and careers. #To challenge gender stereotypes and equality. #To encourage and support pupils' ambitions and dreams. #To reinforce the importance of English and Maths in later life. #To build aspiration and self-confidence.	-----	This initiative has been postponed due to Covid 19 restrictions.
Dorset Reading Partnership	# To provide training for parents to read with their children at home. # To provide 1:1 support for targeted children.	-----	Due to Covid restrictions we did not use this service during the past financial year. This service will resume in September.
Focussed in class differentiated intervention.	#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.	£20,000	Intervention programs have been administered by the class teacher and teaching assistant due to class bubble restrictions. A dedicated intervention time has been planned and a variety of interventions used (see below). In Key Stage 1 - 30 children have received targeted interventions after analysis of their gaps in learning and slow rates of progress. Children were withdrawn by specialists to teach: SALTS and SENSS programmes. Teaching assistants or targeted group work by the teacher was used in years 1 and 2 to deliver Colourful semantics, sentence building and writing simple sentences in English and First Class at Number, Big Maths and Beat That in Maths. 27 vulnerable children have benefited but progress has been hard to measure due to lockdown. In KS2: Dorset Reading Partnership, First-class at Number, SNIP Literacy, Toe-by-Toe, WordBlaze and Wordwasp. Children across the school have access to ELSA, Lexia, Precision Teach and a Reading Recovery model. Class based catch-up has continued on our return in Spring Term.
Eligible pupils have access to residential opportunities; extra-curricular musical instrument tuition; uniform grant and assistance with school trips.	#To provide equal access to #To provide further opportunities for pupils to widen their life experiences. #To ensure each child looks the same and takes pride in their appearance	£3500 £675	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. 10 pupils have taken the opportunity for subsidised music lessons – this is a fantastic opportunity that they wouldn't have accessed without this support.

and Educator by Life Education Wessex	# To provide specialist teaching and support to PP children, teachers and their families to promote healthy choices and relationships.		RSE 2 day online conference. 2 CPD sessions to provide staff with and the PSHE lead with the knowledge on how to use the SCARF Sex and Relationship Education scheme of work effectively. The subject leader has also written and presented the new policy to Governors and led on the parental consultation process.
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.	£3906	Due to Covid restrictions Iguanas has not been able to take place. However – the staff members involved have been redeployed by the Headteacher to support children at lunch times when needed.
SEND – To employ an Educational Psychologist for 97.5 hours to provide: * Behaviour consultation and support * Staff CPD * Complete assessments and feedback * To work with individual children.	#To ensure that identified disadvantaged pupils receive targeted specialist support and plans for Social, Emotional, Mental Health and learning needs.	£1462.50	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 6 assessments with children in receipt of the PPG and SEND. He compiled a report including an action plan with feedback to the parents alongside the school SENDCOs. Relevant intervention was put in place to address the recommendations in his report as PP and SEND.
Virtual School assessments and resources	#To ensure equality of access and provision for the curriculum 3 children (3 during the Summer Term with 1 from Sept. 2020)		Successful PEP meetings and LAC reviews with all children reaching their targets for the end of the academic year. All children received an enhanced transition programme – specifically the two in year 6 moving to Secondary School. The children received weekly support especially during lockdown with 2/3 returning to school from June 2020. The other child received a laptop and other resources so that the full curriculum could be accessed. In 2020-21 emotional support has been put in place and interventions completed. After a thorough assessment of needs Mosaic therapy is due to start. Due to bubble restrictions the class teacher and TA have provided extra support, educational and emotional, during this difficult year. Progress is expected but attainment is currently below. Interventions and catch-up programs were in place in Autumn and late Spring – once we returned to school.
Provision of resources and food for Breakfast Club.	# 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.	£400	Due to Covid-19 restrictions and children mixing bubbles we have not provided breakfast club but staff have checked in with these children on their arrival at school to see if they were OK and SEMH resources have been purchased for the classroom.

Cool Milk, supplied to FSM pupils.	# To provide healthy dietary options for disadvantaged pupils.	£675	37/66 (56%) children are in receipt of Pupil Premium and the school pay for their milk. This is essential for their diet and nutrition.
To develop the ICT infrastructure/capability	# 25% of purchase price of ACER TravelMate B3 Laptops and Caddies. # Disadvantaged children have access in the classroom for software and educational programs in order to support learning. #Set up time and relevant staff CPD.	£17605	Purchased to assist the children with their digital learning and catch-up interventions. Each class having constant access to a laptop has enabled greater time spent completing targeted interventions. Also class teacher has the ability to deliver the Computing curriculum within their class whilst the ICT Suite use was limited due to Covid restrictions.