

Pupil Premium Statement 2021-2022 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	444
Number of pupils benefitting from PPG	123 (28%)
Total amount of PPG received	£151,360
41 children out of 123 Disadvantaged children (33%) are both Pupil Premium and SEND.	

Summary of PPG planned spending 2021-2022

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 2021-2022

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
Staffing	
Deputy Head Pupil Premium Lead 0.25.	<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.
Inclusion Leaders - 0.3 non-teaching time is used to support pupils in receipt of Pupil Premium Grant.	<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 Parent Support Adviser 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.
Extra Yr5/6 class teacher and TA – 26% for the Summer Term 2020& Autumn & Spring 2020-21	<ul style="list-style-type: none"> #To ensure that disadvantaged pupils make better than expected progress through targeted teacher support in smaller classes. # To provide smaller class sizes. # To provide quality-first teaching.
Additional (3 rd) Teaching Assistant in Reception class.	<ul style="list-style-type: none"> #To provide targeted support for pupil Premium pupils in Reading, Writing and Maths in Reception. # To run specific intervention programmes to support disadvantaged children.

<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>
<p>1x 0.5 Teacher to provide quality first teaching in small groups to address the catch-up issues identified as a result of Covid 19.</p>	<p>#To work with targeted pupils in key year groups to maximise progress in English and Maths.</p> <p>#To eradicate gaps in learning identified by class teachers and NFER Test analysis.</p> <p>#To maximise rates of progress and minimise within school/national variance between disadvantaged and non-disadvantaged pupils.</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>
<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>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 Year 3.</p>
<p>Provision of extra 1:1 Reading support for EYFS and KS1 plus targeted pupils (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>
<p>Parent Support Adviser – L. Donohoe</p> <p>To participate in the Local Authority pilot for Multi-Family Groups (Anna Freud)</p> <p>To improve parental engagement and partnership.</p> <p>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 programmes: SALT/Reading Support etc.</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>

Interventions/Initiatives	
<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>Dorset Reading Partnership</p>	<p># To provide training for parents to read with their children at home.</p> <p># To provide 1:1 support for targeted children.</p>
<p>Focussed in class differentiated intervention.</p>	<p>#To raise standards in English, Maths and Motor co-ordination.</p> <p>#To provide pupils who are under achieving targeted intervention to ensure that they make more than expected progress in Reading, writing and maths.</p> <p>#To ensure that FSM pupils progress at least in line with peers from KS1 /KS2 in maths and English</p> <p>#To reduce the within –school variance and narrow the difference between the disadvantaged and non-disadvantaged pupils.</p>
<p>Eligible pupils have access to residential opportunities; extra-curricular musical instrument tuition; uniform grant and assistance with school trips.</p>	<p>#To provide equal access to</p> <p>#To provide further opportunities for pupils to widen their life experiences.</p> <p>#To ensure each child looks the same and takes pride in their appearance</p>
<p>Curriculum Enrichment Curriculum Resources & ICT Resources – Mathematics, 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.</p> <p>#To provide children with the facility to extend their learning and work on programmes that offer work at the appropriate level and poses the right amount of challenge.</p> <p>#To provide opportunities to enrich and broaden life experiences.</p>
<p>Provision for Service children</p>	<p># Liaise with parents to ensure their child's emotional wellbeing is catered for – whether through nurture group/pastoral support/ELSA.</p> <p>#Facilitate communication with service parent either through digital communication/letters/information from the teacher/portfolio of work and achievements</p> <p>#Teaching assistant support</p> <p>#access to clubs and other enrichment opportunities.</p> <p>#Forest School</p>
<p>Provision of tailored programme of Continued Professional Development targeted at supporting and improving the outcomes of disadvantaged children.</p>	<p>#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.</p> <p>#Partnership working across the Four Schools Partnership – joint CPD and initiatives to raise pupil expectation and improve life experiences.</p>
<p>25% Life Education Mobile Van - provision of a mobile learning centre and Educator by Life Education Wessex</p>	<p># To deliver (PSHE) health education programmes to the children and support to the teachers.</p> <p># To provide access and CPD for the SCARF PSHE scheme of work.</p> <p># To provide specialist teaching and support to PP children, teachers and their families to promote healthy choices and relationships.</p>

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.
SEND – To employ an Educational Psychologist for up to 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.
Virtual School assessments and resources	#To ensure equality of access and provision for the curriculum for 1 Looked After Child.
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.
Cool Milk, supplied to FSM pupils.	# To provide healthy dietary options for disadvantaged pupils.