

Pupil Premium Strategy Statement 2018/19 – Arreton St George’s CE Primary

School Vision

Arreton St George’s CE Primary is part of a Federation and works closely with the partner school, Oakfield CE Primary.

The school’s vision is to enable each and every pupil to achieve as well as they can academically, socially, emotionally and spiritually. Within a caring Christian ethos, staff work to support the development of the whole child, taking into account their individual needs and starting points. The school is committed and determined to support and challenge pupils who have an educational disadvantage to succeed.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2018/19:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £1,900 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a ‘service child’ in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings/key assessment points. Actions are identified, implemented and regularly reviewed.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Federation Strategy Group, which includes leadership and governors from both schools, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Federation Pupil Premium Strategy Group (This group meets termly to review effectiveness of building blocks outlined above)	
Team member	Role
Colin Haley	Executive Headteacher
Vikki Reader & Maria Herbert	Heads of School for Oakfield and Arreton St George's CE Primary
Lee Williams	SENCo
Inclusion governor	Helene Allen, Glenna Realey
Learning Committee Chair	Eric Hemming
Review Dates for academic year:	Initial review 2018/19 7 November then March 2019, July 2019

Current Profile						
Year	2018/19	Number of Pupils eligible for PP	9	Breakdown of PP Pupils		
NoR	2179	Total PP budget	£...K (tbc)	FSM/Ever 6	Service	LAC
Date of Statement	October 2018	Review Date(s)	7 November 2018 March 2019 July 2019	4	0	5

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 for academic year 2018/19 (Does not include Service pupils)					
Year Group	Number and % of disadvantaged pupils eligible for PP	Number and % of pupils on SEN register who are also eligible for PP	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1
EYFS	14 pupils 29%	6 pupils 13%			
Year 1	10 pupils 27%	3 pupils 8%	5	5	0
Year 2	11 pupils 22%	2 pupils 4%	4	7	0
Year 3	14 pupils 32%	12 pupils 27%	8	6	0
Year 4	19 pupils 49%	9 pupils 23%	10	9	0
Year 5	21 pupils 60%	13 pupils 37%	5	15	1
Year 6	16 pupils 47%	11 pupils 32%	4	12	0

Attainment KS2 (2018) Disadvantaged Pupils (3 pupils)					
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Disadvantaged	National Non-PP Outcomes
R W M combined	33%	62%	-29	51%	70%
Reading	33%	76%	-43	64%	80%
Writing	66%	76%	-10	67%	83%
Mathematics	33%	68%	-35	64%	81%

Progress KS1 to KS2 (2018) Disadvantaged Pupils (3 pupils)				
	PP	Non-PP	National Disadvantaged Progress	National Non-PP Progress
Reading	-7.8	-0.1	-0.6	+0.3
Writing	-4.0	+2.4	-6.4	+0.2
Mathematics	-9.2	-3.0	-0.6	+0.3

Attainment KS1 (2018) Disadvantaged Pupils (3 pupils)					
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Disadvantaged	National Non-PP Outcomes
Reading	67%	74%	-7	63%	75%
Writing	100%	70%	+30	55%	70%
Mathematics	100%	89%	+11	63%	76%

The impact of the funding allocations and improvements outlined in the PP strategy 2017/18

As there are relatively few pupils eligible for PP funding, effectiveness of strategies is measured by individual performance rather than group data. The above tables therefore have little relevance as each pupil is worth 33%.

Key Stage 1 outcomes for all pupils improved, particularly for disadvantaged pupils. However consistency in teaching across KS1 is required to maintain progress and attainment of all pupils. The proportion of pupils securing ARE+ in writing and mathematics needs to further increase. Earlier identification of SEND has resulted in emotional needs being met more rapidly and speech and language support in Early Years..

The positive behaviours for learning and associated support plans have led to a more systematic approach to engaging pupils with SEMH in their learning. All targeted pupils have made progress and indicate that writing and maths progress is in line with non-disadvantaged. We need to catch up with reading. All disadvantaged pupils learning enables them to access programmes of study in mainstream classes based on our broad curriculum.

The strong emphasis on communication and language in EYFS has led to good progress from average baseline. The children with SEN achieved expected standard in all 3 subjects.

Targeted pupils in EYFS and KS1 have benefitted from reading and phonic workshop sessions but this needs to continue to raise progress and outcomes. The use of pupil premium passports has increased staff knowledge and awareness of individual need and allowed greater use of tailored support. We also need to focus on increasing the proportion of disadvantaged pupils working at greater depth by the end of KS1.

The progress of 3 disadvantaged pupils in Key Stage 2 should have been stronger. Of the 3 pupils, one was on the SEN register. However all did make accelerated progress in Year 6. The progress measures for pupils that were not identified as disadvantaged were positive for reading and writing. Disaggregating the PP group the data evidences that disadvantaged pupils that did not have SEN made stronger progress in writing (2 pupils). In terms of attainment not enough disadvantaged pupils reached the expected standard.

We have worked hard to ensure regular attendance by pupil premium children (98.83% against a school end of year average of 98.07%).

Key Challenges for disadvantaged pupils

External barriers that may affect some disadvantaged pupils

- impact of domestic violence/substance misuse/mental health factors;
- financial difficulties/poverty;
- family upset such as bereavement/significant illness/divorce or separation;
- Attendance issues linked to mental health.

To reduce these barriers the school uses Pupil Premium funding to support emotional well-being, enrichment and strategies to reduce lateness, absences and exclusions.

Barriers for learning that make some disadvantaged less successful in their learning

- poor social and emotional development ;
- lower cognitive ability;
- demotivation as a result of lack of educational success, particularly when self-measuring against peers (leading to low self-esteem);
- gaps in prior learning.

To reduce these barriers the school uses Pupil Premium funding to engage pupils in learning and ensure they have equity in terms of access to the curriculum and high quality teaching.

Summary allocation of funding	Expenditure
Teaching and Learning	£19K
•	
Emotional, social and behavioural support	£1K

•	
Enrichment	£1K
•	
Total Expenditure	£21K

Area of Focus	Expected Impact
<p>Leadership and management</p> <p>a) Federation PP strategy group established comprising EXHT, HoS, SENCo and Inclusion Governors. Clear roles and accountabilities confirmed, to review and set actions after each summative assessment analysis. Review ethos, attendance, behaviour, progress data for disadvantaged pupils based on prior attainment groups and the quality of teaching in each cohort. Set actions for top leaders, inclusion leaders and subject leaders to monitor and offer professional development. Leaders to evaluate impact at subsequent review.</p> <p>b) Communicate PP strategy to all staff to ensure they are clear of accountabilities and actions. Complete PP profiles, set accelerated progress targets for 18/19 and identify subjects where disadvantaged pupils could excel. Prioritise pupils at greatest risk of underachieving. Link to high impact teaching plan. Evaluate impact.</p>	<p>Flexible and more effective use of PP funding.</p> <p>Higher expectations.</p> <p>Strategic leaders driving strategies through teaching teams to ensure disadvantaged pupils accelerate progress. The progress of targeted pupils are monitored closely by SLT. A reduction in pupils on SEN register.</p>
<p>Teaching , learning and assessment</p> <p>a) Teachers to evaluate their impact of teaching inputs and feedback to disadvantaged pupils. Link to performance management. Evidence of progress in books, response to oral and written feedback and strengthening of domains which result in a greater proportion being close to, on track to or exceeding ARE.</p> <p>b) Develop pupils’ metacognitive knowledge of how they learn. Support pupils to plan, monitor and evaluate their learning (EEF research). Link to the ‘Six strands’ to develop positive behaviours for learning</p> <p>c) Within writing learning journeys develop pupils’ language capability; talk for learning and closing the vocabulary deficit are foundations for higher quality writing (EEF research).</p> <p>d) EYFS and KS1; use a balanced approach to develop reading including phonological awareness and the forensic systematic teaching of phonics. KS2 Teach reading comprehension strategies through modelling and</p>	<p>Progress evident within in year assessment phases.</p> <p>Communication and language strategies enable pupils to engage in learning that will secure ARE+.</p> <p>More pupils to achieve ELG and KS1 reading EXS.</p>

supported class-based interventions (EEF research). e) Develop conceptual understanding of mathematics through the CPA approach and guided reasoning sessions which enable pupils to understand and use mathematical vocabulary and have strategies to solve problems.	More pupils achieve EXS and GDS.
Personal development, behaviour and development a) For disadvantaged pupils who also have SEN identify, implement and evaluate impact of class-based interventions led primarily by the teacher. b) Evaluate the effectiveness and responsiveness of strategies to improve attendance and reduce persistent absences that are adversely affecting learning. c) Engage with parents to improve both pupil and parent literacy skills and emotional well-being. d) Support pupils, including disadvantaged, with their social, emotional and mental health needs (SEMH) through specific interventions. e) Extend support to improve reading for pupils at home.	Equity enables pupils to make greater progress towards ARE. Reduction in absences. Home learning increases. Higher engagement in learning. Motivated confident readers.

Pupil Premium Strategy

The school must publish a strategy for the school's use of the pupil premium. For the current academic year it must include:

- The school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the pupil premium funding will be spent to overcome those barriers and the reasons for that approach
- how the effectiveness of the pupil premium can be measured
- the date of the next review of the school's pupil premium strategy

For the previous academic year, it must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils