



Pupil premium strategy statement: St George's Junior School

1. Summary information					
School	St George's Junior School				
Financial Year	2017/18	Total PP budget April 17 – March 18	£53,070	Date of most recent external PP Review	October 2017 HT & Link Gov.
Total number of pupils	353	Number of pupils eligible for PP	37	Date for next internal review of this strategy	Jan 2018

2. Attainment		
Attainment for: Year 6 2016-2017 (13/85, 15.5% of pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	54%	79%
% achieving expected standard or above in reading	77%	92%
% achieving expected standard or above in writing	69%	92%
% achieving expected standard or above in maths	62%	85%
% achieving expected standard or above in grammar, punctuation & spelling	69%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The attainment of the pupils on entry to Year 3 is well above the national average; SGJ baseline demonstrates some discrepancy in the results that pupils attained in their tests and the reported level of attainment on joining Year 3
B.	High percentage of LAC and previous LAC (20%) require increasing levels of emotional support and specific counselling

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
C.	High percentage of pupils in receipt of PPG are also on SEN register or low ability from SGJ baseline, impacting on accelerated progress
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance in Year 6 requires improvement. Seasonal work motivates some parents to holiday outside of peak holiday times. This is improving due to the work of the school. (3.5% persistent absentees in Y6)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A thorough baseline assessment, using Year 2 test materials during September 2017 with new Year 3 cohort gives an accurate starting point for start of KS2	Moderation from other external settings support writing assessments Internal baseline shows expected progress of pupils new to Year 3 from the September baseline as pupils progress throughout the school (STAT, min 1 point per term to be achieved) Children set/attempt challenging and aspirational targets from the internal baseline.
B.	Learning Mentor to provide a secure, supportive environment for pupils with specific external barriers to their learning	Pupils demonstrate an understanding of positive mental well-being and know how to access desired support/guidance when required.
C.	Use Year 3 baseline materials to provide accurate assessments of SEN/lower ability pupils in September 2017 Provide dyslexic friendly strategies and resources to support and accelerate progress of identified pupils.	Teachers addressing in class needs of PPG children to maximise progress. Half termly data analysis show expected progress or more. Minutes of Pupil Progress meetings to monitor and plan additional support show impact on outcomes. Pupils in receipt of PPG are aware of dyslexia friendly strategies due to modelling from TAs.
D.	The attendance of children in receipt of PPG improves at Y6	Reduce the number of persistent absentees among pupils eligible for PP (particularly in Y6) from 3.5% to less than 1.0% Attendance for all children is above national average of 96%.

Planned expenditure				
Financial year	2017 / 2018			
The priorities below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
Type of Provision	Provision Focus	Amount allocated	Specific Intended Outcome	Impact review
Ongoing Learning Mentor for 3x terms	Removing barriers to learning for all pupils as and when identified. Learning Mentor timetable includes <ul style="list-style-type: none"> Anger Management Strategies, 	£6000	Pupils with additional contributing factors from outside school receive the relevant support to deal with emotional and social barriers to their learning.	Jan 18, Apr 18

Planned expenditure				
	<ul style="list-style-type: none"> • Self Esteem, • Behaviour Management Strategies • Friendship Groups, • Nurture Groups • Parental Support • Bereavement Support • LAC Support 		Reduced disruption to learning and overall achievement as well as readiness and smooth transition to the next key stage are the intended outcomes.	
1x additional Specialist reading teacher for 2 x term	To accelerate learning with specific intervention and small class teaching (plus Beanstalk Readers)	£8,200	To ensure pupils make at least expected progress or more in core subjects, with specific areas of learning being targeted to guarantee any gaps in learning are closed. For more able pupils to be challenged and meet aspirational targets.	Jan18, Apr 18
Specialist Teaching Assistant Support & Interventions to work across the school	<ul style="list-style-type: none"> • Small group and 1:1 support • Specific and targeted booster sessions and afternoon interventions (Y3-6) • Catch Up Reading & Maths • Additional Phonics sessions Y3/4 Specialist Dyslexia/Dyscalculia friendly support	£25,000	To ensure pupils make at least expected progress or more in core subjects, with specific areas of learning being targeted to guarantee any gaps in learning are closed. Pupils identified 'at risk ' of dyslexia to receive specialised support to improve reading and spelling focus	Sept17, Jan 18, Apr 18
Cool Kids	To develop fine and gross motor skill coordination, team building and confidence building programme	£500	Pupils confidently participate within a team, whilst improving their gross and fine motor co-ordination	Jan18, Apr 18
Enrichment Activities	Specific trips within the local community offered primarily to the higher ability and middle ability pupils in receipt of PPG to challenge and extend thinking skills Staffing supervision for; <ul style="list-style-type: none"> • Forest School/M.O.L.E.S. • Maths Club • ICT Scratch Club • Lego Creator • Anti-Bullying Plays/Pantomime 	£2500	To give pupils of all abilities, the opportunity to contextualise and experience activities that will broaden and develop skills and understanding across other learning environments. Inclusion for all pupils to attend planned trips and events for school, including educational and social events to aid academic, personal and social development.	Jan18, Apr 18
Music Lessons	Administration costs and music lesson costs	£2100	To provide the opportunity for pupils to develop musical skills	Sept 17, Jan18, Apr 18
After-School Clubs	Variety of after school clubs introduced to	£3220	To provide a variety of clubs offering the	Sept 17, Jan18, Apr

Planned expenditure				
	engage pupils in sports, socialising, creativity and performing arts-available to all year groups		opportunity for pupils to develop their creative skills, cooperation and communication skills, and to participate through performance or competitions with school and across the wider community	18
CPD for TA	Mathematics with Karen Wilding Phonics Support TAHMS for Learning Mentor MAPA Training	£1800	To ensure all adults working with pupils have the appropriate training to use effective methods that positively impact on pupil progress.	Sept 17, Jan18, Apr 18
Lunchtime Club	Behavioural, Social, teambuilding/confidence building activities undertaken with the Learning Mentor	£4000	To improve and further develop children's personal, social and moral well-being by ensuring they have support to build upon self-esteem and effectively manage social situations, tackling this with appropriate behaviour and confidence.	Sept 17, Jan18, Apr 18
Resources (including ICT)	Licenced programmes to be used in and out of school by pupils and parents. Toe by Toe Phonics Support	£500	Personalised equipment purchased to remove barriers to learning and support achievement	Sept 17, Jan18, Apr 18
Total			£54,690	