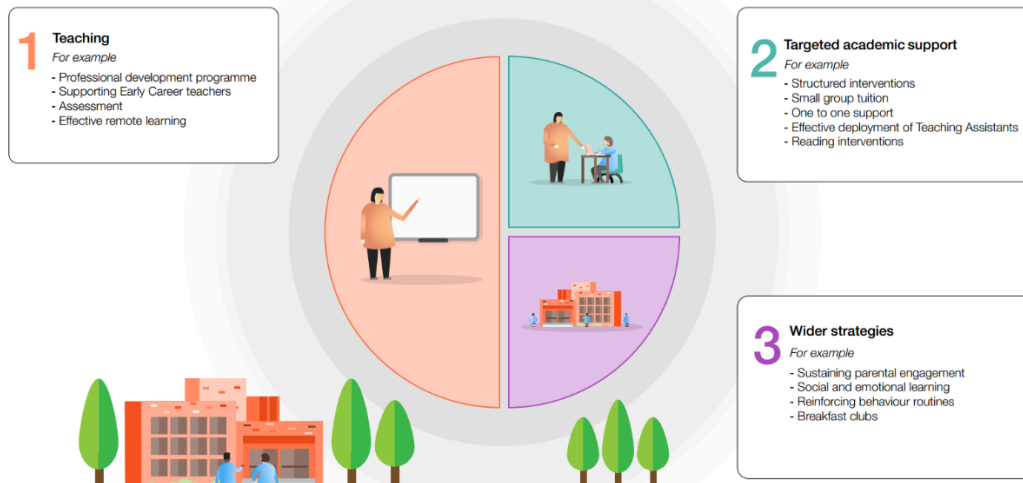


1. Leadership Team and Governing Body Statement

Governors and the new senior leadership team senior leaders undertook a complete review of pupil premium in April 2017. It is now one of the school's key development aims. Our focus is on ensuring that the money spent has a direct impact on disadvantaged pupils academic progress and well-being. Governors and leadership team of the school view this as strategic and moral priority. Number of free school meals children has increased recently but the school budget does not reflect this because it is based on Census data taken prior to Covid-19 pandemic.

This year's report is different for the following reasons:

1. We have no end of year data for 2019-20 because school closed in March 2020 after weeks of significant disruption because of the covid-19 pandemic. Although we remained open and embraced partial reopening opportunities from June 2020 we never restored our full offer to our pupils. Therefore our impact data is not as evaluative or clear as previous years.
2. We know that our disadvantaged pupils suffered disproportionately during school closure period. Our findings mirrored the [EEF report](#). Many of our children could not access remote learning and didn't have the opportunities for high quality learning at home. We offered places to all disadvantaged pupils in lockdown and wider re-opening periods from March to July 2020. However, too many children still had their learning and well being significantly affected.
3. We are reframing our use of disadvantaged funding, SEND funding and use of tuition funding using Education Endowment Fund's planning model. This is modelled below:



Before Covid-19 pandemic, children entitled for pupil premium funding were making improved progress in all measures. This included:

- National standards in EYFS,
- Key Stage One Outcomes and Phonics.
- Progress and attainment in Key Stage Two
- Attendance
- Exclusion rates and positive behaviour outcomes

These aims continue. However, we are also committed to:

Making best adaptations that we can within Covid-19 safety plan for disadvantaged pupils

Ensuring that we restore our curriculum as fast as possible and allow our disadvantaged pupils to achieve and flourish across the curriculum.

Strategic Lead: Mr Bernard Cassidy (Head Teacher)

Lead Governor for Pupil Premium: Mr Pete Dunning (also Chair of Standards' Committee)

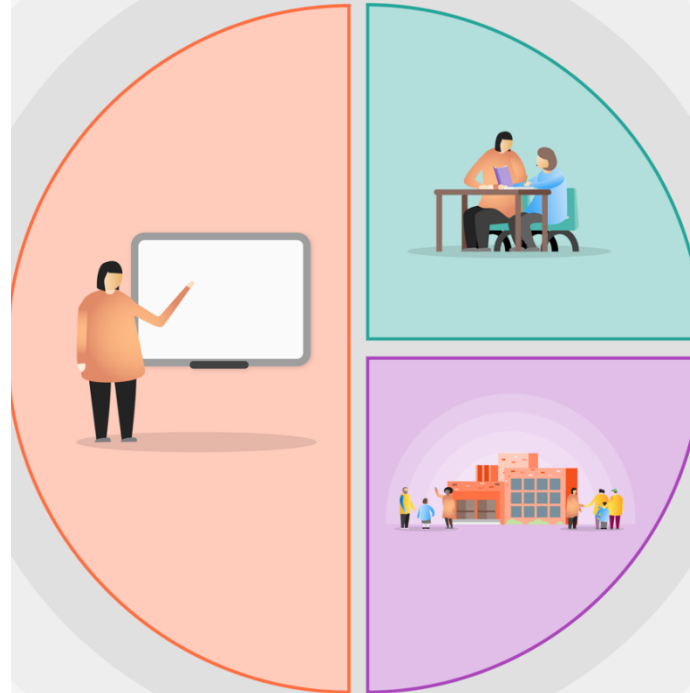
2. Barriers to Achievement at St George's

We are careful not to describe our disadvantaged children in broad statements. However, there are common threads that characterise reasons for under achievement in our disadvantaged children. These are:

Key Issue	Strategic Response
Impact of Covid-19	<ul style="list-style-type: none"> • Ensure access to digital devices for children in Key Stage Two. • Deploy 4 AHTs, SENDCO and other key staff to target teaching and provide high challenge and support in classes. Restore 5th set model (high challenge and high support) after Covid-19. Note that 5th set model paused to maintain integrity of class models. • Invest in additional tuition. • Offer wider pastoral initiatives including mentoring, mental health work. • When safety measures allow consider after school support and holiday provision.
Lack of school readiness	<ul style="list-style-type: none"> • Enhanced and targeted transition for families. Expansion of nurse offer. When required we will fund additional nursery hours (15 to 30 hour offer) for free. • EYFS leads on parental engagement group for parents whose children receive pupil premium (trialled in 2017-18 and ongoing) • Targeted support for children on entry from key workers, allocated staff and supports services including speech and language. • Targeted universal support for
Challenging welfare conditions for families.	<ul style="list-style-type: none"> • School based family support from trained learning mentors. • Positive parenting programmes ran in school and with partners at ADHD foundation and family learning. • Strategically provide free extended schools provision and holiday clubs. • Provide meals, food parcels and food vouchers in addition to school base dprovision.
Lack of parental engagement in learning. Can lead to lack of aspiration for some pupils.	<ul style="list-style-type: none"> • Created small set teaching to target additional support and guidance for learners (from Y1 to Y6). • Ensuring additional targeted support with home learning, reading etc with teachers and support staff. • Targeted boosters and extra-curricular provision • Provided additional online tutoring for Year 6 in 2018 with Third Space Learning (didn't have 5th set teaching due to nurture base in 2017-18)
Receptive and expressive language needs.	<ul style="list-style-type: none"> • Commissioned Talk About Town, NELI (Nuffield Early Language Provision) and Talk Boost services. • Increased talk about Town provision.
Un met needs (especially for children in KS2) that have led to development of SEND needs and behavioural challenges.	<ul style="list-style-type: none"> • Deploy 4 AHTs, SENDCO and other key staff to target teaching and provide high challenge and support in classes. Restore 5th set model (high challenge and high support) after Covid-19. Note that 5th set model paused to maintain integrity of class models. • High quality CPD for teachers and teaching assistants to promote immediate feedback principles. • Invest in high quality teaching development with PLC model.
Lack of engagement in extra-curricular activities.	<ul style="list-style-type: none"> • Targeted children with support in educational clubs and sporting activities. • Subsidised music lessons./*
Lack of aspiration for some pupils and families.	<ul style="list-style-type: none"> • Mentoring schemes in year 6 (Cherish and Momentous) • Registered in Primary Futures Programme for University and Employer engagement.

1

- Professional Learning Community to Enhance Assessment (whole school)
- Read, Write, Inc for early reading (EYFs to Year 2)
- Accelerated Reader for exit point in year to year 6.
- Read to Write model to enhance English outcomes. (KS1 and KS2).
- Whole school oracy project with Voice 21 network.
- Whole school Emotionally Healthy Schools programme.
- Lead Mastery Maths Hubs networks for EYFS, KS1 and KS2.
- STEM ambassador role with ENTHUSE bid.
- Collaborative learning for all subjects as part of Wallasey Alliance schools (6 schools).



2

- NELI provision in EYFS.
- Enhanced Tuition in Upper Key Stage Two.
- Third Space Learning or additional maths tutoring (applied for both schemes)
- Fresh Start Literacy to target post Covid gaps in LKS2.
- Teaching Assistant led interventions, including: IDL.

3

- Funded wrap around care opportunities.
- Talk About Town Speech Therapy (1:1)
- Counselling service. Mentoring programmes.
- Social/communication groups.
- Forest School.
- Teacher enrichment clubs.
- ELSA provision.
- Enhanced trips and visits provision.
- Access to instruments and IT to enhance learning at home.

1. Pupil Premium Funding Priorities

Outcomes are evidencing that we are narrowing the gap in Foundation Stage and Key Stage One. There is progress in KS2 but attainment and progress gaps must be closed more over time. Principally, we have to close the gap quicker to promote higher attainment levels and more rapid progress by the end of Key Stage Two.

2020-121 spending priorities are:

Area for spending. What provision are we providing?	Intended Impact	Funding
<p>Additional teaching across the school to reduce class sizes and ensure targeted teaching for disadvantaged pupils.</p> <p>Two stages of this plan. Initially key staff including: DHT 4 x AHTs SENDCO 2 teachers Higher level teaching assistants deployed in classes for team teaching to enhance achievement whilst maintaining integrity of bubble safety model.</p> <p>Once safety plan allows we will ensure that we have 5 teaching sets for core subjects in English and Mathematics from year 1 – year 6. Continue with targeted support in EYFS.</p>	<ul style="list-style-type: none"> • Boost achievement for targeted groups to promote age related attainment (ARE) and improve above average ARE. • Additional teaching groups are organised on targeted outcomes. • Aim is to ensure that provision allows for personalised learning. Additional sets are taught by high quality teachers (SLE and DHT). 	<p>3 FTE teaching posts</p> <p>£108,000</p>
<p>Investment to target improved teaching using EEF toolkit and evidence.</p>	<ul style="list-style-type: none"> • PLC using SSAT resources. • Accelerated Reader Investment • Voice 21 Investment 	<p>£22,000</p>
<p>Improve early intervention in EYFS through home school support, targeted teaching for speech development, physical development and early number recognition.</p> <p>This will be led by AHT for EYFS and KS1 and supported by lead staff and specialist services including Talk-about Town Speech and Language, PD lead in EYFS etc.</p> <p>0.5 TA support in F2/Y1 to support targeted children or release CT to support targeted children. Specific CLLD focus in Foundation 2.</p> <p>Enhanced Transition Support Plan for disadvantaged pupils (identified in F1 and F2)</p>	<p>We will be ensuring that from F1 any gaps are quickly closed.</p>	<p>AHT Pupil Premium teaching and Family Support (0.2)</p> <p>£12,000</p> <p>Talk About Town in EYFS £3000</p> <p>PD groups in EYFS (discrete for disadvantaged pupils) £1000</p> <p>£8,100</p> <p>£1,500</p>

Area for spending. What provision are we providing?	Intended Impact	Funding
<p>Intervention work led by teachers and TAs (element directed towards disadvantaged children).</p> <p>0.2 per year group. 1.2 FTE in School</p>	<p>Improve outcomes for all children. Specific focus in planning for provision for children entitled to the pupil premium to boost their attainment and achievement. Lead on work with other support staff</p> <ul style="list-style-type: none"> • Wellcomm/Talk About Town • NELI • SRP • Project X • Read, Write Inc Spelling • Parachuting Support • NELI etc. • Targeted support with Accelerated Reader 	<p>£15,000</p>
<p>1-1 booster sessions for pupil premium children in KS2 in Spring and Summer Term</p>	<p>Identified 12 children who are below ARE who would benefit from 20 hours pupil premium 1-1 support in Summer Term. 240 hours x £30</p>	<p>£7,200</p>
<p>Social and Emotional Support from Learning Mentors. Improve well-being and attendance.</p>	<p>Commission and lead on a range of support targeted at disadvantaged pupils:</p> <p>0.5 Learning Mentor Time (from 1.5 roles) Self Esteem Groups Parenting Groups Cherish Mentoring (DARA) Marvellous Group Mentoring (DARA)</p>	<p>£9,000</p>
<p>Ensure that disadvantaged children benefit from social capital with enhanced enrichment, subsidies etc.</p>	<p>Use minibus for targeted events.</p> <p>We need to engage all our children and ensure that our most vulnerable children can access wider learning opportunities. Aim is that every child attends residential trips and have universal access to musical tuition and other clubs.</p> <p>Ensure participation in residential events and extra-curricular activities</p>	<p>£8,000</p>
	<p>Total Spending</p>	<p>£208,400</p>
	<p>Total Allocation 2020-21</p>	<p>£196, 865</p>

Pupil Premium Characteristics:

	F1	F2	Y1	Y2	Y3	Y4	Y5	Y6	Total
Girls	30 49.18%	52 47.27%	56 47.46%	67 57.76%	57 53.77%	57 47.11%	47 39.83%	56 45.9%	422 48.39%
Boys	31 50.82%	58 52.73%	62 52.54%	49 42.24%	49 46.23%	64 52.89%	71 60.17%	66 54.1%	450 51.61%
Pupil Premium	1 1.64%	5 4.55%	17 14.41%	22 18.97%	18 16.98%	28 23.14%	25 21.19%	27 22.13%	143 16.4%
Total number of students	61	110	118	116	106	121	118	122	872

F2 data remains statistically inaccurate on entry for pupil premium. We expect this number to rise by Christmas.

Also important to note these figures will be used in January 2021 census to allocate funding for 2021-22.

Attendance

Children eligible for pupil premium have lower attendance and punctuality than their peers. Whilst this is improving, we recognise that gap is large. Our school will ensure that this is above 95% this year. Strategies to ensure this have been included in the 2017-18 attendance strategy. Principal focus will be daily monitoring and early intervention.

Key Attendance Data:

Key Attendance Data Update

Have reported Covid figures but used February Half Term for last reliable whole school figure.

	2014-15	2015-16	2016-17	2017-18 Data	2019 -20 Data	Feb 2020 Data	National Average (2017- 18) figures)	2020-21 Target
All Children	95.5%	95.9%	95.9%	96.1%	96.3%	96.9%	95.2%	96.5%
Pupil Premium Children	93.4%	93.6%	93.4%	94%	95.1%	95.8%	94.3%	95.5%
Non-Pupil Premium Children	96.3%	96%	96.4%	96.6%	96.7%	97.2%	96.4%	96.8%
PP GAP	2.9%	2.4%	3%	2.6%	1.6%	1.4%	2.1%	1.3%

Boys	95.1%	95.7%	95.7%	96.3%	96.4%	97%	95.8%	96.5%
Girls	95.9%	96.1%	96%	95.9%	96.1%	96.9%	95.9%	96.5%
SEND	94.6%	94.1%	93.5%	95.8%	94.2%	94.8%	94.5%	95%

Note that although numbers are very low we also monitor attendance for EAL, LAC and service children.

Year Groups 2018-19	Upto Feb 2020	
EYFS	96.2%	95.9%
Year 1	95.4%	96.4%
Year 2	96.7%	95.7%
Year 3	96.7%	97.3%
Year 4	96.4%	96.5%
Year 5	96.1%	96.6%
Year 6	95.8%	96.5%
Whole School	96.2%	96.9%

We track every year group for vulnerable groups to analyse trends. Attendance reviews take place

Persistence Absence

In 2016 DfE Changed the persistence absence benchmark to 90%.

	2015-16	2016-17	2017-18	End Of 2019 Data	Feb 2020 Update	National Average	2020-21 Target
All Children	9.6%	8.6%	8.2%	53 pupils 6.5%	46 Pupils 5.5%	8.7%	6%
Pupil Premium Children	20.9%	17.2%	14%	12.4%	9.1%	15.7%	8%
Non-Pupil Premium Children	6.8%	7%	4.8%	6.3%	5.2%	6.9%	5.5%
GAP	14.1%	10.2%	9.2%	6.1%	3.9%	8.8%	2.5%

Persistence Absence Exclusions

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	National Average	2020-21 Target
All Children	1.32%	1.64%	0.86%	0.11%	0%	0%	1.37%	0%
Pupil Premium Children	2.88%	5.34%	1.96%	0.7%	0%	0%		0%

Punctuality

	2014-15	2015-16	2016-17	2017-18	2018-19	Feb 2020 Update	2018-19 Target
All Children	1.32%	1.64%	0.86%	0.28%	0.25%	0.9%	0.2%
Pupil Premium Children	2.88%	5.34%	1.96%	0.7%	0.55%	0.52	0.4%

Note that in 2019-20 we tightened up on use of L code to include lates that are below 5 minutes.