



Pupil premium strategy statement:

1. Summary information					
School	George Spicer Primary School				
Academic Year	2019/20	Total PP budget	£262,260	Date of most recent PP Review	July 2019
Total number of pupils	807/810	Number of pupils eligible for PP	217 (26.27%)	Date for next internal review of this strategy	July 2020

1. Current attainment and Progress			
Attainment for: 2019 at the end of KS2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National Other 2019</i>
% achieving expected standard or above in reading	83%	84.5%	73%
% achieving expected standard or above in writing	83%	86%	78%
% achieving expected standard or above in maths	83%	86%	79%
% achieving expected in reading, writing and maths	81%	79%	78%

2. 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.	Low levels on entry of PP pupils, particularly in communication, literacy and language.
B.	A large majority of pupil premium children are also EAL or SEN pupils. From Year 1 – 6, 51 % of PP pupils are also EAL, 19% of PP pupils are also SEN
C.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2. PP pupils achieve better in maths at the end of KS2. (data for high attaining)
D.	Poor vocabulary development and this is evident in KS1 and lower KS2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates. As of May 2019 our Pupil premium attendance us 94.11% with 34 of them being PAs (Persistent absentees)
F.	Home environments impact on pupils' communication skills, literacy development and social skills.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	EYS – to accelerate progress for all PP pupils. Improve language skills for pupils eligible for PP.	PP GLD improves by 5% Language acquisition improves – improvement of 7% Impact of the 2 Speech and Language LSAs on progress of pupils in their groups - Increased LSA support will enable prompt and rigorous assessment to support early intervention targeted at the needs of children
B.	In Reading (school priority) PP pupils with English as an Additional Language make expected progress. Some pupils will make accelerated progress	(current – 66%) we want 71% of PP Pupils and EAL make 6 points or more points progress (current – 32%) we want 37% of PP pupils with SEN and EAL make 7+ points progress
C.	Higher rates of progress across KS1 to ensure sustained progress for high attaining pupils eligible for PP through KS2	Reading and Maths data for our most able PP pupils will be in line with the more able nationally KS 1 More able PP are in line nationally at end of KS2
D.	To raise children’s vocabulary standards which will impact on their understanding and their reading.	As part of the ETSP will improve the vocabulary level of underachieving PP so it impacts on the children’s progress and attainment in Reading, Writing and Speaking & Listening. BPVS will be used to baseline and measure progress of targeted PP children in Yrs. 1, 3 and 5.
E.	Improve attendance of PP pupils across the school from 2018 – 2019. Reduce the number of Persistent Absentees across the school from 2018 – 2019.	PP pupils attendance to rise by 1% over the year, to exceed 95%. PP pupil persistent absence to be reduced by 1%
F.	Enriched school based provision through Story Cafes, DSR and George Spicer Reads will lessen the disadvantage and support PP pupils with making accelerated progress in reading across the school.	PP pupils will engage in enrichment activities to promote a love of reading. Pupil voice will demonstrate improved positive attitudes to reading and PP pupils will narrow the attainment gap in reading

4.Planned expenditure	
Academic year	2019/20
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
Quality of teaching for all	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Early Years – To accelerate progress for all PP pupils. Improve language skills for pupils eligible for PP.</p>	<p>Speech and language development strategies –speech and language groups, use of role play areas. Outdoor area made more accessible for talk especially for boys. LASS</p> <p>Targeted speech and language support assistant with ELKLAN training</p> <p>Setting for phonics – with additional adults</p> <p>Whole book approach to reading to promote a love of reading.</p> <p>Resources –Communication in Print, Colourful semantics.</p> <p>Assistant Head x 1 – supporting language acquisition through planning and delivery</p> <p>Additional TA with Elklan training to support early intervention</p>	<p>National Literacy Trust ‘Reading for Pleasure – a research overview’ 2006 ‘—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.’</p> <p>OECD 2002 – ‘Developing a love of reading can be more important for a child’s educational success than their family’s socio-economic background</p> <p>Our records show that early intervention is essential for children identified in Reception with language and social skills difficulties. The LASS sessions develop these areas to support the children’s learning and work on ensuring that these skills are then implemented in class. (16 week programme)</p>	<p>Heads of site/AHT/Reception LOL aware of plan and ensure all staff on board. Planning will show what staff are doing. (speech and language development)</p> <p>The inclusion team will ensure the Speech and language TA is working within the Early Years to support language development for those children that don’t access LASS.</p> <p>LASS: Ensure good staff training. The right children are chosen and baselined alongside the EYSI team. This to be monitored regularly by the Heads of site (pupil progress meetings) & SLT at meetings to see impact.</p>	<p>Rec LoL Head of site & AHT</p> <p>AHT for Inclusion</p> <p>Inclusion Leader alongside Rec LOL</p>	<p>Termly</p> <p>Feb half term and end of year</p> <p>After the 16 week programme finishes for each group</p>
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B. In Reading (school priority) PP pupils with English as an Additional Language make expected progress. Some pupils will make accelerated progress</p>	<p>Talking Frames – whole school approach</p> <p>George Spicer Reads/ Phonics/ DSR – TAs / Encouraging the use of reading records Support with test situations – developing their skills to manage the SATs</p> <p>Exciting topics and texts and a cross curricular approach so that pupils can make connections in their learning,</p>	<p>National Literacy Trust ‘Reading for Pleasure – a research overview’ 2006 ‘—benefits include an increased breadth of vocabulary, pleasure in reading in later life, a better understanding of other cultures, better general knowledge and greater insight into human nature.’</p> <p>OECD 2002 – ‘Developing a love of reading can be more important for a child’s educational success</p> <p>Early intervention supports future Learning.</p> <p>The EFF toolkit promotes the use of teaching reading strategies as having high impact at a low cost – this will be seen in GS Reads, DSR and phonic intervention.</p>	<p>Monitoring of the impact of the reading strategies as the year goes on with adjustments being made by Teachers/Leaders to ensure impact. Impact through Year 1 phonics screener and pupil progress meetings</p> <p>Monitoring the strengths of the additional adults through their class teachers and mentors.</p>	<p>AHTs for curriculum</p> <p>DHTs and AHT for Inclusion</p>	<p>Half termly through data (termly), book looks, pupil conferencing</p>

	Schools direct support in Reception, 2 and 4 – additional adults mean higher adult to pupil ratio to support learning				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Higher rates of progress across KS2 for high attaining pupils eligible for PP	<p>Setting high expectations for MA PP children and teachers knowing who these children are in class</p> <p>Peer marking/use of success criteria to up level work</p> <p>SPAG & Arithmetic weekly challenges</p> <p>Assistant Head x 2 –supporting the delivery of the curriculum in key year groups, through booster teaching, meaning higher adult to pupil ratio enabling teachers to target key children and give high quality feedback, including the MA PP children</p>	<p>The EFF toolkit says that feedback has high impact at low cost. Working with peers to do it provides that immediate feedback to react to.</p> <p>In our Ofsted report in March 2017, achievement in mathematics in key stage 2, especially for disadvantaged pupils, including the most able pupils</p> <p>The use of AHT in supporting teaching and learning in specific year groups has worked for us before in raising achievement – The KS2 AHT will be focusing on maths.</p> <p>Assistant Head (Inclusion leader) to lead on PP across the school and liaise with the SENCO and SLT</p> <p>Some of our more able PP children also have SEMH issues and require support from the learning mentor on a weekly basis</p>	<p>Monitored by Inclusion leader, Head of Site/AHTs for curriculum – AHT to support planning in PPA and monitoring through observations/book scrutiny/data</p> <p>Introduction of new interventions that improve reading for lower attainers at KS2</p> <p>Ensure that time in class remains consistent and remains fluid and to the needs of the children in the group – through regular communication with year lead/pupil progress meetings/moderation</p>	<p>AHTs for Curriculum & Inclusion</p> <p>AHT for curriculum and AHT for Inclusion</p> <p>DH/AHT/Year lead</p>	<p>Termly</p> <p>Termly</p>
F.Enriched school based provision through Story Cafes, DSR and George Spicer Reads will lessen the disadvantage and support PP pupils with making accelerated progress.	<p>Termly events which invite parents in to take part in children's learning and see an example of what is happening in class.</p> <p>Each of these sessions focus on different aspects of learning each term.</p> <p>George Spicer Reads/DSR – to develop comprehension skills and extend vocabulary</p> <p>Smash the Maths – will show parents how to support children with maths learning</p>	<p>The EEF Toolkits identifies teaching reading strategies can bring about gains of approximately 6 months in reading.</p> <p>The EEF toolkit also identifies that parental engagement can have impact on children's attainment and progress.</p>	<p>AHTs Curriculum will support staff in organising these events for parents</p> <p>Class teachers will lead the events and will monitor who attends.</p> <p>Children will write invites to parents to attend the event.</p>	AHTs for Curriculum	Termly – attendance on parents with emphasis on PP parents
				Total	£180,000

II, Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Early Years To accelerate progress for all PP pupils. Improve language skills for pupils eligible for PP.</p>	<p>LASS – 2 adults and support from LA to raise Language and social skills achievement.</p> <p>EYs & KS1 targeted speech and language interventions by KS1 Eiklan trained TA</p>	<p>LASS continues to work for us as a school and we run it full time to support the social skills of children in the Early years.</p> <p>Speech and Language groups continue to run well in school and now we want to focus on the use of the TA in improving speech and language in EY & KS1 as Early intervention is identified in the EEF toolkit as having a good impact on progress.</p>	<ul style="list-style-type: none"> • The AHT for Inclusion & SENCo will work with the LA on implementing the programme. • Monitoring of the TAs working in the group – organising ‘supervision’. • Baselines set by LA and reviewed after the 16 week programme ends • The AHT for Inclusion & SENCo will support the speech and Language TA in timetabling and ensuring that key children are targeted and working with the Speech and language TA 	SENCo	<p>Termly Planned visits with the LA advisers for the programme.</p> <p>Use of impact of intervention sheets to monitor progress of the children</p>
<p>D. To raise children’s vocabulary standards which will impact on their understanding and their reading.</p>	<p>As part of the local schools partnership we will improve the vocabulary level of 6/8 underachieving PP so it impacts on the children’s progress and attainment in Reading, Writing and Speaking & Listening through target intervention</p> <p>KS2 targeted speech and language interventions by KS2 Eiklan trained TA</p>	<p>Part of a local project which recognises vocabulary across the schools in Enfield is low and using shared resources we will be implementing a vocabulary intervention run by the KS2 Speech and language TA alongside the AHT for Inclusion to ensure progress in children’s vocabulary.</p>	<ul style="list-style-type: none"> • Monitored by AHT for Inclusion. • Support and planning by AHT for Inclusion with KS2 speech and language TA. 	AHT for Inclusion	<p>Fortnightly meetings between the AHT for Inclusion and the Speech and Language TA at KS2</p> <p>Termly and in line with the ETSP project</p>

<p>B. In Reading (school priority) PP pupils with English as an Additional Language make expected progress. Some pupils will make accelerated progress</p>	<p>Breakfast booster –targeting children in key year groups to be in before school to have breakfast and do additional learning to support progress in Reading 5 x20 mins a week</p>	<p>This is a strategy we have used before and seen improvement in children’s progress and being ready to learn</p>	<ul style="list-style-type: none"> Monitored by AHT for Inclusion alongside the DHT for the sites. 	<p>TA for breakfast booster alongside DHT of site</p>	
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Total £32,000

Other

<p>E. Improve attendance of PP pupils across the school Reduce the number of Persistent Absentees across the school</p>	<ul style="list-style-type: none"> Attendance officer to prioritise PP in meetings with parents and EWO Learning mentor with attendance focus to support with home visits / supporting individual needs. Offer free Breakfast Club where there are attendance/lateness issues Close liaison with EWO in regards to this key families Headship to lead the team – ½ termly meetings 	<p>If the children were attending school more consistently, more academic progress would be made.</p> <p><i>Current PA’s (as of May 2019) 74 whole school (9.18%) /52 without Reception (7.56%) Of those 34 are pupil premium Pas (94.11%)</i></p> <p>Our in school data shows 65% of our PAs are PP children which is why we feel this needs to be a focus for us.</p>	<p>An action plan with the attendance team to be put into place and monitored by the team which includes inviting a number of pupil premium children to Breakfast club so they can have breakfast and start the day well.</p> <p>Continue with the 100% attendance awards and punctuality awards.</p> <p>Deputy Heads to oversee impact and progress throughout the year – clear plan</p>	<p>DH & attendance team</p>	<p>Half termly</p>
<p>Opportunity to attend residentials/access music tuition to expand on pupils extended learning</p>	<ul style="list-style-type: none"> The school part funds both of these activities so children can access the same as all other children without cost being an issue 	<p>This is something the school have continued to do so that PP children have the same opportunities as non-disadvantaged children</p>	<p>That the system is fair and that all disadvantaged children have the same opportunity to access the activities – agreed costs laid out in relevant policies.</p>	<p>DHTs</p>	

Develop children's social and emotional well being	<ul style="list-style-type: none"> • Art therapist in school 1 full day a week working with individual children • One learning mentor focuses on the needs of PP children • Provide free breakfast and support of a TA for those who need support to settle 	SEMH is a key issue for a number of children in our school. Some PP children need support to be ready to learn, to improve their social skills and confidence and to manage their emotions.	AHT for Inclusion to meet Art therapist and LM's half termly and monitor who they are supporting DHTs to oversee to ensure these children are benefitting from this and that they are attending as requested.	AHT for Inclusion DHT	Half-termly
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Total	£75,000
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Total budgeted cost	£276,440
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4. Review of expenditure

Previous Academic Year 2018/19	
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	
Booster teachers in year 2 & 6. To improve academic standards in year 2 & 6.	<p>Our AHT supported in year 6 for Maths and English daily</p> <p>Year 2 had a booster teacher for 4 afternoons a week to support narrowing the learning gaps.</p>	<p>In year 6 (based on current Teacher Assessment) - Pupil premium children will make:</p> <ul style="list-style-type: none"> • 81% children in reading are to make expected or better progress • 83% children in writing are to make expected or better progress • 85% children in reading are to make expected or better progress. <p>Year 2 pupil premium children progress made:</p> <ul style="list-style-type: none"> • 75% children in reading are to make expected or better progress • 75% children in writing are to make expected or better progress • 87% children in maths are to make expected or better progress. 	<ul style="list-style-type: none"> • The systems put in place for year 6 clearly worked and showed great impact on all the children so continuing with this style but applying it to larger our now larger year groups moving forward. • Continue with the system in place • Look at even more targeted groups to have a greater impact. • Continue with the systems we have put in place as on the right path. • More monitoring of this key group and more targeting so more progress is achieved next year. 	£

ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To raise the attainment and progress of a small group of pupil premium children in English and Maths	Breakfast booster – identified small group of children whose learning could move forward after breakfast in the morning	<p>Maths</p> <ul style="list-style-type: none"> • 60% of the group made expected progress • 40% of the group made accelerated progress. <p>English</p> <ul style="list-style-type: none"> • 40% less than expected progress • 20% expected progress • 40% accelerated progress 	<ul style="list-style-type: none"> • It has shown to have a greater impact in maths – clear targeted objectives the children could achieve – this will continue • In English less progress was made as there was varying levels – look at possibly having an English targeted group – or time to read moving forward. <p>One child barely attended towards the end. Promote it more with the key parents and emphasise the need to attend the group.</p>
Speech and Language TA		<ul style="list-style-type: none"> • Talk about programme – 100% progress from one child, other children made 46% progress on ave. 	We have more children with speech and language needs who are unable to access the targeted NHS support so we have recruited another Elklan trained TA to support this need moving forward.
Art therapist & Learning Mentors to support those children with mental health needs within a school environment so they can settle and be able to manage their emotional wellbeing	We have a day when the therapist is in and key children are identified who need support to attend	<ul style="list-style-type: none"> • These children have shown improved behaviour. • The therapist has supported in identifying other concerns which have then been addressed with other appropriate agencies. • These children have shown improved confidence. 	<ul style="list-style-type: none"> • An excellent approach to support key children who need more support with SEMH as the other services we refer to often have a large waiting list. • Has helped identify further needs that we can address. • Ongoing support for children with SEMH needs in school through the LM provision

<p>LASS – Language and Social Skills group where children identified as needing help to develop these skills in the early years</p>	<p>To run LASS groups throughout the week to support the children with social skill and language needs. The groups are run by two experienced NNEBs.</p>	<p>Group 1: Language – beginning 2.6, now 3.7, Play & interaction – beginning 2.4 now 3.6, Motor skills – beginning 2.8 now 3.5</p> <p>Group 2: Language – beginning 2.8, now 3.5, Play & interaction – beginning 2.9 now 3.5, Motor skills – beginning 2.9 now 3.7</p> <p>Group 3: Language – beginning 2.65, now 3.35, Play & interaction – beginning 2.65 now 3.43, Motor skills – beginning 3.18 now 3.71</p>	<ul style="list-style-type: none"> • To attend regular training with even more emphasis on the language so that there is an even bigger increase in progress and attainment in this area. • Call in the EYSI team for more support and observations to ensure that the group is running even more successfully with the next cohort of children.
<p>To ensure that Pupil premium children could access residential and/or stat the day right through having breakfast at breakfast club</p>	<p>Support offered to ensure all children have the opportunity to attend residential</p>	<ul style="list-style-type: none"> • Children having breakfast and starting the day well • Supporting parents with working hours/training to get jobs • Children have the opportunity to attend the residential without cost being the barrier. 	<p>To continue the system we have in place and possibly look at pupil premium in regards to attendance and offering families breakfast club to help attendance and punctuality.</p>
<p>Other</p>			
<p>Attendance and data officer to improve the school's attendance so all children attend as much as they can and therefore learn.</p>	<p>We have a full time attendance officer</p>	<ul style="list-style-type: none"> • 94.5% of pupil premium children attend school regularly. • And Persistent absenteeism decrease by 20% 	<ul style="list-style-type: none"> • Some processes and procedures have been tweaked and made better to support our attendance and getting children in. • Clear policies and procedures in place. • Regular meetings with Heads of site to ensure families are addressed, meetings happening and support to the attendance officer is a must and work well so this need to continue to happen. <p>Recognising we have 60 more children this year and the message needs to continue to be promoted about the importance of coming to school.</p>
<p>Total</p>			<p>£250,000</p>

5. Additional detail