

# George Spicer Primary School

## Pupil Premium Strategy Statement 2020-21



### School overview

Metric	Data
School name	George Spicer Primary School
Pupils in school	826
Proportion of disadvantaged pupils	252 / 826 = 31%
Pupil premium allocation this academic year	£287,197 (2020/21 allocation = £1345pp)
Academic year or years covered by statement	2020 - 2021
Publish date	November 2020
Review date	July 2021
Statement authorised by	Dominic Spong
Pupil premium lead	Rebecca Southgate
Governor lead	Anne Del Greco

### Disadvantaged pupil progress scores for last academic years:

**2018-19** (NB The average score for all state-funded schools in England is 0.0; GS is equal to or above)

Measure (End of KS2)	Pupil Premium School	All pupils School	Non-PP LA	Non- PP National
Reading	0.8	1.7	0.9	0.3
Writing	0	1.5	0.9	0.3
Maths	1.7	1.8	1.5	0.4

### 2019-20 – School Teacher Assessment (due to Covid Pandemic)

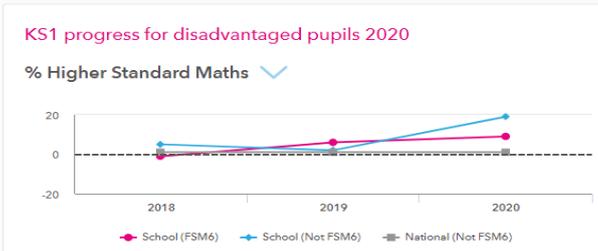
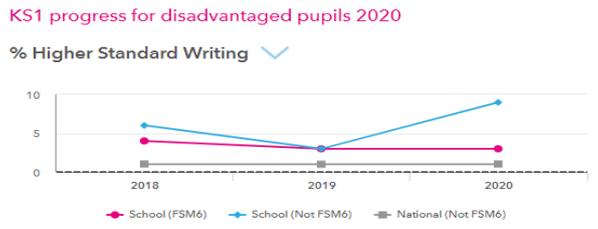
	Measure	Pupil Premium School	Non Pupil Premium School	Pupil Premium National (*2019 **FFT 2020)	Non PP National (*2019 **FFT 2020)
EYFS	GLD	35%	54%	-	71.8% *
	Reading	50%	62%	-	76.9% *
	Communication & Language	55%	63%	-	85% *
KS1	Phonics Screener (Autumn 2020 Y2)	75%	85%	71% *	82% *
End of KS1	Reading	54%	59%	60% **	71% **
	Writing	42%	49%	54% **	66% **
	Maths	54%	60%	61% **	72% **
End of KS2	Reading	84%	89%	69% **	80% **
	Writing	79%	91%	65% **	76% **
	Maths	79%	90%	67% **	79% **

## Disadvantaged pupil performance overview for last academic year

Measure	Pupil Premium School	All pupils School	Non-Pupil Premium LA	Non-Pupil Premium National
Meeting expected standard in RWM at KS2 (2019)	65%	74%	71%	71%
Achieving high standard at KS2 (2019)	4%	11%	14%	13%

### Review: last year's aims and outcomes (2019-20)

NB All desired outcomes were impacted upon due to the interruptions caused by the COVID-19 pandemic from February 2020.

Aim	Outcome (Sept 2019 - March 2020)
EYS – to accelerate progress for all PP pupils. Improve language skills for pupils eligible for PP.	Success criteria - partially met PP Teacher Assessment GLD 35% (decrease of 9% from 2018/19) however pupils had only been in school full time for just over 1 term before Covid Lockdown. This was a 22% increase in PP GLD from baseline. EY Language acquisition: 2018/19 = 82% (38 weeks of Reception); 2019/20 = 64% (15 weeks of Reception)
In Reading (school priority 2019-20) PP pupils with English as an Additional Language make expected progress. Some pupils will make accelerated progress	Success criteria - partially met – Continuation in 2020-21 66% of PP pupils & EAL made expected progress from Sept-March (equivalent to full academic year 2018/19) 38% of PP pupils & EAL & SEN made expected progress from Sept-March (increase on full academic year 2018/19) Years 1,5 & 6 PP average progress exceeded expected progress
Higher rates of progress across KS1 to ensure sustained progress for high attaining pupils eligible for PP through KS2	Success criteria - partially met High attaining pupils in Maths progress - trend steadily increasing   High attaining pupils in writing progress - trend static  

	<p>High attaining pupils in reading progress - marginal dip</p> <p>KS1 progress for disadvantaged pupils 2020</p> <p>% Higher Standard Reading ✓</p> <table border="1"> <caption>Estimated data for % Higher Standard Reading</caption> <thead> <tr> <th>Year</th> <th>School (FSM6)</th> <th>School (Not FSM6)</th> <th>National (Not FSM6)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>~5</td> <td>~15</td> <td>~2</td> </tr> <tr> <td>2019</td> <td>~2</td> <td>~10</td> <td>~1</td> </tr> <tr> <td>2020</td> <td>~1</td> <td>~12</td> <td>~1</td> </tr> </tbody> </table>	Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)	2018	~5	~15	~2	2019	~2	~10	~1	2020	~1	~12	~1
Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)														
2018	~5	~15	~2														
2019	~2	~10	~1														
2020	~1	~12	~1														
<p>To raise children’s vocabulary standards which will impact on their understanding and their reading.</p>	<p>Success criteria - not met --Continued focus 2020-21</p> <p>Project not undertaken due to Covid-19</p>																
<p>Improve attendance of PP pupils across the school from 2018 – 2019.</p> <p>Reduce the number of Persistent Absentees across the school from 2018 – 2019.</p>	<p>Success criteria partially met -Continued focus 2020-21</p> <p>2019-20 PP attendance until Lockdown 92.35% &amp; 28% PAs (usually this would improve by the end of the summer term but only 32% of pupils returned in June)</p>																
<p>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.</p>	<p>Success criteria - partially met due to Covid.</p> <p>George Spicer Reads was consistently taught for the first half of the year and data shows good progress was made during this time; however, this was hampered by Lockdown for the remainder of the academic year. Story cafes were due to be run in the Summer term, so were unable to go ahead.</p>																
<p>Opportunity to attend residential/ access music tuition to expand on pupils extended learning</p>	<p>Success criteria - partially met. This will continue to be part of the PP strategy provision, as allowed by the Pandemic rules in 2020-21</p> <p>Although residential and trips throughout the Spring and Summer term were cancelled due to Covid, music tuition continued online &amp; 15 PP pupils continued to have this funded through the summer term.</p>																
<p>Develop children’s social and emotional well being</p>	<p>Success criteria – met; however continued focus due to the Pandemic</p> <p>Support provided from Learning Mentors, Wellbeing Practitioners, Mental Health Lead &amp; all staff throughout Lockdown 1</p>																
<p><u>Additional: Response to Covid 19:</u></p> <ul style="list-style-type: none"> <li>• Learning packs were printed and delivered to children who could not access on-line learning</li> <li>• Reading books and exercise books were delivered to 7 PP families</li> <li>• Felix Project food parcels delivered weekly to 21 PP families in addition to government vouchers</li> <li>• Vulnerable pupils invited to attend Key worker if their year groups were not returning in June PP children targeted to return to school in June in additional year groups</li> <li>• PP families not engaging with online learning were contacted by Learning Mentors / SLT via phone &amp; door knocks to assess need &amp; support required</li> </ul>																	

## Barriers to future attainment (for pupils eligible for PP)

**Academic barriers** (issues to be addressed in school, such as poor oral language skills)

A. Low levels of PP pupils on entry, particularly in communication, language and literacy skills, including vocabulary development

B. A large majority of pupil premium children are also EAL or SEN pupils – EAL 57% & SEN 22%

C. PP pupils' progress needs to accelerate in KS1 to ensure they are in line with non-PP pupils in our school, particularly higher ability pupils.

**Additional barriers** (including issues which also require action outside school, such as low attendance rates)

D. Attendances rates of PP pupils are lower than the average

E. Home environments impact on pupils' communication skills, literacy development and social skills & some PP parents do not have high enough aspirations for their child's academic achievement.

F. Covid-19 has created further barriers for PP children including:

- Food poverty
- Lack of resources in homes, including access to devices and Wi-Fi for remote learning
- Inadequate set-up / space at home for remote learning
- Lack of engagement from families for remote learning

## Strategy aims for disadvantaged pupils - Continuation from 2019-20 due to Covid Pandemic

Measure	Activity
Priority 1: Language & vocabulary development	<ul style="list-style-type: none"> <li>• Whole school vocabulary focus across the curriculum</li> <li>• Use of resources including colourful semantics &amp; substitution tables across the school</li> <li>• Promotion of books &amp; story reading across the school</li> <li>• Variety of speech &amp; vocabulary interventions, incl Racing to English, NELI, LASS, MABEL</li> <li>• Speech &amp; Language TAs supporting phonological awareness development on both sites</li> <li>• Support videos on George Spicer You Tube channel</li> </ul>
Priority 2: Improving Quality First Teaching through research based evidence and coaching	<ul style="list-style-type: none"> <li>• Performance Management whole school research-based target for all teachers.</li> <li>• Staff CPD is high priority &amp; CPD opportunities are promoted</li> <li>• Ensuring adequate time is allocated for staff professional development &amp; that remote provision is high quality</li> <li>• Staff INSET day &amp; staff meetings based on QFT across the curriculum</li> <li>• Monitoring timetable focusing on all curriculum areas</li> <li>• Focus on curriculum team leaders' development to support QFT in each curriculum area</li> <li>• New curriculum developments provide a creative, engaging curriculum focusing on access for all pupils and supporting progress</li> </ul>
Barriers to learning these priorities address	<p>A. Low levels of PP pupils on entry, particularly in communication, language and literacy skills, including vocabulary development</p> <p>B: 57% of PP also have EAL - and the majority of these parents are not skilled to support their children's learning</p> <p>E. Home environments impact on pupils' communication skills, literacy development and social skills &amp; some PP parents do not have high enough aspirations for their child's academic achievement.</p>
Projected spending	<b>£53,332</b>

## Teaching priorities for current academic year (2020-21)

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores for PP in KS2 Reading (0+) KS1 attainment in line with national results	July 2021
Progress in Writing	Achieve above national average progress scores for PP in KS2 Writing (0+) KS1 attainment in line with national results	July 2021
Progress in Mathematics	Achieve above national average progress scores for PP in KS2 Mathematics (0+) KS1 attainment in line with national results	July 2021
Phonics	Achieve national average expected standard in the Phonics Screening Check	July 2021
EYFS	Achieve a minimum of 60% GLD	July 2021

## Targeted academic support for current academic year

Measure / Desired Outcome	Activity
Priority 1: Prioritising Early Language & vocabulary development - accelerated progress for EYFS pupils eligible for PP	<ul style="list-style-type: none"> <li>4 x Language &amp; Social Skills groups running twice weekly in Reception for 12 week blocks.</li> <li>Training 2 staff for NELLI; all Reception pupils assessed against the criteria &amp; 20 week programme to run for identified pupils</li> <li>Full time Speech &amp; Language TA working with identified pupils across EY &amp; KS1</li> </ul>
Priority 2: Accelerated progress for all PP pupils, with specific focus on pupils' early reading & phonics skills	<ul style="list-style-type: none"> <li>Promoting a love of reading across the school supported by teacher-led projects including 'Reading for Pleasure'</li> <li>Daily focus on developing reading strategies through GS Reads sessions in Yrs 1- Y6.</li> <li>Refine GS Reads model for KS1 to enhance progress (NPQSL project)</li> <li>Targeted intervention groups identified from pupil's current progress &amp; Provision maps</li> <li>Staff effectively trained in interventions by SEN team &amp; impact monitored frequently by TA managers</li> <li>Targeted streamed phonics groups in Rec – Y2 linked to reading</li> </ul>
Barriers to learning these priorities address	<p>A. Low levels of PP pupils on entry, particularly in communication, language and literacy skills, including vocabulary development</p> <p>B: 57% of PP also have EAL - and the majority of these parents are not skilled to support their children's learning.</p> <p>C. PP pupils' progress needs to accelerate in KS1 to ensure they are in line with non-PP pupils in our school, particularly higher ability pupils.</p>
Projected spending	<b>£171,565</b>

## Wider strategies for current academic year

Measure / Desired Outcome	Activity
Priority 1: Improving children's social and emotional well-being	<ul style="list-style-type: none"> <li>• SEMH support for all identified pupils through Learning Mentor provision; Wellbeing practitioner workshops &amp; 1:1 sessions</li> <li>• Increasing mental health awareness across the school community through assemblies, mental health focus weeks, PSHE lessons &amp; newsletters</li> <li>• Introducing mindfulness to all pupils through the PSHE curriculum 'Calm Me' weekly session</li> <li>• Food support packages for identified families</li> </ul>
Priority 2: Improving parental engagement in learning	<ul style="list-style-type: none"> <li>• Engaging families in their children's education through Marvellous Me, Parents consultations, termly curriculum newsletters, learning highlights in weekly school newsletter</li> <li>• Parents remote Q&amp;A sessions</li> <li>• Surveying parents about support &amp; resources required for remote learning &amp; making adjustments related to feedback.</li> <li>• Supporting families with ICT resources to enable engagement in remote learning</li> </ul>
Priority 3: Improve attendance of disadvantaged pupils to LA average and reduce number of PAs	<ul style="list-style-type: none"> <li>• First day calling</li> <li>• Attendance officer tracking PP &amp; meeting regularly with families</li> <li>• Rewards &amp; celebrations</li> </ul>
Priority 4: Enrichment & wider opportunities for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Opportunity to attend school trips/ residential; access to sports, drama &amp; music activities to expand on pupils extended learning</li> </ul>
Barriers to learning these priorities address	<p>D. Attendances rates of PP pupils are lower than the average</p> <p>E. Home environments impact on pupils' communication skills, literacy development and social skills &amp; some PP parents do not have high enough aspirations for their child's academic achievement.</p> <p>F. Covid-19 has created additional barriers for PP children including: Food poverty; Lack of engagement from families with home learning; Lack of access to devices and Wi-Fi for on-line learning; Inadequate space at home for home learning</p>
Projected spending	<b>£59, 456</b>