

# GEORGE WASHINGTON PRIMARY SCHOOL

## PUPIL PREMIUM PLAN

2021-2022





## Pupil Premium Plan 2021 -2022

### SUMMARY INFORMATION

<b>School</b>	George Washington Primary				
<b>Academic Year</b>	2021-2022	<b>Total PP budget</b>	£215,610	<b>Date of most recent PP review</b>	Sep 2021
<b>Total number of pupils</b>	400	<b>Number of pupils eligible for PP</b>	167	<b>Date for next internal review</b>	July 2022

## EYFS CURRENT ATTAINMENT (Summer 2019 - last available attainment due to COVID-19 School Closure)

Meeting the ELG standard	GLD		Reading		Writing		Number		Making good progress	GLD		Reading		Writing		Number	
PP (11)	8	73%	8	73%	8	73%	8	73%	PP (11)	NA	NA	9	82%	11	100%	9	82%
Non PP (45)	30	67%	33	73%	32	71%	36	80%	Non PP (45)	NA	NA	36	80%	44	98%	42	93%
School Gap	-	6.1%	-	0.6%	-	1.6%	-	7.3%	School Gap	NA	NA						
National Gap									National Gap	NA	NA						

## KEY STAGE 1 & KEY STAGE 2 ATTAINMENT (2019)

Expected Standard	KS1 PP Pupils (24 pupils)	KS1 Non-PP Pupils (36 pupils)	KS2 PP Pupils (40 pupils)	KS2 Non-PP Pupils (34 pupils)
Reading	67%	86%	85%	85%
Writing	67%	86%	88%	91%
Maths	75%	86%	85%	91%
Spelling, Punctuation and Grammar			60%	79%
Combined: Reading, Writing and Maths	67%	83%	80%	85%
Progress Score - Reading			-0.50	-0.81
Progress Score - Writing			2.40	1.91
Progress Score - Maths			-0.61	0.78

## BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)

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

**A.** Attainment of pupil premium pupils on entry is below age-related expectation.

**B.** Many pupils begin school with poor language and listening skills.

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

**C.** Some pupils are affected by poor attendance.

**D.** A high proportion of children are identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unit, prosperity.

**E.** Some PP children receive limited support with homework, reading and arithmetic.

## Quality Teaching For All

Desired outcome	Success Criteria	Action and Approach	Evidence and Rationale	How will it be Implemented and Monitored	Review
<p>A.) Gap narrowed so that pupil premium pupils continue or begin to achieve in line with other pupils.</p>	<p>Pupils eligible for pupil premium in every class make accelerated progress in reading, writing and maths by the end of the year so that the differential between pupils eligible for pupil premium and other pupil groups is reduced where it exists.</p>	<p>Embed staff CPD on bringing hooks into lessons.</p> <p>Bespoke CPD for staff on personalising learning to ensure maximised progress.</p> <p>ECT's will continue to receive bespoke support plans.</p> <p>Continued implementation of the 'sunshine curriculum' for all subjects. This will ensure all national curriculum objectives have been taught and gaps due to Covid 19 are met.</p>	<p>In-school improvements in quality first teaching have led to a narrowing/closing of the gap over recent years. Ongoing and bespoke staff training will ensure that this continues and is improved.</p> <p>ECT's have developed teaching skills and met personal targets.</p> <p>Due to the Covid pandemic, gaps in children's knowledge will continue to be assessed to ensure children make progress and build on previous learning.</p>	<p>High quality staff CPD.</p> <p>Sharing of existing good and outstanding practice.</p> <p>Culture of collaborative working and ongoing professional dialogue.</p> <p>Robust monitoring involving a wide range of staff with high quality feedback to ensure continued improvement.</p> <p>ECT mentor to monitor and track ECT development.</p> <p>Leadership Team will continue to monitor the implementation of the sunshine curriculum document which highlights the missed objectives from the previous year groups.</p>	<p>To be reviewed termly</p> <p>Leaders to monitor and review termly.</p>
<b>Cost:</b>					£33,580

## Targeted Support

Desired outcome	Success Criteria	Action and Approach	Evidence and Rationale	How will it be Implemented and Monitored	Review
<p>A. Gap narrowed so that pupil premium pupils continue or begin to achieve in line with other pupils.</p>	<p>Pupils eligible for pupil premium in every class make accelerated progress in reading, writing and maths by the end of the year so that the differential between pupils eligible for pupil premium and other pupil groups is reduced where it exists.</p>	<p>Implement targeted booster/ intervention sessions led by TA's for KS1 and KS2 for pupil premium pupils, including NELI.</p>	<p>Children who received PP tuition or interventions made accelerated progress and many achieved the expected standard in end of Key Stage assessments.</p> <p>EEF Toolkit recommends that:</p> <ul style="list-style-type: none"> <li>• small group tuition can provide gains in attainment of 4 months.</li> <li>• oral language interventions show gains of up to 5 months.</li> </ul>	<p>Termly data capture and analysis.</p> <p>Termly pupil progress meetings.</p> <p>Robust monitoring, involving a wide range of staff with high quality feedback to ensure continued improvement.</p>	
<p>B. Rapid improvement in speech and language issues.</p>	<p>Rapid identification of speech and language issues. Targeted support and intervention. Closer and</p>	<p>Staff trained in NELI to provide one to one intervention in Rec.</p>	<p>Evidence based research shows interventions such as NELI and daily phonics have significant impact on pupil progress. School based data backs this up.</p>	<p>This is an established working practice in school with good outcomes for children.</p>	

	<p>strong links with the community language team.</p> <p>Significant improvements in pupils' speech and language needs. Positive impact on learning through participation and improved skills.</p>	<p>Daily phonics with all teachers and TAs across Rec and KS1.</p> <p>Collins eBook reading scheme.</p> <p>Speech and language therapist used across school to support pupils with speech and language issues</p> <p>Higher ratios of TAs in rec and y1 to support learning.</p> <p>Employment of TAs to support PP children in small group and 1:1 sessions.</p>	<p>Research shows that school based professional support eg. SALT has rapid and significant impact on outcomes for children.</p> <p>Use of teachers for targeted and bespoke intervention and support leads to rapid progress and addresses individual pupil gaps in learning.</p>		
					<b>Cost:</b> £116,900

<b>Other Approaches</b>					
<b>Desired outcome</b>	<b>Success Criteria</b>	<b>Action and Approach</b>	<b>Evidence and Rationale</b>	<b>How will it be Implemented and Monitored</b>	<b>Review</b>
C. Improved attendance and punctuality rates for pupil premium children.	Reduce the number of persistent absentees amongst pupils eligible for pupil premium.	Attendance training for senior leadership team to discuss implementation of new attendance system.	NFER briefing identifies improved attendance as important in improving attainment.	Weekly attendance monitoring.	

	<p>Overall pupil premium pupils' attendance improves in line with other pupil groups.</p> <p>Positive impact on learning and outcomes through improved attendance.</p>	<p>Rigorous monitoring system in place including first day response and home visits. Rewarding good attendance and punctuality weekly, termly and yearly.</p> <p>Offering PP children free places in breakfast club.</p> <p>Develop new initiatives to engage pupils/ families with attendance and punctuality, particularly those with persistent absence.</p>			
<p>D. Pupils are provided with opportunities for experiential learning.</p> <p>Well-being procedures in school continue to impact on children's mental health to ensure they feel emotionally secure.</p>	<p>High participation of pupil premium children in clubs, on trips and residential and in competitions and events so that their life experience is extended, their aspiration raised and their readiness for learning is improved.</p> <p>Pupils' self-confidence and self-esteem is raised and they play a more active role in school and community life.</p>	<p>Focused support and intervention for identified children and families.</p> <p>Subsidy for trips and residential ensure all PP children take part in the wide range of learning opportunities that are available.</p> <p>Mental Health Nurse available for most vulnerable PP children once a week.</p>	<p>EEF Toolkit suggests outdoor adventure learning activities could provide a gain of 3 months and arts involvement 2 months.</p>	<p>Pupil premium engagement with trips and residential to be monitored termly by business team.</p> <p>Quality of curriculum and enrichment to be monitored by enrichment lead.</p>	



	A high number of PP children are more involved in forest school activities as more teachers have been given the opportunity to complete FS training.	Small group mindfulness sessions for most vulnerable PP children.			
E. Significant rise in the number of children participating with home learning.  Children will be supported and encouraged to access reading and arithmetic at home by parents.	Increased opportunities for parents to come into school and share learning experiences with their children.  Reading workshops will support parents with reading at home and highlight the importance of home reading.	Staff to hold workshops and activities for parents to attend with children on what maths and English looks like in the classroom.  Rec and KS1 to hold phonics workshop to support parents with blending, segmenting and building fluency.  Continue to use the Collins eBooks which were purchased in the previous academic year.	Parents engaging more with school and using strategies modelled in school with their children at home.	Parental involvement lead to monitor activities and workshops being offered to parents.	
<b>Cost:</b>					£65,130