

**St George's School – Pupil Premium Plan 2019/20**

| <b>Introduction</b>  |  |        |        |         |         |         |         |                    |   |   |    |    |   |                   |  |  |  |  |  |
|--|--|--------|--------|---------|---------|---------|---------|--------------------|---|---|----|----|---|-------------------|--|--|--|--|--|
| <b>Date of Review - Autumn 2020</b>  | <b>Date of next review – Sept 2021</b>   |        |        |         |         |         |         |                    |   |   |    |    |   |                   |  |  |  |  |  |
| <p>The Pupil Premium (PP) is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.</p> <p>In the academic year 2019/20 St George's School received £67,770 to support <b>62</b> students.</p> <p style="text-align: center;"><b>In this academic year, 2020/2021, St George's School will receive £51,710 to support 53 students,</b> across key stages three and four.</p> <p style="text-align: center;">These students are distributed across the school, thus:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td>Number of students</td> <td style="text-align: center;">6</td> <td style="text-align: center;">8</td> <td style="text-align: center;">15</td> <td style="text-align: center;">15</td> <td style="text-align: center;">9</td> </tr> <tr> <td>As a percentage %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Additionally, the school receives extra funding for those who joined us in Year Seven, having not made expected progress in English and mathematics at primary school (called Catch-Up Funding), and those who are Looked After Children and Previously Looked After Children (LAC/ PLAC Funding).</p> |  |        | Year 7 | Year 8  | Year 9  | Year 10 | Year 11 | Number of students | 6 | 8 | 15 | 15 | 9 | As a percentage % |  |  |  |  |  |
|  | Year 7   | Year 8 | Year 9 | Year 10 | Year 11 |         |         |                    |   |   |    |    |   |                   |  |  |  |  |  |
| Number of students   | 6  | 8      | 15     | 15      | 9       |         |         |                    |   |   |    |    |   |                   |  |  |  |  |  |
| As a percentage %  |  |        |        |         |         |         |         |                    |   |   |    |    |   |                   |  |  |  |  |  |
| <b>Academic barriers – Whole School Focus 2018-2020</b>  |  |        |        |         |         |         |         |                    |   |   |    |    |   |                   |  |  |  |  |  |
| <b>A</b>   | Develop student voice to inform curriculum development.  |        |        |         |         |         |         |                    |   |   |    |    |   |                   |  |  |  |  |  |
| <b>B</b>   | Needs of the full range of learners are being met in the classroom via curriculum provision and effective differentiation. |        |        |         |         |         |         |                    |   |   |    |    |   |                   |  |  |  |  |  |
| <b>C</b>   | Independent study focus through school from year 7 – including core skills.  |        |        |         |         |         |         |                    |   |   |    |    |   |                   |  |  |  |  |  |

**Interventions last year were:**

| Intent – Interventions   | Implementation  | Impact - Analysis of Impact  |
|--|---|--|
| Student Services – to provide ongoing support and interventions for pupils with SEMH needs.  | 1 x full time salary (term time) for HPA – specifically for working in Student Services.  | Number of pupils accessing support either drop in or regular 1:1 appointments is monitored by Pastoral Support Manager – LMR and feedback to TJL.<br>Pupils have been full supported this year with 1:1 HPA interventions.   |
| English based LSA – under the Director of Learning for English. Providing specific support for pupils in literacy, helping them access the full English Curriculum.  | 1 x full time salary (term time) – LSA  | English Department to select pupils to work with LSA in small groups and 1:1. Additionally, designated to class for in class specific support as required. Pupil’s attainment to be monitored by DOL English – report produced with attainment evidenced.  |
| Literacy Lead for SEND including PP – providing small group work and 1:1 provision for identified pupils who need a boost in literacy. Using established electronic programmes and resources.  | 1 x full time salary (term time) – based in ‘The Hub’.  | 6 week blocks x 3 over the year. Assessments will take place at the start and end of each block to measure the impact on pupil’s performance. Evidence through observations, assessment and teacher feedback. Assessments conducted showed an increase – <b>intervention on hold during Covid-19</b> |
| Literacy Resources for SEND/PP.  | Core English KS2 Boost your progress in Reading and Writing and Quickstep English Dynamic Learning Package.<br><br>Photocopy materials                        | Resources for Literacy Interventions and differentiated schemes. Pupils showed progress in attainment – <b>however paused during Covid-19.</b>   |
| Keyworkers - Keyworkers provide a 1:1 professional relationship, whereby they meet weekly with their assigned pupil, and they maintain contact between home and the school, liaising with subject staff to support the learning needs of the individual. | HOH, SENDCo, LSDM have agreed the pupils who need and would benefit from a Keyworker for the Year.  | Pupils with a KW were supported throughout the year, both in the classroom and with any additional events such as school trips, inter house, extracurricular etc.<br>All pupils have had access to their keyworker and maintained support during Covid-19, with regular communications.              |
| Clubs - Clubs are offered specifically for SEND & PP pupils in The Hub.  | All LSAs offer a club - T club – (transition club) Lego club, Jewellery club, T-club plus, Handwriting club, PARAs club. Building Club – Speech and Language. | Social environment was created for vulnerable pupils who may struggle with communication, friendships and an unstructured environment. There has been a good take-up of clubs that were offered. Friendships have been fostered.   |
| Support student engagement and future pathways   | Youth Connexions cost.  | All PP students had career interviews with Nicky Honeywell. Students had a follow up meeting to focus on destinations. Some placements were provided for students - £150   |

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|---|---|---|
| Homework Club – This is staffed by a teacher after school, to provide a safe and engaging environment for pupils to complete their homework tasks. Pupils are invited to attend the club. This is a KS3 targeted support service.             | SEND Administrator has organised staff and HOH have recommended pupils that would benefit from accessing the support HW club provides.  | PP students were supported with Homework and were given assistance and support and strategies to manage their own learning outside of the classroom<br>£2,289.39<br>Literacy & numeracy tuition - £657.91 |
| Resources and Uniform - For uniform, equipment, etc.  | Pupils request resources as and when required – usually at the start of the school year. For example, September one student purchased their Art resources.                            | PP students were supported to enable them to learn and to be prepared.<br><br>£97.50 / £53.70 / £31.75  |
| School Trips & Extra- Curricular – to enable all pupils to access trips essential for the curriculum.   | This is at Senior Leadership Team discretion.   | PP gained access to additional learning opportunities<br>£837.00 & £452.50  |
| Revision Materials: Teachers request revision materials so all pp students have access to quality revision materials.   | Pupils/ DOL's request resources as and when required.   | PP students had full access to additional teaching resources<br>£377.00 & £403.99   |
| Staff training: Focus on Quality First Teaching.<br><br>All staff made aware of PP students and are informed of good practices and strategies.  | PP students clearly identified on seating plans with appropriate strategies. Pupils are discussed as part of ongoing HOH and Department meetings.                                     | DOLs identified good practice through book looks, learning walks, observations. To carry out training in department meeting time and ensure all PP pupils are discussed as part of the ongoing agenda.    |
| 6 <sup>th</sup> Form Group - Year 12 are allocated lessons to support specific students in class – each year 12 gives 2 hours maximum per week.<br>Mentoring – Year 7 are allocated a 6 <sup>th</sup> form student for one tutor base a week. | DOLs have requested specific 6 <sup>th</sup> form students to work in their subject areas.<br>SEND administrator co-ordinated the list to confirm and ensure the support is in place. | All PP students were supported though the transition process and have received in-lesson support from committed sixth formers.  |

| Pupil Premium Plan for 2020-21   |  |                              |   |  |
|--|--|------------------------------|---|--|
| There are three main key areas of focus for the plan 2020-2022 – across the curriculum, ICT and wellbeing.   |  |                              |   |  |
| Intent – Interventions   | Implementation - How   | Who                          | Cost                                      | Impact -Measure of Effect  |
| Specialist staff support -   | 1 x full time salary (term time) for HPA – specifically for working in English   |                              | Salary                                    | Number of pupils accessing support either small group or regular 1:1 appointments is monitored by DOL of English and feedback to TJL.  |
| English based LSA – under the Director of Learning for English. Providing specific support for pupils in literacy, helping them access the full English Curriculum.  | 1 x full time salary (term time) – LSA   | HG                           | Salary                                    | English Department to select pupils to work with LSA in small groups and 1:1. Additionally, designated to class for in class specific support as required. Pupil’s attainment to be monitored by DOL English – to feedback to TJL. |
| Literacy Lead for SEND including PP – providing small group work and 1:1 provision for identified pupils who need a boost in literacy. Using established electronic programmes and resources.  | 1 x full time salary (term time) – based in ‘The Hub’.   | KF                           | Salary                                    | 6 week blocks x 3 over the year. Assessments will take place at the start and end of each block to measure the impact on pupil’s performance. Evidence through observations, assessment and teacher feedback.                      |
| Literacy Resources for SEND/PP.  | Core English KS2 Boost your progress in Reading and Writing and Quickstep English Dynamic Learning Package.<br><br>Photocopy materials                           | KF/TL                        | £252.60<br><br>£400                       | KF will review the resources in line with the Director of English to assess effectiveness going forward.<br><br>Resources for Literacy Interventions.  |
| Key Worker - Keyworkers provide a 1:1 professional relationship, whereby they meet weekly with their assigned pupil, and they maintain contact between home and the school, liaising with subject staff to support the learning needs of the individual. | HOH, SENDCo, LSDM to agree the pupils who will need and would benefit from a Key Worker for the Year.  | AF to implement              | 1 x 1 hour<br>-£15ph x<br>10 (£150<br>pw) | Pupils with a KW are supported throughout the year, both in the classroom and with any additional events such as school trips, inter house, extracurricular etc.   |
| Clubs - Clubs are offered specifically for SEND & PP pupils in Learning Support.   | All LSAs to offer a club - T club – (transition club) Lego club, Jewellery club, T-club plus, Handwriting club, PARAs club. Building Club – Speech and Language. | AF                           | £150 pa                                   | Social environment created for vulnerable pupils who may struggle with communication, friendships and an unstructured environment and unstructured times.  |
| Support student engagement and future pathways   | Youth Connexions cost.   | Head of 6 <sup>th</sup> Form |   | All PP students to have career interviews with Nicky Honeywell. Students had a follow up meeting to  |

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|  |  |   |   | focus on destinations. Some placements were provided for students.   |
| Homework club – This is staffed by a teacher after school, to provide a safe and engaging environment for pupils to complete their homework tasks. Pupils are invited to attend the club. This is a KS3 targeted support service.              | SEND Administrator to organise staff and HOH to recommend pupils who would benefit from accessing the support HW club provides.  | ED  | £25ph<br>4 days a week x 4 staff<br>£3,541.89 | Selected 1 or 2 pp pupils per day (for 4 days a week) accessed the Homework Club. Pupils are able to use the school facilities such as the computers and receive specialised subject support and guidance. Feedback received termly on pupils attending using assessment data and reports collated to measure the impact of the provision. |
| Resources and Uniform - For uniform, equipment, etc.   | Pupils to request resources as and when required – usually at the start of the school year. For example; September one student purchased their Art resources.                      | TL  | £100  | This is hard to gauge how much will be required, but monies are put to the side to assist with resources to enhance learning and participation in clubs and activities.  |
| School Trips – to enable all pupils to access trips essential for the curriculum.  | This is at Senior Leadership Team discretion.  | TL  | £500  | Only applicable if directly impacting on Teaching and Learning and access to the curriculum.   |
| Revision Materials: Teachers request revision materials so all pp students have access to quality revision materials.  | Pupils/ DOLs to request resources as and when required.  | TL  | £100  | As above. Revision materials to be provided to support students' progress.   |
| Staff training: Focus on Quality First Teaching.<br><br>All staff aware of PP students and are informed of good practices and strategies.  | PP students to be clearly identified on seating plans with appropriate strategies. Pupils to be discussed as part of ongoing HOH and Department meetings.                          | SENDCo & DOL's                                  | £200  | DOLs to identify good practice through book looks, learning walks, observations. To carry out training in Department meeting time and ensure all PP pupils are discussed as part of the ongoing agenda.  |
| 6 <sup>th</sup> Form Group - Year 12 are allocated lessons to support specific students in class – each year 12 gives 2 hours maximum per week.<br>Mentoring – Year 7 are allocated a 6 <sup>th</sup> form student fort one tutor base a week. | DOLs have requested specific 6 <sup>th</sup> form students to work in their subject areas. SEND administrator co-ordinates the list to confirm and ensure the support is in place. | ED / Head of 6 <sup>th</sup> Form<br>DOLs / HOH | N/A   | Questionnaire/Handbook for 6 <sup>th</sup> form helpers. DOLs & HOH to give feedback on the support provided.<br><b>Covid dependant!</b>   |
| Additional and secure monitoring of PP spends  | Look into a programme to implement and use.  | TL  | £1350   | PP monitored and spending can be revised. PP monies monitored to ensure equality in spending.  |