



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St George's CE Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	59
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Jane Tyers
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 164,935
Recovery premium funding allocation this academic year	£ 10,561
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£175,496

Part A: Pupil premium strategy plan

Statement of intent

Our intention at St. George`s C of E Primary School is that all pupils, irrespective of their background or the challenges they face, are able to maximise their potential and achieve their personal goals. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals. We intend for all PP students to play a full and successful part in the academic and wider school community. To achieve this we aim:

1. To ensure that all PP students participate in the academic and wider curriculum to the same extent as their peers.
2. To ensure that PP students make consistently good progress year on year.
3. To address and remove the barriers faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.
4. To achieve our objectives the school uses the tiered approach to teaching as recommended by the Education Endowment Foundation with Quality First teaching being at the heart of our approach. This approach will be supported by academic interventions and wider non –teaching strategies. Underpinning our strategy is the development of high quality-teaching CPD, alongside the recruitment / retention of high quality teaching staff.

Our strategy aim at St. George`s C of E Primary School is integral to our whole school development plan with regards to educational recovery, most significantly in a whole school approach of targeted support for pupils whose education has been the most disrupted during Covid.

Our approach is directly linked and responsive to common challenges and individual needs. It will be well planned and as a direct response to ongoing assessments.

To ensure this is effective, we will:

- Ensure that all staff in school are aware of who the disadvantaged children are in their class and target the children accordingly, providing sufficient challenge. That all staff take responsibility for the children in their class and raise expectations.
- As a staff we will provide early intervention, when a need arises and source the appropriate support.
- We will work with the Children`s and Families Officer to increase attendance percentages and with the SENDCO to ensure the correct professional help is sought for children that need it e.g. mental health support and SEND support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments and observation suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Punctuality and attendance. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
3	Assessments (through SALT and Wellcomm Screening) and observations, indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
4	Our ongoing assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in literacy.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved reading attainment among disadvantaged pupils.	Reading Data will show a rise in the attainment of disadvantaged children, with more disadvantaged children meeting the expected standards.
2. Raised attendance through ongoing dialogue with parents and external agencies	Attendance will be improved across the school. Sustained high attendance will mean that all children achieve the school target of 96% attendance.
3. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident through ongoing Wellcom Assessments in Early Years and when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
4. Knowledge gaps of disadvantaged children will be addressed and disadvantaged children will make good progress	Assessments and data will show an upward trend for disadvantaged children with more disadvantaged children meeting the expected standards in Maths, Reading and Writing.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 23,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff in the delivery of our phonic scheme and the purchase of a further subscription to the DfE validated Systematic Synthetic Phonics programme RWI along with additional resources and support from our English Hub to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>To ensure Quality first Teaching and Learning with a focus on evidence based strategies to support this. A programme of lesson observations by SL T and subject leads who will provide developmental feedback, identify training needs and to share best practice.</p>	<p>DFE guidance on Teacher Standards states that ‘Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development’.</p>	<p>4</p>
<p>Use of specialist teacher TLR to support teachers (CPD)</p>	<p>As above</p>	<p>4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 122,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Wellcomm screening tool and Big, Little Book of Activities and ideas daily in EYFS to develop good understanding and listening skills, whilst improving vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. To use the skills of EMTAS (Ethnic Minority and Traveller Service) to support disadvantaged children who are new to the country to support their oral language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>
<p>Engaging with the School based Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Closing the gaps :- Targeted interventions Writing groups years 5,6, and 2 Reading groups years 3 and 4</p>	<p>As above</p>	<p>4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for the Children's and Families officer to develop and implement new procedures. To enable them to engage and liaise with LEA teams to have a cohesive approach across the city.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>

Total budgeted cost: £ 170,163

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum Particularly in Early Reading and phonics. The outcomes that we aimed to achieve by the end of 2020-2021 were not as we would have expected. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, this disrupted all our children and had an impact on all subject areas to varying degrees but more significantly in Key Stage 1 where children were subjected to numerous isolations. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, when we dedicated a full time teacher to managing and supporting our staff with online learning and ensuring our website was up to date. This was aided by use of online resources such as those provided by Oak National Academy, Read Write Inc Phonics and White Rose Maths. Our dedicated Children`s and Families Officer ensured that our Families were well supported and had all the resources they needed including lap tops.

Externally provided programmes

Programme	Provider
Phonics	Read, Write Inc