



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) 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	234 (October 22)
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Oct. 2022
Date on which it will be reviewed	Sept. 2023
Statement authorised by	Jane Tyers
Pupil premium lead	Kirsten Reid
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 163,881
Recovery premium funding allocation this academic year	£ 8,483
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	£172,364

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	Low levels of speaking and listening skills for many the children. This is evident from Reception baselines and is prevalent throughout KS1 and KS2, particularly in disadvantaged pupils.
2	Low baseline of attainment on entry to EYFS. Evident from the Reception baseline assessment.
3	Lack of aspiration – few children have close experience of university and a wide range of careers. Few children have a great awareness of aspirational opportunities opportunity and therefore desire to succeed.
4	Low attendance or persistent absenteeism and high levels of mobility. In last academic year our whole school attendance was 91.6 and persistent absence figure was 33.5%.
5	Lack of engagement by some parents along with their perceived low importance of educational outcomes. Low level of attendance at some school educational events by parents as well as engagement with educational ambition evident with the impact this has on attendance.
6	Social and economic factors – including life experiences. Due to this children do not have access to enrichment opportunities outside of school to enrich their learning, evident in curriculum work. <ul style="list-style-type: none"> • School deprivation indicator – 0.48 (national 0.21) • Acorn data demonstrates that our families are considered as falling into the Urban Adversity categories demonstrating a high level of social and economic deprivation (77%)
7	Safeguarding and emotional barriers. Safeguarding and emotional barrier have been impacted further over the pandemic and more external referrals are being made and at a quicker pace. The development of a mental health team has reflected this.
8	Low academic baseline entry points. Mobility at St George’s is high and many pupils join us with EAL therefore their entry baseline is low and receive targeted intervention to eliminate these barriers in order for them to succeed.

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
<p>Improve the quality of teaching so that outcomes for all pupils improve</p>	<ul style="list-style-type: none"> ● Pupils will attain at least in line with national data in all of the following areas: <ul style="list-style-type: none"> - GLD - Phonics Screener - KS2 Reading, Writing and Maths
<p>The attainment gap between disadvantaged and non-disadvantaged will be diminished at all statutory assessment points.</p>	<ul style="list-style-type: none"> ● Identified gaps between groups will be closed across all year groups
<p>Disadvantaged pupils have aspirations for, and knowledge, of career options and the desire and motivation to achieve academic and personal goals.</p>	<ul style="list-style-type: none"> ● Timetabled enrichment activities throughout the school ● A university partnership with INTO University. The partnership will give pupil from 4 to 6 a clear understanding of what a university is, why they should aspire to enter higher education, what impact it will have on their future live and an increased aware of career options. <ul style="list-style-type: none"> ● 1 day in year 4 ● 2 days in year 5 ● 1 week in year 6
<p>Persistent absentee rates for disadvantaged pupils are at least in-line with national</p>	<ul style="list-style-type: none"> ● Diminish gap between the non-disadvantaged/disadvantaged pupils ● Identified pupils' attendance shows improvement over time.

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 academic and teaching support

Budgeted cost: £160,091

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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	1
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.	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'.	4
Use of specialist teacher TLR to support teachers (CPD)	As above	4
Use Wellcomm screening tool and Big, Little Book of Activities and ideas daily in EYFS to develop good understanding and	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:	1,3

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.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
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.	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 (educationen-dowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Closing the gaps :- Targeted interventions Writing groups years 5,6, and 2 Reading groups years 3 and 4	As above	4
Employ a dedicated Attendance lead	Research shows that school who have a dedicated attendance lead have shown the greatest impact in reducing persistence absenteeism.	4,5

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

Budgeted cost: £ 11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to support families financially to allow their children to attend a range of trips, visits and special events including a residential trip in KS2	Due to the high levels of deprivation, some children have low aspirations and a lack of cultural capital. Attendance levels are often low due to a lack of aspiration from the parent. We need children to want to come to school and for parents to want to send their children to school.	3/4/6
Pupil mentor support programme (CFO)	Some pupils require support with their social, emotional and mental health due to many different barriers including the COVID-19 pandemic. Offered to pupils who are hard to reach or at risk of educational failure or exclusion. Research by the EEF states that mentoring can have a more positive impact on disadvantaged pupils and improving their attitude towards school, behaviour and attendance.	4/7
Support staff used to provide a programme of curriculum enrichment which takes place across the whole of the academic year.	The majority of children have a lack of experience of hobbies, interests and have unfound talents. Evidence via the EEF demonstrates that there are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Some children have identified gaps in learning and require additional academic support.	4/5/6
Purchase of additional time from specialist providers such as, Educational Psychologists, counselling services.	Some pupils have emotional/educational barriers to their academic performance or mental health. Therefore, services are required to identify and help remove these barriers.	7
Individualised support tailored to eligible pupils' needs, as required: e.g. clothing	Children can be at a disadvantage and lack the necessary resources for school due to financial restraints therefore this barrier needs to be removed so every child has equal opportunities.	6

and equipment for school.		
Release time for staff to work with EP, EHP, SALT and ACE.	<p>Some pupils have SEMH related barriers to their academic performance or mental health. Therefore additional support to improve this is required to ensure all children thrive. Staff training is fundamental to the sustainability of this initiative.</p> <p>Research suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. Therefore intervention can have a moderate impact on attainment but a significant impact on improving the child's mental health.</p>	7

Total budgeted cost: £ 170,163

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact Statement 2022-23

Comparison of percentage of disadvantaged pupils achieving expected plus.

	School		LA		National	
Reception GLD	50%		50%		50%	
Y1 Phonics	71%		65%		N/A%	
Y2 Phonics	81%		78%		N/A%	
KS1 SATs (EXP+)	Reading	75%	Reading	49%	Reading	54%
	Writing	50%	Writing	39%	Writing	44%
	Maths	63%	Maths	51%	Maths	56%
KS2 SATS (EXP+)	Reading	73%	Reading	57%	Reading	60%
	Writing	59%	Writing	56%	Writing	58%
	Maths	64%	Maths	57%	Maths	59%

Disadvantaged pupils at this school perform better than disadvantaged pupils locally and nationally.

Statutory Assessment Data

	School		National		Difference	
Reception GLD	63%		67%		-4%	
Y1 Phonics	77%		79%		-2%	
KS1 SATs (EXP+)	Reading	62%	Reading	68%	Reading	-6%
	Writing	48%	Writing	60%	Writing	-12%
	Maths	52%	Maths	70%	Maths	-18%
KS2 SATS (EXP+)	Reading	72%	Reading	73%	Reading	-1%
	Writing	55%	Writing	71%	Writing	-16%
	Maths	69%	Maths	73%	Maths	-4%
	GPS	69%	GPS	72%	GPS	-3%

Diminishing Differences Report

The data below demonstrates the difference between disadvantaged and non-disadvantaged pupils from Statutory assessments in academic year 2022-23. The data demonstrates that from low starting points the disadvantaged pupils make progress to close the gap, especially evident in Reading and Writing. Additionally, the comparison

across Key Stages demonstrates further that the gap closes further as the children progress through school.

GLD	Summer 22-23	
Non disadvantaged	72%	
Disadvantaged	50%	-12%

As demonstrated from this data, barriers explained in this strategy state that pupils begin their education at St George's with significantly low starting points and the school works to narrow and diminish these gaps across KS1 and KS2.

Y1 Phonics	Summer 22-23	
Non disadvantaged	89%	
Disadvantaged	71%	-18%

Y2 Phonics	Summer 22-23	
Non disadvantaged	62%	
Disadvantaged	81%	+19%

KS1 Reading	Summer 22-23	
Non disadvantaged	46%	
Disadvantaged	75%	+29%

KS1 Writing	Summer 22-23	
Non disadvantaged	46%	
Disadvantaged	50%	+4%

KS1 Maths	Summer 22-23	
Non disadvantaged	38%	
Disadvantaged	63%	+25%

KS2 Reading	Summer 22-23	
Non disadvantaged	71%	
Disadvantaged	73%	+2%

KS2 Writing	Summer 22-23	
Non disadvantaged	43%	
Disadvantaged	59%	+16%

KS2 Maths	Summer 22-23	
Non disadvantaged	86%	
Disadvantaged	64%	-22%

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Externally provided programmes

Programme	Provider
Phonics	Read, Write Inc
Speech and Language support	SALT