

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	232
Proportion (%) of pupil premium eligible pupils	67.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Jane Tyers
Pupil premium lead	Jane Tyers
Governor / Trustee lead	Joy Bach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£ 202,911
Recovery premium funding allocation this academic year	£9,606
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	£212,517

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

Over 60% of all the children that attended afterschool sports clubs were Pupil Premium children. Enrichment activities are timetabled throughout school to ensure that all children have opportunities to experience and have knowledge of a wider curriculum. The new curriculum `Dimensions` which has been purchased, ensures that all children have equal access to a wider curriculum from Nursery to Year 6. All classes are encouraged to take part in school trips, all of which are subsidised to allow for maximum participation.

2. To ensure that PP students make consistently good progress year on year.

Quality first teaching is at the heart of St. George`s, allowing all children to access well planned and delivered lessons. Children who need extra support are highlighted for interventions, and these are revisited constantly to ensure every child gets the support they need. Children with SEND and their teachers are supported by the SENDCO and given Individual Educational Plans to support their learning. St. George`s has introduced a new tracking package which all staff have been trained to use. Teachers can see immediately if a child's results have dipped and start instant interventions. The package filters by numerous groupings and allows teachers up to date information on the children.

3. To address and remove the barriers faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.

A dedicated Children and Families Officer provides invaluable practical and emotional advice to those in need. Parents appreciate this and say staff regularly go `above and beyond`. Reflecting the vision, the school provides resources such as food parcels when needed. School employs a full-time attendance lead, of the many families who are targeted by the attendance lead over 90% are families entitled to pupil premium funding. A set of shared values has ensured that staff work together to effectively improve attendance this in turn has had a positive effect on outcomes. Children in KS1 are supported by staff in school and the English hub who provide up to date intervention strategies for children in need. Leaders are committed to maintaining links with the different secondary schools, which pupils move onto. This ensures that vital help continues even when pupils leave St George`s.

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.

All staff have lists and are aware of PP children in their class. These are updated regularly (each half term). Insight tracker provides up to date information.

- As a staff we will provide early intervention, when a need arises and source the appropriate support.

Intervention groups are provided and booster sessions for Year 6. Children in Reception and KS1 have phonics daily where the children are assessed regularly and have appropriate intervention. 1-1, another bite of the cherry , keep up not catch up.

- We will work with the Children`s and Families Officer and the attendance lead 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.

Children`s and families officer has been funded and had training to support children with mental health. EMTAS has been funded to support children`s language. A dedicated SALT professional screens EYFS to ensure early intervention and SENCO has sought specialist support to identify children who have been identified as needing an EHCP.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of speaking and listening skills for many children. This is evident from Reception baseline and is prevalent throughout KS1 and KS2, particularly in disadvantaged pupils</p>
2	<p>Low baseline of attainment on entry to EYFS Evident from reception baseline and Wellcomm data</p>
3	<p>Lack of aspiration – few children have close experience of university and a wide range of careers. Few children have an awareness of aspirational opportunities and therefore a lack of desire to succeed.</p>
4	<p>Low attendance or persistent absenteeism. Last years data 91.7% and 26% PA</p>
5	<p>Lack of engagement from some parents along with low importance of educational outcomes.</p>
6	<p>Social and economic factors – including life experiences Many children do not have access to enrichment opportunities outside of school to enhance learning evident in curriculum work. School deprivation indicator- 0.48 (national 0.21) 77% of families are classed as living in urban adversity(ACORN)</p>
7	<p>Safeguarding and emotional barriers. Increased support needed for parent and pupil mental health.</p>

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>1. Improved reading writing and maths attainment among disadvantaged pupils.</p>	<p>Pupils will attain at least in line with national data in all of the following areas. GLD Phonics screener KS2 Reading Writing and Maths</p>
<p>2.The attainment gap between disadvantaged and non-disadvantaged pupils will be diminished at all sat. assessment points</p>	<p>Identified gaps between groups will be closed across all year groups .</p>
<p>3. Disadvantaged pupils have aspirations for, and knowledge of career options and the desire and motivation to achieve academic and personal goals</p>	<p>Timetabled enrichment activities throughout the school A university partnership with INTO University. University work with pupils Y4-Y6 providing a clear understanding of what university is the advantages of higher education and an increased awareness of career options.</p>

4. Persistent absentee rates for disadvantaged pupils are at least in line with national.	Diminish gap between disadvantaged and non-disadvantaged pupils. Identified pupils' attendance shows improvement over time.
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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: £17,017

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 Ongoing training for all staff. A consistent and robust approach to our teaching of phonics was acknowledged by OFSTED</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 SLT 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>2 A monitoring timetable has been set up for subject leads and SLT to ensure a robust cycle of observations and support for all staff. Support from a professional mentor ensures that ECTs have had quality support.</p>

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

Budgeted cost: £ 118,073

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.</p> <p>SEND support for pupils on register over 80% are PP</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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</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:</p> <p>One to one tuition EEF (educationen-dowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: £77,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a dedicated attendance lead</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>Research shows that schools who have a dedicated lead for attendance have shown the greatest impact in reducing Persistent absenteeism.</p>	4
<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>	4
<p>School to support families financially to allow pupils to attend a range of trips and visits and special events including a Y6 residential.</p>	<p>Due to high levels of deprivation, some children have low aspirations and a lack of cultural capital.</p>	3 4 6
<p>Pupil mentor support programme (CFO)</p>	<p>Research by EFF states that mentoring has a positive impact on disadvantaged pupils, improving attendance and attitudes towards school</p>	4 7
<p>Support staff assist teachers in delivering curriculum enrichment activities, taking place across the full academic year.</p>	<p>Majority of pupils have a lack of experience of hobbies interests and have un-tapped talents.</p>	4 5 6
<p>Purchase additional time from specialist providers, Educational Psychologists , counselling and SALT</p>	<p>Required to support and remove barriers.</p>	7
<p>Breakfast club at a subsidised rate to support targeted families</p>	<p>School based evidence shows attendance a Breakfast Club improves school attendance and punctuality</p>	4

Total budgeted cost: £

Externally provided programmes

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

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact Statement 2023-24

Statutory Assessment Data for disadvantaged pupils

	School	National	Difference		
Reception GLD 15 pupils	53%	50%	+3%		
Y1 Phonics 14 pupils	57%	68%	-11%		
Y2 Phonics	90%	LA data 79%	+11%		
KS2 SATS (EXP+)	Reading	44%	Reading	62%	-18%
	Writing	61%	Writing	59%	+2%
	Maths	50%	Maths	59%	-9%
	GPS	57%	GPS	59%	-2%

Diminishing Differences Report

The data below demonstrates the difference between disadvantaged and non-disadvantaged pupils from statutory assessments in academic year 2023-24. The data demonstrates that from low starting points on entry to school the disadvantaged pupils make progress to close the gap, especially evident in Maths and Writing. Additionally, the comparison across Key Stages demonstrates further that the gap closes further as the children progress through school.

GLD		Summer 24	
Non disadvantaged	15	47%	
Disadvantaged	15	53%	+6%

A large number of EAL pupils in this cohort not eligible for fsm

Y1 Phonics		Summer 24	
Non disadvantaged	16	62%	
Disadvantaged	14	57%	-5%

Y2 Phonics		Summer 24	
Non disadvantaged	8	100%	
Disadvantaged	20	90%	-10%

KS2 Reading		Summer 24	
Non disadvantaged	12	50%	

Disadvantaged	18	44%	-6%
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Nationally the gap for reading is -17%

KS2 Writing		Summer 24	
Non disadvantaged	12	67%	
Disadvantaged	18	61%	-6%

Nationally the gap for writing is -19%

KS2 Maths		Summer 24	
Non disadvantaged	12	42%	
Disadvantaged	18	50%	+12%

Nationally the gap for maths is -20%

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Externally provided programmes

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