

## St. George's Church of England Primary School

### Pupil Premium 3 Year Strategy Statement

Detail	Data
Name of school	St. George's Church of England Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to - 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Fiona Griffiths, Executive Headteacher
Pupil premium lead	Mrs Rachel Fleming Head of School
Governor / Trustee lead	Mr Peter Hilton, Governor for Disadvantaged Pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,490

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We use a 'first and best' approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

**Disadvantaged pupil progress scores for last academic year. Due to the end of Key Stage 2 assessments being cancelled, the below figures relate to projected attainment figures as of March 2020.**

Measure	Score
Reading	-0.13
Writing	-0.13
Maths	-0.63

Measure (for reading, writing and maths combined)	Score
Meeting expected standard at KS2	12%
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Embed phonics into reading strategies. Children will read in school and at home for pleasure and enjoyment.
Priority 2	To embed the Achievement For All (AfA) Emotional Coaching Programme.
Barriers to learning these priorities address	<p>Priority 1</p> <p>Speech and language skills on entry. Phonic knowledge translating into reading skills. Vocabulary and language development through the wider school. Engagement in reading for pleasure at home. Resources.</p> <p>Priority 2</p> <p>To increase language development to support emotional awareness Developing understanding of neuroscience underlying emotional development</p>
Projected spending	<p>Forest Schools £7,980</p> <p>Teaching Staff (incl Training) £48,510</p>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To be in line or above that of non-Pupil Premium children	July 2022
Progress in Writing	To be in line or above that of non-Pupil Premium children	July 2022
Progress in Mathematics	To be in line or above that of non-Pupil Premium children	July 2022
Phonics	Achieve national average expected standard in Phonics Screening Check.	July 2022

Other	Improve attendance of disadvantaged pupils to average of 'others'.	July 2022
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### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Ensure all Class Teachers and Teaching Assistants have received RWI Phonics CPD (including new staff).</p> <p>Embed the use of RWInc. Book Bag Books through Reception, Year 1 and Year 2.</p> <p>Additional TA time and phonics teaching for PP children in Year One.</p> <p>Guided reading taught daily using Reading Explorers strategies in all KS2 classes.</p> <p>Wider use of reading fluency strategies adopted by the school.</p> <p>Reading Champs for Year 3 pupils.</p> <p>Additional TA time for 1:1 reading.</p> <p>Additional Year 6 Guided Reading.</p>
Priority 2	<p>Through CPD sessions staff will have an increased awareness of how the language they use in everyday interaction with the children can positively impact upon their emotions, enhancing academic attainment and progress.</p> <p>Baseline assessments to be undertaken at the beginning of the programme to show increased progress at the end.</p>
Barriers to learning these priorities address	<p>Priority 1</p> <p>Speech and language skills on entry.</p> <p>Phonic knowledge developing into decoding skills.</p> <p>Vocabulary and language development through the wider school.</p> <p>Engagement in reading for pleasure at home.</p> <p>Resources.</p> <p>Priority 2</p> <p>To increase language development to support emotional awareness.</p> <p>Developing understanding of neuroscience and underlying emotional development.</p>
Projected spending	<p>Forest Schools £7,980</p> <p>Teaching Staff (incl Training) £48,510</p>

## Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Developing and embedding the St. George's revised curriculum.</p> <p>Ensuring opportunities to build the children's Cultural Capital through the curriculum.</p> <p>Continue to implement Forest School in all classes from Reception to Year 6.</p>
Priority 2	<p>Embed the 5 ways to wellbeing project through school with an increased awareness of pupils emotional intelligence.</p>
Barriers to learning these priorities address	<p>Priority 1</p> <p>Curriculum is designed to build knowledge sequentially.</p> <p>Curriculum is designed to create 'sticky knowledge' that is embedded in pupil's long term memory.</p> <p>English curriculum supports the development of language skills across the curriculum.</p> <p>Forest School sessions – teaching pupils in a different learning environment, building skills in self-confidence, communication, teamwork and improved attitude to learning.</p> <p>Priority 2 –</p> <p>Curriculum time is given to mental health and wellbeing.</p> <p>Pupils regularly use journaling techniques and discussion.</p>
Projected spending	<p>Forest School £7,820</p> <p>Teaching Staff (incl Training) £48,510</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring dedicated time is given to staff professional development on curriculum priorities.</p> <p>Learning behaviours of the pupils – ready to learn.</p>	<p>Use of INSET days and staff meetings.</p> <p>Additional adult support in class to provide targeted group work.</p>

Targeted support	<p>Middle Leaders have enough time to monitor curriculum priorities and provide support.</p> <p>Read Write Inc Training and implementation has a positive impact on reading through Key Stage One.</p> <p>Pupil premium children supported by Class teachers and TA's to develop an awareness of their emotional development.</p>	<p>Middle Leaders given time to provide coaching and support.</p> <p>Middle leaders to monitor the impact of phonics and reading intervention through school.</p> <p>Monitoring of progress from baseline assessments for AfA. Action to be implemented where appropriate to ensure progress.</p>
Wider strategies	<p>Ensuring Five Ways to Wellbeing continue to be promoted within the curriculum once the programme finishes.</p> <p>To ensure children are able to participate fully in Forest School sessions within Covid-19 restrictions</p>	<p>Five Ways to Wellbeing posters to be clearly displayed within classrooms and around school. Staff (teachers and teaching assistants) to make regular mention of the five ways during curriculum time. Monitoring undertaken by PSHE subject leads.</p> <p>Full risk assessment undertaken by Forest School staff. Forest School staff provide a detailed report of the sessions to class teachers following each teaching block, giving a record of activities undertaken and progress made.</p>

### Review: last year's aims and outcomes

Aim	Outcome
<p>Embed phonics into reading strategies. Children will read in school and at home for pleasure and enjoyment.</p>	<p>PP children prioritised for 1:1 reading with staff or reading volunteers.</p> <p>Book bag books sent home with pupils matched to phonic and decoding knowledge, pupils also take a book for pleasure.</p> <p>PP children in KS2 taught reading skills through Reading Explorers with a focus on language development.</p> <p>PP children selected for reading fluency intervention.</p>

<p>To successfully implement the Achievement For All (AfA) Emotional Coaching Programme.</p>	<p>All staff have undertaken training on the Emotional Coaching Programme (teachers, teaching assistants and midday assistants).</p> <p>Lanyards have been produced including the language of emotional coaching, to use as an aide when talking to children.</p> <p>Each class has an emotion station (prepared in advance of the 2021/22 academic year), so that children can reflect upon their emotions and consider their next steps, depending on how they feel.</p>
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