

Pupil premium strategy statement – St. George's Church of England Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/ 2023-2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs F.Griffiths
Pupil premium lead	Mrs R. Fleming
Governor / Trustee lead	Mr P.Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,710
Recovery premium funding allocation this academic year	£4,821
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£13,456
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£81,987

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.

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 are 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.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment in Reading, Writing and Maths.
2	Attainment in Phonics in Year One.
3	Access to wider opportunities for all disadvantaged pupils.
4	Home engagement in reading for pleasure and homework.
5	Language development to support self-awareness (AFA).

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
Disadvantaged pupils achieve expected or better progress and attainment scores in Reading, Writing and Maths.	<ul style="list-style-type: none"> -Children will achieve at least national average progress scores in reading, writing and maths at both Key Stage 1 and Key Stage 2 (0). -Children will attain in line with non-disadvantaged pupils and national averages in reading, writing and maths. This will be both for expected standard and greater depth standard. -Children will achieve at least national average for GLD. -Disadvantaged children to be targeted in small group work to enhance their abilities in reading, writing and maths.
Disadvantaged pupils achieve national average expected standard in phonic screening check.	Phonic outcomes show disadvantaged pupils have made accelerated progress from their starting points.
Improved engagement in homework activities.	Pupils will engage in reading for pleasure at home at least three times a week and complete homework set on Purple Mash.
Access to wider opportunities for disadvantaged pupils.	Disadvantaged pupils will participate in Forest school, after school clubs, school visits, represent the school in out of school sports activities and other enrichment opportunities.
To increase language development to support emotional awareness.	Pupils will have increased language development opportunities building skills in self-confidence, communication, teamwork and a positive attitude to learning.

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: £59,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for TA's to work with pupils on targeted learning support alongside teaching staff.	Teaching assistants can offer targeted support in small groups to enhance the progress and attainment of the children they are working with. EEF – Teaching assistant interventions (teaching and learning toolkit)	1,2,3,4,5
Embed phonics into reading strategies. Children will read in school and at home for pleasure and enjoyment.	Investing time in CPD for staff who are reading teachers to ensure consistent approach for the delivery of phonics across school. School Readers – supporting reading in each class.	1,2,4
Use of standardised assessments (PIRA/ PUMA).	Standardised tests provide reliable data on the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through intervention.	1,2,4
Further resources purchased to support RWI synthetic Phonics programme	Phonic approaches have strong evidence base that indicates a positive impact on the accuracy of word reading.	2

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

Budgeted cost: £17,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers lead Structured conversations with parents to support learning in school and at home.	AFA Achievement For All - Emotional Coaching Programme. Staff have an increased awareness of how the language they use in everyday interaction with the children can positively impact upon their emotions,	4,5

	enhancing academic attainment and progress. Achieved through continuous professional development amongst staff.	
School Led Tutoring to provide group tutoring for pupils.	Tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils or those falling behind. One to one tuition - EEF Small group tuition - EEF	1,2,4,5
Additional phonics sessions for disadvantaged pupils who require further phonic support. Release time for Reading Lead to monitor lessons, deliver CPD. To carry out phonic assessments and track progress to identify pupils for Fast Track Tutoring.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics – Toolkit EEF RWI recommended DFE phonic programme	1,2

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Learning	Parental engagement – EEF Working with parents to support children’s learning - EEF	1,2,3,4,5
Access to wider curriculum opportunities e.g. Cluster Events, Forest School sessions, sensory circuits.	Increased confidence, increased well being and an increased sense of belonging through participating in wider activities.	3

Total budgeted cost: £81,987

Outcomes for disadvantaged pupils

Embed Phonics into reading strategies. Children will read in school and at home for pleasure and enjoyment.

The introduction of a new Guided Reading approach for years two to six has made a good impact. Staff have received CPD and regular work book monitoring to ensure a consistent approach through school. All staff received updated RWI training, the Reading Lead monitors progress in each reading group and suggested Fasttrack pathways. Reading for pleasure has been a high priority on school with the launch of BookFlix in Year 5 and 6 and extreme reading.

Average progress scores for 2021/22 academic year (generated through our school assessment system, Target Tracker).

	Disadvantaged	Non-Disadvantaged	Difference
Reading	6.2	6.1	+0.1
Writing	5.9	5.9	=
Maths	6.4	6.3	+0.1

Disadvantaged children have progressed in line with their peers across reading, writing and mathematics (6 points per year is average progress on Target Tracker).

To successfully embed the Achievement For All (AfA) Emotional Coaching Programme.

Wellbeing champions from years two to six meet regularly in school to learn strategies to recognise their emotions and appropriate strategies to manage them. The wellbeing champions work with the teachers in PSHE lessons to demonstrate new strategies for regulation. Wellbeing champions planned and led a whole day of wellbeing during the summer term working to embed the 5 ways to wellbeing in every activity the children participated in. Regulation stations are used within each of the classrooms, to support the children to deal with their emotional responses and further support offered if it is required. Teachers, Teaching Assistants and Midday meals staff have received training in the neuroscience underlying the emotional development of children and the benefits of a consistent language to support emotional awareness which is used effectively to support pupils who need to co-regulate their behaviour and emotions.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	2Simple
Purple Mash	Success@Arithmetic

