

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	174
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs L.Martin
Pupil premium lead	Mrs R. Fleming
Governor / Trustee lead	Mr P.Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77115
Recovery premium funding allocation this academic year	£9353
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>	£4554
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>	£91022

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.

High quality teaching for 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 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. 2022-2023 RWM combined KS1 48% 2022-2023 RWM combined KS2 43% 2021-2022 RWM combined KS1 46% 2021-2022 RWM combined KS2 43%
2	Attainment in Phonics in Year One. 2022-2023 Year One 68% 2022-2023 Year Two 44% 2021-2022 Year One 67% 2021-2022 Year Two 0%

3	Wider opportunities - Some children have had limited life experiences, exacerbated by the lockdown restrictions in place during the Covid Pandemic. By providing a rich and wide variety of enrichment experiences, children broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspirations.
4	Home engagement – parental engagement is variable and children don't always have support at home to develop, for example, speech and language and early reading skills
5	Our attendance data over the last year indicates that attendance among dis-advantaged pupils was 3.51% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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.	<p>Records show:</p> <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 -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. - Children will achieve at least the national average in the Multiplication statutory check - Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium. - Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap).

	<ul style="list-style-type: none"> - Children who receive additional, teacher-led tuition or intervention support attain at least as well as their counterparts.
Disadvantaged pupils achieve national average expected standard in phonic screening check.	<p>Records show:</p> <ul style="list-style-type: none"> - Phonic outcomes show disadvantaged pupils have made accelerated progress from their starting points. - Children will achieve at least national average in the Phonics Screen Check.
Improved engagement in homework activities.	<p>Records show:</p> <ul style="list-style-type: none"> - Children to engage with activities set for homework. This includes: - Reading on a regular basis at home (at least three times a week). - Completion of activities set for homework on our online platform, Purple Mash. - Families are supported through workshops and open school events to aid understanding and support home learning - Families are supported where lack of technology in the home prevents access to homework – for example, by providing paper copies of work.
Access to wider opportunities for disadvantaged pupils.	<p>Records show:</p> <ul style="list-style-type: none"> - Children to have the opportunity to take part in enrichment experiences e.g. school trips and cluster events. - Children to access before school, lunchtime and after school clubs and activities. - Children to access Forest School. <p>Children’s language is enriched by their experiences</p> <ul style="list-style-type: none"> - Children represent the school at local events
Improving and maintaining attendance	<ul style="list-style-type: none"> - Data shows: - Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap). - Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children.

	There are significantly less Pupil Premium children who are Persistent Absentees than the percentage nationally.
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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: £8219

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 – Toolkit EEF RWI recommended DFE phonic programme Fast Track Tutoring Team to review achievement and support of PP children weekly.	1,2
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) Lincolnshire SEND project	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. Parent workshops through school on RfP St. George's Learning together - focus on reading.	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. Phonics Toolkit- EEF	2

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

Budgeted cost: £62013

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing – teaching assistant support in class	Teaching assistants can offer targeted support in small groups to enhance the progress and attainment of the children they are working with	1, 2, 4
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, enhancing academic attainment and progress. Achieved through continuous professional development amongst staff.	4,5
Additional phonics sessions for disadvantaged pupils who require further phonic support.	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 Fast Track Tutoring Team to review achievement and support of PP children weekly.	1,2

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

Budgeted cost: £12045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Learning/enhance the participation in home learning amongst disadvantaged children	Parental engagement – EEF Working with parents to support children's learning – EEF Increase in progress and attainment, as well as increased focus and sense of	1,2,3,4,5

	<p>pride in completing work amongst the children.</p> <p>Facilitated by ensuring children have the correct IT access at home and that books are suitable for the children and age-appropriate.</p>	
<p>Access to wider curriculum opportunities e.g. Cluster Events, Forest School sessions, sensory circuits.</p>	<p>Increased confidence, increased well being and an increased sense of belonging through participating in wider activities.</p>	3
<p>Weekly attendance monitoring and working closely with families to identify barriers and ways to support attendance figures improving</p>	<p>This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and re-adjust as necessary.</p>	5

Total budgeted cost: £82277

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Aim</u>	<u>Outcome</u>
<p><u>1). Children to achieve national expectation scores for both progress and attainment.</u></p> <p>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.</p>	<p><u>Actions:</u></p> <p>All staff trained in RWI and receive weekly meetings and CPD opportunities. Books and resources purchased to support the scheme. Support for CPD from RWI Development Days and English Hub. Awarded Bronze Reading Pledge award through the English Hub. Increased opportunities for reading with the use of School Readers.</p> <p><u>Impact:</u></p> <p>KS2 SATs (30 in cohort, 10 disadvantaged)</p> <p><u>Reading</u> Disadvantaged = 70% (EXS)/10% (GDS) Non-disadvantaged = 75% (EXS)/15% (GDS)</p> <p><u>Writing</u> Disadvantaged = 40% (EXS)/20% (GDS) Non-disadvantaged = 90% (EXS)/10% (GDS)</p> <p><u>Maths</u> Disadvantaged = 50% (EXS)/0% (GDS) Non-disadvantaged = 85% (EXS)/20% (GDS)</p> <p>KS1 SATS (30 in cohort, 10 disadvantaged)</p> <p><u>Reading</u> Disadvantaged = 60% (EXS)/0% (GDS) Non-disadvantaged = 60% (EXS)/6.7% (GDS)</p> <p><u>Writing</u> Disadvantaged = 50% (EXS)/0% (GDS) Non-disadvantaged = 66.7% (EXS)/0% (GDS)</p>

	<p><u>Maths</u> Disadvantaged = 70% (EXS)/0% (GDS) Non-disadvantaged = 66.7% (EXS)/13.3% (GDS)</p> <p>Children will achieve at least national average for GLD. 82.2% of disadvantaged children achieved GLD (15 children) (compared to 88.9% non-disadvantaged)</p> <p>Children will achieve at least national average in the Phonics Screen Check. 28.5% of disadvantaged children passed the Phonics Screen Check (7 children) (compared to 88.2% non-disadvantaged)</p> <p><u>Next steps:</u> To continue to work with the English Hub to develop fidelity to the RWI scheme to raise standards in the Year 1 Phonic screen and reading speed for Year two pupils. Further investment in reading for pleasure books e.g non-fiction. To target an increased number of pupils to achieve GDS and R,W,M combined at both Key Stages.</p>
<p><u>2). Children to have access to wider opportunities</u></p>	<p><u>Actions:</u> Class Teachers plan learning opportunities (visitors into and visits out of school) that support curriculum learning. Family Learning/ St. George's Learning together opportunities weekly. Swimming lessons for all pupils. Links with Inspire+ for sporting activities across school and inter school competition. Paralympic and Olympic athletes deliver workshops and assemblies designed to motivate and inspire children. Subsidised school visits.</p> <p><u>Impact:</u> Children to have the opportunity to take part in enrichment experiences e.g. school trips and cluster events.</p>

	<p>100% of disadvantaged children took part in some form of enrichment experience in 2022/23.</p> <p>Children to access before school, lunchtime and after school clubs and activities.</p> <p>Currently 45.7% of disadvantaged children attended extra-curricular activities in 2023. We will continue to monitor this.</p> <p>Children to access Forest School.</p> <p>100% of disadvantaged children accessed Forest School during 2022/23.</p> <p><u>Next steps:</u> Track engagement in extra curricular clubs for pupils who are entitled to Pupil Premium and ensure they are being supported to attend. Continue to build further opportunities into the curriculum.</p>
<p><u>3). Home Engagement</u></p>	<p><u>Actions:</u></p> <p>All pupils encouraged through awarding Class Dojo's to complete homework activities. Homework is provided on Purple Mash for pupils to complete remotely.</p> <p><u>Impact:</u></p> <p>Children to engage with activities set for homework. This includes:</p> <ul style="list-style-type: none"> - Reading on a regular basis at home (at least three times a week). - Completion of activities set for homework on our online platform, Purple Mash. <p>55.9% of disadvantaged children engaged with activities set for homework in 2022/23.</p> <p><u>Next steps:</u> Continue to monitor completion of homework on Purple Mash and support children where needed through homework club.</p>

	<p>Teachers to monitor regular reading at home and provide support through School Readers where needed. Continue to run St. George's Learning Together.</p>
<p><u>4). To increase language development to support emotional awareness</u></p>	<p><u>Actions:</u> Training provided through Educational Psychologists team and through BOSS to provide CPD for teachers, TA's and Midday Meals Supervisors. Regulation stations introduced into every classroom, pupils use the area when they are dysregulated and to discuss their emotions.</p> <p><u>Impact:</u></p> <p>Staff have displayed increased awareness of how the language they use in everyday interaction with the children can positively impact upon their emotions. This has enhanced general wellbeing and has allowed children to be better equipped for their learning in the classroom.</p> <p><u>Next steps:</u> Ensure new staff are aware of the language they use in everyday interactions with pupils and hoe this can positively impact on pupil emotions.</p>

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
Family Learning St. George's Learning together	