



## Pupil premium strategy statement

# St George's C of E 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	152
Proportion (%) of pupil premium eligible pupils	61.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Governing Body
Pupil premium lead	Andrew Rojas
Governor / Trustee lead	Pascale Vassie

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,885
Recovery premium funding allocation this academic year	£10,636
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>	£0
<b>Total budget for this academic year</b>  <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>	£150.521

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil premium was introduced by the Government in April 2011 to provide additional support for Looked After Children and those from low income families. The additional funding was to help schools “narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds”.

In line with the School Development Plan the bulk of the pupil premium during this year September 2021 – September 2022 was spent on supporting children with accessing the curriculum, with a key focus on ensuring children acquire the key skills across the core subjects of reading, writing, maths and science. Without skills, knowledge and expertise in the core subjects there would be a barrier to accessing the full curriculum.

### Key Strategies in supporting children eligible for Pupil Premium Funding

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at our school:

- Carefully ringfence the funding so that it is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the Sutton Trust Toolkit and Education Endowment Foundation) and evidence from our own and others’ experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate their best teachers to teach intervention groups to improve core skills and knowledge.
- Use achievement data where appropriate to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful and real time feedback about their learning, and ways that they could improve it.

- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject leaders know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Have a clear plan for spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors in the decision making and evaluation process.
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Covid lockdown resulted in lost learning for all children. This has had a greater impact on disadvantaged children who have had limited access to online learning and learning resources. Upon returning to school, children's education continued to be disrupted due to isolation rules and illness
2	Progress and achievement in reading, writing and maths in July 2022 revealed lower levels for disadvantaged children, highlighting the additional impact of Covid on disadvantaged children.
3	All children, especially children from disadvantaged families, have suffered socially throughout the last year. Children's communication and language skills have been negatively impacted, they are less able to work in teams and problem solve.
4	The school has seen an increase in the number of families falling into financial hardship. We expect this to increase this year as the cost of living crisis continues. The school had a further 12% of families eligible for PP since last academic year. Many children have suffered anxiety related to the family being in severe financial hardship.
5	Poor diet and exercise throughout lockdown has seen a large increase in the number of overweight children returning to school.

6	Absence rates are predicted to rise as covid symptoms arise in the winter months. Fear among some members of the community may also contribute to additional time off.
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## 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. Children will engage with the school’s curriculum through expert, high quality teaching and show rapid improvements in reading and writing and maths. PP children will be on track to achieve age related expectations by the end of the year. Children will engage well with the wider curriculum and develop skills and knowledge from a broad range of topics. Children will be experts at linking learning and making connections as they learn more.</p>	<ul style="list-style-type: none"> <li>• Children will build on the successful progress from Summer throughout Autumn. All children will make at least good progress, with the majority of children making rapid progress in some areas.</li> <li>• Intervention programs will be put in place to ensure children are supported to make accelerated progress. These programs will be monitored closely by the SENDCo and changes made as needed.</li> <li>• Teachers will be confident to deliver the curriculum to ensure coverage is good and lost learning recovered where appropriate.</li> <li>• Children will receive high quality teaching.</li> <li>• Children eligible for PP will show rapid progress across the year in all areas, this will be evidenced through assessment stages at particular points and scrutiny of children’s ongoing learning</li> </ul>
<p>2. Families will continue to access support in many forms from the school. This support will range from financial to emotional support and will be offered on an ongoing basis. The school will continue to foster strong relationships with community groups who can offer further support for families.</p>	<ul style="list-style-type: none"> <li>• Staff will be trained to identify and assess the early signs of anxiety, emotional distress and behavioural problems.</li> <li>• There will be effective mechanisms to engage with and support parents to manage children’s emotional, behavioural or mental health difficulties.</li> <li>• Children will feel safe and secure in their community and as a result be</li> </ul>

	<p>free to access learning and progress well.</p> <ul style="list-style-type: none"> <li>• The school will have links with a range of community organisations.</li> </ul>
<p>3. Children will be given increased opportunities to engage socially with others. Classes will be environments that foster positive social skills and communication.</p>	<ul style="list-style-type: none"> <li>• Teachers will be experts at delivering a cooperative style of teaching.</li> <li>• Children will engage positively with cooperative structures. They will demonstrate increased communication skills and will develop strong social confidence.</li> </ul>
<p>4. Human resources will be used effectively to ensure intervention programs have immediate and lasting impact on PP achievement.</p>	<ul style="list-style-type: none"> <li>• Staff teams will be used effectively to deliver additional curriculum elements to PP children.</li> <li>• Pupil Progress Meetings will identify those who may need further support.</li> <li>• Intervention programs will be effective in closing the gap for PP children.</li> </ul>
<p>5. All children will be physically healthy and understand the importance of engaging in daily exercise and eating a healthy balanced diet.</p>	<ul style="list-style-type: none"> <li>• Children will be physically healthy and maintain a healthy weight.</li> <li>• Children will have good stamina for learning and high energy levels.</li> <li>• Children will engage in rigorous daily exercise and understand the importance of food choices on our ability to learn.</li> </ul>

## 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: £80,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Early baseline carried out for the whole school to ascertain levels of children on return to school. This to be analysed by leaders to identify areas of focus.</li> <li>Carry out a robust coaching program to ensure teaching is high quality.</li> </ul>	Sutton Trust Toolkit Staff Development Cost:£££ Evidence base: **** Average impact: +8months. Mastery learning – EEF toolkit	1,4
<ul style="list-style-type: none"> <li>Additional training carried out for all staff on the use of effective feedback.</li> </ul>	Feedback – EEF toolkit	1,4
<ul style="list-style-type: none"> <li>Additional training carried out for teachers on the curriculum and sequencing to ensure high quality teaching is provided to all classes.</li> </ul>	Sutton Trust Toolkit Staff Development Cost: £££ Evidence base: **** Average impact: +8months. Mastery learning – EEF toolkit	1,4
<ul style="list-style-type: none"> <li>All teachers will be trained in cooperative learning structures and ongoing coaching programs will be administered.</li> </ul>	Collaborative learning - EEF toolkit	1,3
<ul style="list-style-type: none"> <li>EAL program will be implemented to children and adults where appropriate. This will be designed to rapidly bring children back to the level of</li> </ul>	Sutton Trust Toolkit Staff Development Cost: £££ Evidence base: **** Average impact: +8months.	1

English prior to lockdown.		
<ul style="list-style-type: none"> <li>Teachers and Senior Leaders to be provided with a range of professional development courses to support their subject knowledge and professional skills. This CPD will be sustained and targeted directly at the school's individual needs and priorities identified in the SDP.</li> </ul>	<p>Sutton Trust Toolkit  Staff Development Cost: £££  Evidence base: ****  Average impact: +8months.</p>	1

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

Budgeted cost: £52,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Additional support staff to be retained for the first term to provide support in class and in booster groups.</li> </ul>	<p>Language Intervention  Cost: ££ Evidence base: ****  Average impact: +5months.  Reading comprehension strategies -EEF toolkit  Individualised instruction – EEF toolkit  Teaching assistant interventions – EEF toolkit</p>	1,3,4
<ul style="list-style-type: none"> <li>The school will develop a 'Maximising the Impact of Teaching Assistants' programme to offer regular and in-depth professional development to teaching assistants to ensure all adults are impacting the learning.</li> </ul>	<p>Individualised instruction – EEF toolkit  Teaching assistant interventions – EEF toolkit</p>	1,3
<ul style="list-style-type: none"> <li>Deployment of existing inclusion staff to run small groups and one to one intervention on</li> </ul>	<p>Individualised instruction – EEF toolkit</p>	1,3

specific targets, including EAL and language intervention. This to be led and monitored by the SENDCo.	Teaching assistant interventions – EEF toolkit Oral language intervention – EEF toolkit	
<ul style="list-style-type: none"> <li>Program of Oracy to be rolled out across the school, aimed at improving the children’s confidence in speaking.</li> </ul>	Oral language intervention – EEF toolkit	1,3,4

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

Budgeted cost: £17,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Maintain relationships with families by linking members of staff to ensure continuity.</li> </ul>	Social and Emotional Learning: Cost: £££ Evidence base: **** Average impact: +4months Social and emotional learning – EEF toolkit Parental engagement – EEF toolkit	2
<ul style="list-style-type: none"> <li>Ensure support for families experiencing financial hardship remains in place. Dedicated member of staff to work with families.</li> </ul>	Social and Emotional Learning: Cost: £££ Evidence base: **** Average impact: +4months Social and emotional learning – EEF toolkit Parental engagement – EEF toolkit	2
<ul style="list-style-type: none"> <li>There will be a holistic recovery for all, focussed recovery for some and a deeper recovery for those children who need to explore feelings of trauma. Therapy offered where needed and a</li> </ul>	Social and Emotional Learning: Cost: £££ Evidence base: **** Average impact: +4months Social and emotional learning – EEF toolkit Meta cognition and self-regulation – EEF toolkit	2,3,4



program of Art/Drama Therapy to be delivered		
<ul style="list-style-type: none"> <li>Staff will be trained to identify and assess the early signs of anxiety, emotional distress and behavioural problems</li> </ul>	<p>Social and Emotional Learning: Cost: £££ Evidence base: **** Average impact: +4months Meta cognition and self-regulation – EEF toolkit</p>	2
<ul style="list-style-type: none"> <li>Continue the development of the school 'Early Help' offer to ensure rapid family support is given before families get to crisis point.</li> </ul>	<p>Social and Emotional Learning: Cost: £££ Evidence base: **** Average impact: +4months Social and emotional learning – EEF toolkit Meta cognition and self-regulation – EEF toolkit</p>	3,4,5
<ul style="list-style-type: none"> <li>A staff member will be trained to deliver ELSA and the program will be rolled out across the school for children identified through the school's referral system.</li> </ul>	<p>Social and Emotional Learning: Cost: £££ Evidence base: **** Average impact: +4months Social and emotional learning – EEF toolkit Meta cognition and self-regulation – EEF toolkit</p>	3
<ul style="list-style-type: none"> <li>Additional fitness sessions conducted for children above the healthy weight range.</li> </ul>	Physical activity – EEF toolkit	5
<ul style="list-style-type: none"> <li>Breakfast club and Free Afterschool club for children, providing healthy nutritious meals</li> </ul>	Physical activity – EEF toolkit	3,5
<ul style="list-style-type: none"> <li>Therapeutic Art/Drama sessions will be provided for children to help overcome feelings of fear and anxiety, which have become barriers to learning. This will be provided by an existing member of staff, who is trained.</li> </ul>	<p>Art participation – EEF toolkit Physical activity – EEF toolkit</p>	3

**Total budgeted cost: £150,521**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Year 2 Teacher Assessment

Y3 (12 pupils)	Teacher Assessment						
Subject	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater
Reading	1 (8.3%)*		2 (16.7%)	1 (8.3%)	8 (66.7%)		8 (66.7%)
Writing	1 (8.3%)*		1 (8.3%)	2 (16.7%)	8 (66.7%)		8 (66.7%)
Mathematics	1 (8.3%)*		1 (8.3%)	1 (8.3%)	9 (75.0%)		9 (75.0%)
Science	3 (25.0%)*				9 (75.0%)		9 (75.0%)
Rdg, Wri & Mth	4 (33.3%)*						8 (66.7%)

#### Year 6 Teacher Assessment

Y7 (17 pupils)	Teacher Assessment						
Subject	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater
Reading	14*		3				
Writing	1 (5.9%)		3 (17.6%)		8 (47.1%)	5 (29.4%)	
Mathematics	14*		3				
Science	1 (5.9%)			6 (35.3%)		10 (58.8%)	

Children responded well to catch up curriculum and intervention put in place during the Autumn term of 2021. As a result of this 95% of PP children made good or better progress during this term. Spring and Summer term saw less favourable progress. Children in receipt of PP did less well than those not eligible during this time and this has been reflected in progress. Only 80% of PP made good or progress throughout the Spring and summer terms. We did see stronger improvements towards the end of Summer and aim to build on this in September. The school was able to provide ongoing vital support to families in many forms. Financial and essential food support was provided to all families in need. The school provided emotional support to families in need throughout the year in the form of our dedicated Community Support Leader. The revised curriculum was thoughtfully written and delivered successfully. The provision provided was broad and addressed lost learning well, through the use of distributed practice to tackle key skills, while still maintaining coverage of the wider curriculum. The school's impact on physical health throughout the year was limited. Available resources and high staff and pupil absence during parts of the year put constraints on the planned fitness program. This will be a priority for the school throughout the next academic year. Introductions to the school day such as counselling, mental health awareness groups, wellbeing warriors, and Drama/Art therapy had a strong positive impact on the mental wellness of children. All children report feeling safe and happy in school.

## 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
None	N/A

## Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*