

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 C of E Primary School
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rebecca Keitch, Headteacher
Pupil premium lead	Rebecca Keitch, Headteacher
Governor / Trustee lead	Gary Prince

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022-23	£7385
Recovery premium funding allocation this academic year 2022-23	£2000
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	£9385

# Part A: Pupil premium strategy plan

## Statement of intent

### ***What are your ultimate objectives for your disadvantaged pupils?***

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress. 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 consider the challenges faced by all our vulnerable pupils, not just those in receipt of free school meals. In accordance with the Local Authority's Disadvantaged Strategy, we have identified children throughout our school for additional support for a range of reasons. These include, for example, pupils whose family require or are accessing additional support due to physical/mental health concerns, pupils with or awaiting diagnosis of neurodiversity, those who have a social worker and pupils with inconsistent attendance. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are in receipt of the pupil premium or not.

High-quality teaching is a vital part of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Whole school review and development of our approach to behaviour management also forms an important part of this strategy. We have identified this as a priority arising from the current needs of our disadvantaged pupils, with attachment difficulties as a significant contributing factor for many of them. Staff training and development, leading to change in policy and practice, forms part of our 'wider strategies' tier in this year's plan.

Our approach will be responsive to common challenges and individual needs. 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

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Observations and discussions with pupils tell us that many of our disadvantaged pupils find it difficult to regulate their emotions when compared to their non-disadvantaged peers. This is most evident in our younger pupils, in EYFS and KS1, although there are children further up the school presenting with similar issues.
4	Observations and discussions with pupils tell us that many of our disadvantaged pupils find social interaction with peers more challenging than their peers. This can lead to friendship difficulties and is often linked to communication challenges.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	Y1 Phonics Check data indicates that pupils make good progress from their starting points and that all pupils meet the required standard by the end of KS1.

<p>Improved attainment in reading comprehension among disadvantaged pupils.</p>	<p>KS2 data indicates that pupils make good progress in reading and that the large majority of children, including disadvantaged pupils, meet the expected standard at the end of Y6.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction in referrals to external higher-level services (eg EWMHS)</li> </ul>

## Activity in this academic year (2022-23)

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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD in the following areas: <ul style="list-style-type: none"> <li>• Metacognition and Memory</li> <li>• Specific Literacy Difficulties</li> <li>• WellComm Sp/L assessment tool</li> <li>• CLPE Power of Reading</li> <li>• Phonics (RWI)</li> <li>• Role of reading leader</li> </ul>	EEF: <ul style="list-style-type: none"> <li>▪ effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</li> <li>▪ Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well</li> <li>▪ Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</li> <li>▪ Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development, so <u>it is important that teachers have professional development in effective assessment</u> as well as in the use of particular phonics techniques and materials.</li> </ul>	1, 2, 3
		1, 2

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted academic intervention for pupils in both Key Stages, including disadvantaged pupils. Including: RWI 1:1 intervention ('pinny time') 1:1 reading support Small group support	<a href="#">EEF guidance on Teaching Assistant Interventions</a> states: well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning.	1, 2, 3, 4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £885

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subscription to Child First Trust, a local charity which provides access to a Family Support Worker and a Counsellor.</i>	<a href="#">EEF evidence on parental engagement</a>  <a href="#">Children and Young People's Mental Health Coalition / Gov.uk guidance 'Promoting children and Young People's Wellbeing and Mental Health'</a> states: It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.	3
Whole staff training on Relational Behaviour Management – alongside policy review.	<a href="#">EEF evidence on Behaviour interventions</a> states: Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	3, 4
Member of support staff designated as Wellbeing Mentor across the school – to participate in ELSA training.	<a href="#">ELSA Network Evidence Reports</a> . There is an increasing evidence base for the effectiveness of ELSA with outcomes relating to: <ul style="list-style-type: none"><li>• staff and student self-efficacy beliefs</li><li>• emotional literacy development</li><li>• emotional wellbeing</li></ul>	3,4

	<ul style="list-style-type: none"><li>• academic progress</li><li>• parental engagement</li></ul>	
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**Total budgeted cost: £ 9385**

## **Part B: Review of outcomes in the previous academic year (2021-22)**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have a very small number of pupil premium children and their needs are diverse. % of our PPG pupils are also on the SEND register and have learning needs which means their attainment is below that of their peers. All receive additional support via One Plans which target their areas of need and their progress is carefully tracked.

Last year, we focused a lot of time and resources on staff development in Phonics. Monitoring indicates that the quality of teaching has improved in this area. Our Phonics Check results were slightly below National data; however, two pupils were dis-applied and most pupils made good progress from their starting points. Internal assessment data indicates that the Y1 2023 cohort will achieve well in the Check. For our PPG pupils, additional support for Phonics and reading is provided where this has been identified as an area of need.

We directed some of our funding towards teaching for our Y1 and 2 cohorts, splitting the cohorts for some core subject time. Internal assessment data tells us that some pupils benefitted from this and made good progress from their starting points; however, we also found that the disjointed nature of the week meant that some children did not make the accelerated progress. Our KS1 results were slightly below National data in Reading and Writing (broadly in line for Maths). We have made the decision not continue with this strategy; the Year One children are split across the two classes and spend all their time in these classes. The teachers work closely together to ensure equity of opportunity.

Our last PPG strategy also focused on supporting children and families' social and emotional wellbeing as we recognise the impact this can have on academic achievement. All our PPG pupils, and their families, have received additional support on a needs-basis. For example, some have been supported by a family support worker, with regular TAF meetings in place. Pupils have a designated adult in school to talk to and some received weekly counselling in school. This is an ongoing priority, the provision of which evolves according to need.

Our strategy also focused on the development of a new Relationships and Behaviour Policy. Throughout the academic year, staff training was given and the policy was revisited and revised where needed. Internal monitoring indicates that this approach is

now well embedded and understood by all staff and children. The policy has been shared with parents and a recent parent survey indicated that 97% parents agreed that children are encouraged to behave well at school. Further amendments are required in the coming academic year to ensure that policy and practice are aligned.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information (optional)

We are a small school with a relatively low proportion of pupil premium children. At the time of writing, we have just seven pupils in receipt of the PPG.

Our internal assessment data tells us that, currently, our PPG pupils tend to attain below age-related expectations; however, 40% of these pupils have a diagnosed learning difficulty, with another pupil on the SEND register awaiting diagnosis. Through One Planning, we monitor the progress pupils make from their starting points and ensure we are aspirational in our target-setting for these pupils.