

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	116
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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	Lorna Sharp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6725
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8725

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 year's 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"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in referrals to external higher-level services (eg EWMHS)

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: £ 2551

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development in the quality and organisation of Phonics teaching. We already use a DfE-approved SSP scheme but have identified staff development as a priority in order to ensure teaching, learning, assessment and intervention is effective.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Additional teacher contact time in mixed Y1/2 class to enable more targeted support for these cohorts most affected by the school closure periods during the pandemic.	EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic intervention for pupils in both Key Stages, including disadvantaged pupils.	EEF guidance on Teaching Assistant Interventions 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

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

Budgeted cost: £4174

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Child First Trust, a local charity which provides access to a Family Support Worker and a Counsellor.	<p>EEF evidence on parental engagement</p> <p>Children and Young People's Mental Health Coalition / Gov.uk guidance 'Promoting children and Young People's Wellbeing and Mental Health' states:</p> <p>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.</p>	3
Whole staff training on Relational Behaviour Management – alongside policy review.	<p>EEF evidence on Behaviour interventions states:</p> <p>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.</p>	3, 4
Member of support staff designated as Wellbeing Mentor across the school – to participate in ELSA training.	<p>ELSA Network Evidence Reports. There is an increasing evidence base for the effectiveness of ELSA with outcomes relating to:</p> <ul style="list-style-type: none"> • staff and student self-efficacy beliefs • emotional literacy development • emotional wellbeing • academic progress • parental engagement 	3,4

Total budgeted cost: £ 8725

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have a very small number of pupil premium children and their needs are diverse. 60% 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 developing the teaching of Phonics. Working closely with our local English Hub, the Reading Leader led an intensive programme of staff development and monitoring to ensure that the daily sessions are of a high quality and pupils' progress is accurately assessed, with additional intervention provided when necessary. This is an ongoing process; on the whole, our current Reception and Y1 pupils are making at least satisfactory progress and monitoring indicates that the quality of teaching has improved in this area. For our PPG pupils, additional support for Phonics and reading is provided where this has been identified as an area of need.

Our last PPG strategy also focused on developing home-school links in order to support 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. Others were offered on-site provision during the national lockdown and school closure period in order to minimise disruption to education and support parents' mental health. Pupils have a designated adult in school to talk to and some receive weekly counselling in school. This is an ongoing priority, the provision of which evolves according to need.

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 five 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. Those pupils attaining slightly below age-related expectations have been identified for additional support via the National Tutoring Programme, the impact of which will be monitored once the 15 week intervention has been completed.