

Pupil premium strategy statement



NURTURE, LEARN, SUCCEED

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 CE School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1
Date this statement was published	1 st November 2021
Date on which it will be reviewed	1 st March 2022
Statement authorised by	Black Pear Trust
Pupil premium lead	Clare Snape
Governor / Trustee lead	Lauren Tallis/Paul Shoesmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,000
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£77,845
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Not Applicable

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

We are ambitious for all our pupils and we aspire for them to reach their full potential.

- We know that Quality First Inclusive Teaching will ensure the very best outcomes for our pupils.
- Robust analysis of data is used to identify well-being and learning needs and any other barriers to learning.
- We provide targeted intervention to ensure pupils move on from their individual starting points at a realistic pace.
- We know it is essential that children learn new skills and knowledge in a meaningful way, ensuring new material is built on secure foundations for independent and consistent application.
- We endeavour for all our parents/carers to support their child's education, this includes the importance of attending school every day.
- We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

Challenges

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

Challenge number	Detail of challenge
1 Communication and Language deprivation	A significant number of children enter school with high levels of language deprivation and have low levels of language acquisition and vocabulary when starting school. Based on diagnostic assessment tools children have consistently identified gap on entry and children have been identified require targeted intervention to develop their language skills. Left unchallenged, this and a continued narrow vocabulary, this would become a barrier to learning.
2 Early reading (phonics) and writing	Children enter school with poor reading and the number of children reaching the expected standard of 95% for the end of Year 1 phonic screening assessment is below national. By the end of EYFS, with out systematic and robust phonic teaching the area of learning preventing children achieving a good level of development is most likely reading and writing. The school has a high proportion of Early Career Teachers and Recently Qualified Teachers that have experienced an inconsistent approach to their teaching practice due to the disruption due to Covid
3. Social and Emotional	In some cases children have lower levels of emotional literacy than their non-disadvantaged peers
4 Limited wider experience	In some cases pupils lack the experiences that their non-disadvantaged peers may have had outside of school and as a result vocabulary may be less broad and children may lack context for their learning.
5 Attendance	Attendance of disadvantaged children is below that of non-disadvantaged and this gap has widened since the pandemic.

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
<ul style="list-style-type: none"> 1. Language Acquisition is a high priority in school and explicit 	<ul style="list-style-type: none"> The number of children on the SEND register for speech and language is

<p>strategies for extending vocabulary as well as a language rich environment are consistently in place and are affected.</p> <ul style="list-style-type: none"> • Careful selection of language is taught including high frequency words in different contexts. • Pupils are able to use expressive and receptive vocabulary in order to demonstrate effective questioning and opinions so they are able to join in discussions for current topics with opportunities to practise new vocabulary. • Pupils demonstrate breadth in their language use and depth in the context they are applying it to . 	<p>reduced from EYFS to KS1 and from KS1 To KS2.</p> <ul style="list-style-type: none"> • The proportion of children that have been identified as having significant language delay ,on Language Link, reduces. • Children have key strategies to decipher new words. • Children utilise increasingly ambitious vocabulary in reading and writing. • Children have a better understanding in their understanding of language, which results in an improvement in educational outcomes.
<ul style="list-style-type: none"> • 2.The gap between attainment of disadvantaged and non-disadvantaged learners passing the phonic screening standard and reading at EYFS increases • Children are increasingly able to apply their knowledge of graphemes to their early writing enables them to achieve early writing goal and the gap between disadvantaged and non-disadvantaged gap narrows. 	<ul style="list-style-type: none"> • All staff (including ECT and RQT)have a clear understanding of a systematic approach to the teaching of phonics and delivery effective provision every day. • The teaching of reading is high priority across the school and all staff feel confident in planning appropriate provision and narrowing gaps.
<ul style="list-style-type: none"> • 3.Children will have a broad vocabulary and can link learning to context. • Children can utilise wider experiences to support writing and other curriculum learning • Children develop skills which develop positive learning behaviours such as risk taking, communication, resilience and co-operation 	<ul style="list-style-type: none"> • The number of children reaching ARE increases at the end of each KS. • Children have wider experiences to draw upon resulting in greater creativity and clarity in their work.
<ul style="list-style-type: none"> • 4.Children are better able to self-regulate their emotions • Children are able to use Appropriate vocabulary to discuss their emotions 	<ul style="list-style-type: none"> • The number of behaviour logs for pupils have reduced. • The number of pupils consistently demonstrating positive behaviour has risen.
<ul style="list-style-type: none"> • 5.Attendance for all children increases and is in line with national (October 21 - 92.3%) 	<ul style="list-style-type: none"> • Strategies are affective in raising attendance for our most vulnerable learners.

- There is no gap in attendance between disadvantaged and non-disadvantaged

- Pupils and parents have a positive attitude to school and are keen to attend
- Parents have a good understanding of the importance of good attendance and the impact on a child's attainment and outcomes.

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: £ £35,000, £2,000 £1400 £5.000 £2,500 =£45.900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language deprivation</p> <ul style="list-style-type: none"> • Early Years Leader and Inclusion Manager have designated time to analyse data of diagnostic language assessments (NELI resources and Language Link) • Continue to develop high quality first teaching focused on language development, • Rapidly train new staff in the pedagogy of Language curriculum 	<p>Education Endowment Foundation</p> <p>There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>1.</p>
<p>Early Reading and Writing</p> <ul style="list-style-type: none"> • All staff receive high quality RWInc training and 	<p>Quality First teaching for all in line with the teaching standards. EEF Toolkit</p>	<p>2.</p>

<p>coaching to deliver phonics effectively delivered by Regional Trainer.</p> <ul style="list-style-type: none"> • Staff coaching programme implemented to ensure consistent effective systematic teaching of reading which is supported though regular practice of skills and resources. Delivered by the school trained Reading Leader • Support for parents-face to face and online to support children's reading at home through parent workshops, resources -delivered by all staff and overseen by the Reading and English Leader. • Delivery of a robust programme of CPD for the teaching of reading which is guided by the DFE Reading framework. -Delivered by the Reading and English Leader. • Early Identification of children falling behind their peers will ensure that effective provision can be put in place and impact measured.- Delivered by all staff and monitored by the Inclusion Manager. • Newly and recently qualified staff receive ongoing coaching and mentoring to 	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>EEF Parental Engagement Key Findings: 1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	
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<p>improve subject knowledge and pedagogical practice.- Delivered by Trust Lead for new teacher development.</p> <ul style="list-style-type: none"> • All Early Years staff receive training for the new EYFS framework.- Delivered by the Early Years Leader. • KS1 leader to embed phonics approach and extra phonics sessions to fill gaps. • School Led Tutoring has been implemented to target vulnerable learners for reading, writing and maths. 		
<p>Social and Emotional</p> <ul style="list-style-type: none"> • NHS Educational Mental Health Practitioner to develop a whole school approach to developing positive mental health across the whole school community. • The nurture Leader uses strategies with pupils for their development of social and emotional wellbeing. • Mindfulness strategies are used to promote wellbeing across the whole school community. • The nurture leader supports pupils on the playground to 	<p>Trauma informed schools UK: Increasing numbers of children are presenting with mental health difficulties and high Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment. Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair 1 & 2 5 social, emotional and cognitive development. Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.</p> <p>Rationale: EEF toolkit states 'Evidence suggests that behaviour interventions can produce large improvements in academic performance along</p>	<p>3.</p>

<p>promote positive behaviour choices</p>	<p>with a decrease in problematic behaviours, though estimated benefits vary widely across programmes’.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7.500 £3.612 = £11.112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring for small groups of children, has been implemented from September with targeted intervention after school for reading, writing and maths. Children have been identified in Year 6 and Year 4 who have fallen behind from their previous statutory assessment point. Targeted intervention for identified children who have fallen behind or who have experienced missed learning across the school. Language Link intervention</p>	<p>Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year from the National Tutoring Programme (NTP). The Government is offering schools and academy trusts a new expanded tutoring offer from the start of academic year 2021/22.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-</p>	

<p>Narrative Listening project Phonics Fluency-reading Comprehension X- Expert Tips</p> <p>Accelerated Reader</p>	<p>to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>Accelerated Reader "the project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months' progress"</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2.000 £1.000 £2.000 £7.500 £5.000 £1.500 £833 £1.000=
£20.833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Head of School has tight procedures and monitoring systems in place for attendance and identifies pupils whose attendance falls below 95%.</p> <p>All staff monitor children's attendance and contact pupil's parents and carers first day calling.</p> <p>School produces accessible parent information on the impact of poor attendance.</p>	<p>Higher overall absence leads to lower attainment at KS2 and KS4</p> <p>There's a clear link between poor attendance and lower academic achievement</p> <p>Pupils with persistent absence are less likely to stay in education</p> <p>(The Key, 2019)</p>	

<p>Breakfast club and mini bus pick up improves attendance and punctuality for our disadvantaged pupils.</p> <p>After school provision is in place and Holiday Club enables vulnerable children within a secure environment and enables working parents child care provision.</p> <p>Incentives and rewards are in place for good attendance and shared with the whole school community.</p> <p>Produce accessible parent information on the impact of poor attendance .</p> <p>Increased focus on EYFS & Y1 to communicate to parents the importance of good attendance.</p> <p>Wider School Experiences due to limitations</p> <p>All teachers plan opportunities for all pupils to experience high quality experiences beyond the classroom.</p> <p>School Subsidises trips and residential trips for disadvantaged pupils.</p> <p>Experienced trained Forest School Leader</p>	<p>Ofsted promotes cultural capital for all pupils to improve their outcomes.</p>	
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<p>used to promote the love of the outdoors, develop resilience and team building skills.</p> <p>A member of staff has attended training for Forest School Leader.</p> <p>Severn Arts: Violin lessons for targeted year group.</p> <p>Cello Lessons in place for CLA.</p>	<p>The EEF toolkit suggest: "studies of adventure learning interventions consistently show positive benefits on academic learning.</p> <p>On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence."</p>	
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Total budgeted cost: £ 77.845

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

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

PRIORITY A- To raise outcomes for PP/FSM learners

Due to Covid-19 pandemic , children experienced turbulence. However school were committed to providing the best education for all their pupils through their delivery of their remote learning offer.

Vulnerable pupils were invited back to school during school closure.

Risk assessments were in place for all vulnerable pupils and school kept in close contact with these vulnerable children.

All vulnerable pupils were provided with a lap top so they could continue their learning remotely.

School provided support for families and through telephone consultations parents/carers were supported in enabling children to access their learning to ensure they were able to continue to make academic progress.

Following the first lockdown the school anticipated that children would require personal, social and emotional support following their return to work – training for staff with the educational psychologist on emotional coaching and the incredible 5 point scale enabled the staff to deepen their knowledge and breadth of strategies to support children to regulate their emotions. As a result of this the children had a smooth return to school both in September and following the second lockdown in March. Staff also used this expertise to identify individuals who were very vulnerable and put into place more individualised support and provision. On returning to school vulnerable children's behaviour and well being was monitored closely and social and emotional intervention was implemented if it was required.

Training for all teaching staff was designed to identify those objectives which were critical for progression and how to utilise assessment remotely to support the curriculum planning. Support to monitor engagement and attendance when pupils were learning remotely. This allowed staff to carefully identify those pupils who were not engaging or accessing learning preventing progressing.

On return to school staff across the Trust worked collaboratively to ensure good subject knowledge which ensured Quality First Teaching for all pupils.

Early Identification of children who had missed learning or were at risk of falling behind received targeted intervention for Reading, Maths and Writing.

The curriculum was redesigned to address gaps in learning.

Timetables were adapted to focus on subjects that had not been taught during school closure eg Art and DT

PRIORITY B Disadvantaged pupils will meet national expectations for attendance and Punctuality

Due to the Pandemic, all vulnerable children were invited back to school. Teachers monitored attendance daily whether the children were learning at school or at home.

Poor attendance was addressed swiftly.

Home visits were undertaken by the SLT if children persistently did not access their learning.

When school opened in March after the school closure, children's attendance was monitored closely. The expectation that it was mandatory for all children to attend school in March was shared with parents.

An EWO was employed to monitor poor attendance and address persistent absences across the school. CPD for all staff to monitor their class attendance.

PRIORITY C -School will deliver an engaging, broad and varied curriculum.

During School closure, the children were able to access a varied curriculum.

The school curriculum was redesigned and children were able to access a broad and balanced curriculum on return to school.

School identified key skills that had been missed during school closure and these were addressed in future planning of the curriculum.

School has identified key priority areas for 2021-2022 School Development time-eg Outdoor learning opportunities, Fieldwork skills within the teaching of Geography.

CPD for all staff to ensure subject knowledge.

School Improvement consultant supported SLT and all staff to enhance their pedagogical practice.

Consultants supported SLT for quality assurance and discussion time to challenge that provision was in place for subject leaders to deliver a broad and balanced curriculum.

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
	N.A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N.A
What was the impact of that spending on service pupil premium eligible pupils?	

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.