

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	219
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2 of the plan
Date this statement was published	1 st October 2022
Date on which it will be reviewed	1 st March 2023
Statement authorised by	Black Pear Trust
Pupil premium lead	Clare Snape
Governor / Trustee lead	Lauren Tallis/Paul Shoemith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,715
Recovery premium funding allocation this academic year	£9,135
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	£90,850 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, would become a barrier to learning.
2 Early Reading (phonics), Fluency 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 and Key stage 1, without systematic and robust phonic teaching the area of learning preventing children achieving a good level of development is most likely reading and writing. Some of our vulnerable children lack parental support and there is a need for targeted intervention to improve fluency with regular reading to improve reading outcomes. 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. Crime statistics for our community indicate that a high percentage of our vulnerable pupils have experienced 'adverse childhood experiences.' There is a need for social and emotional strategies to be put in place across the school to support these pupils enabling them to access their learning.
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. Although school attendance was above national it still remained low for the last academic year. Improving attendance will be a priority area this year and will be based on the DFE Improving Attendance information .Although this becomes statutory in 2023, we will be using strategies from this document to improve attendance and closely monitor the attendance of our vulnerable learners across the school.

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

<p>strategies for extending vocabulary as well as a language rich environment are consistently in place and are affective.</p> <ul style="list-style-type: none"> • Careful selection of language is taught including the language of education and subject specific language 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>language is 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 enabling them to achieve early writing goal and the gap between disadvantaged and non-disadvantaged gap narrows. • At the end of KS 1 disadvantaged children are reading with increased fluency. 	<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 newly appointed reading leader monitors quality first teaching of reading effectively across the school improving the outcomes of the disadvantaged children. • The teaching of reading is high priority across the school and all staff feel confident in planning appropriate provision and narrowing gaps. • A higher percentage of disadvantaged pupils reading more fluently, will impact on a higher percentage of pupils achieving age related expectations in reading and writing.

<ul style="list-style-type: none"> • Children will have a broad vocabulary and can link learning to context and make connections across the curriculum. • Children can utilise wider experiences and our cultural capital offer 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 Key Stage. • 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 red behaviour logs for pupils has 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 (92.%) • There is no gap in attendance between disadvantaged and non-disadvantaged • Strategies from the DFE Attendance Documents are used by all stakeholders to improve attendance across the school. 	<ul style="list-style-type: none"> • Strategies are affective in raising attendance for our most vulnerable learners. • Pupils and parents have a positive attitude to school and are keen to attend. • Parents and governors 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)

Total cost: £47658

Budgeted cost: Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language deprivation</p> <ul style="list-style-type: none"> • Early Years Teacher together with SLT and Inclusion Manager have designated time to analyse data of diagnostic language assessments(Language Link) • Continue to develop high quality first teaching focused on language development. • CPD for Pedagogy of Language Curriculum. 	<p>Education Endowment Foundation</p> <p>There is evidence to suggest that pupils from lower socioeconomic 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 socioeconomic 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. Communication and Language deprivation</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.Early reading (phonics) and writing</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.Social and Emotional</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: £30142

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.</p> <p>Targeted intervention for identified children who have fallen behind or who have experienced missed learning across the school.</p> <p>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-to-one or small group intervention to</p>	<p>1 Communication and Language deprivation</p> <p>2 Early reading (phonics) and writing</p> <p>3. Social and Emotional</p> <p>4 Limited wider experience</p> <p>5 Attendance</p>

<p>Narrative Listening project Phonics Fluency-reading Comprehension X- Expert Tips</p> <p>Accelerated Reader</p>	<p>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: £13050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>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>Breakfast club and mini bus pick up improves attendance and</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>5. Attendance</p>

<p>punctuality for our disadvantaged pupils. 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 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 used to promote the love of the outdoors, develop resilience and team building skills.</p>	<p>Ofsted promotes cultural capital for all pupils to improve their outcomes.</p> <p>The EEF toolkit suggest: “studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in ad</p>	<p>4. Wider School Experiences</p>
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<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>venture 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: £ 90,850

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2022

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

PRIORITY A- To raise outcomes for PP/FSM learners

Demographics of each year group was shared with all staff so children who were PP or FSM were identified across the school.

Coaching was put in place to support quality first teaching for recently qualified teachers. This improved their practice, subject knowledge and promoted high expectations.

The lowest 20% of each cohort were identified and targeted intervention was put in place to enable these children to make progress and reach ARE.

The Academic Mentor and the School Tutor were used effectively to deliver targeted intervention across the school.

Initially, the priority was given to Year 6 in preparation for their statutory end of year assessments, followed by Year 4 in preparation for their statutory times table check, followed by Year 5 in preparation for their transition to Year 6.

Targeted intervention was delivered in Early Years and Key Stage one for phonics and early reading. The children across the school were assessed for phonic progress every six weeks and those that were not on track were given 1:1 intervention. Furthermore the children in Year two and Year one were targeted for extra phonic tuition in preparation for their statutory phonic screening. See data below.

There was a real focus on reading intervention in Year two to develop fluency. This was to impact on the Year two statutory reading assessment results and to improve fluency in reading which would then impact on all subjects as reading is a tool for everything.

PRIORITY B Disadvantaged pupils will meet national expectations for attendance and

Punctuality

Disadvantaged pupils were prioritised for minibus pick up, which resulted in children being present at school but also being offered a free breakfast on arrival at school. These children were more settled in school and emotionally self-regulated and more able to access their learning. They were arriving at school with their peers punctually and being lessons on time. Due to whole school focus on improving attendance following covid, rewards were used as incentives to focus on improving attendance.

We plan two minibus pickups and approximately ten children have been collected each morning for the whole of the academic year that are disadvantaged. We have been flexible with our parents and if they are struggling to bring their child to school due to family circumstances eg sickness, we will endeavour to support these families and ensure their child is able to attend. All staff took responsibility for improving attendance for their cohort and personally phoned home or met with parents to encourage good attendance and punctuality for their class.

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

All staff have had high expectations for teaching and learning. Year group leaders and subject leaders met regularly to plan high quality and engaging lessons. Expertise, due to these meetings were shared for planning and delivering a broad and balanced curriculum.

Budget planning enabled all year groups to plan a visitor or a visit for each topic delivered which allowed children to experience learning beyond the classroom ,put learning within a context and develop cultural capital. Visitors to school included the Community Police Support Officers, The Fire Brigade and the school nurse.

St George's have planned whole school trips eg The Celebration of the Queen's Platinum Jubilee. This included celebrations across St George's and Upper Arley and involvement with local businesses eg Severn Valley and The Arley Arboretum. Year five and six children had the opportunity to go on a residential trip with other children in the Black Pear Trust. The focus of this residential was for them to experience a variety of outdoor and adventurous activities and enjoy working together as a team. The children in Year six became responsible citizens and buddied up with a Reception child for two trips throughout the year. The Jubilee trip on Severn Valley and a visit to the seaside in Western Super Mare. These trips were enjoyed by all and a huge success.

Across the Black Pear Trust we have worked collaboratively and organised STEM projects. Pupils from each year group planned a project with the theme linked to 'Sustainability' for the Arboretum. It was a huge success and thoroughly enjoyed by all. Evidence from this STEM project was collected in floor books and shared with parents via the school newsletter and Power-Points on the school website.

The long term curriculum plan has been refined and now key 'sticky knowledge has been identified and dual coding has been introduced. This will allow children to make connections across all areas of the curriculum.

End of Year Data 2021-22 Summary

Statutory Assessments

Year Group	Reading	Writing	SPAG	Maths	Combined WRM		
End of EYFS (YrR)			GLD 59%				
Phonics Screening (Y1)			74%				
Phonics Screening (Y2-December 21)			85%				
Phonics Screening (Y2 Results)			88%				
MTC Check	25/25- 48%	24/25- 8%	23/25- 19%	22/25- 4%	21/25- 4%	20 or below- 19%	
End of KS1 (Y2)	67% (67.2%)		70% (57.9)		67% (67.9%)	56% (53.7)	
End of KS2 (Y6)	84% (74%)		68% (69%)		60% (72%)	72% (71%)	60% (59%)

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.

We have used the DFE funding to train a School Mental Health Lead in school. This Leader has worked alongside an Educational Mental Health Practitioner employed by the NHS but based at St George's one day a week.

This team has created an Mental Health and Wellbeing action plan for the whole of the school community.

Our wellbeing offer included bespoke intervention for our vulnerable children and pupils and parents have been supported and introduced to strategies to improve their mental health and wellbeing.

An afterschool club was organised for our vulnerable pupils to focus on improving wellbeing. These included yoga, mindfulness and Tai Chi. This was well attended and the feedback from pupils and parents was really positive