

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	203
1	42.3% (59 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 3 of the plan
Date this statement was published	1 st September 2023
Date on which it will be reviewed	21 st July 2024
Statement authorised by	Black Pear Trust
Pupil premium leads	Matthew Modley/Tom Harris
Governor / Trustee lead	Lauren Tallis/Paul Shoemith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,490
Recovery premium funding allocation this academic year	0
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	£113,490

Part A: Pupil premium strategy plan

Statement of intent

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	Many 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, our children have consistently identified gaps on entry related to vocabulary and concepts. These children 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 experiences and the number of children reaching the expected standard for the end of KS1 phonic screening assessment is below our target of 95%. By the end of EYFS and Key stage 1, without systematic and robust phonic

	<p>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.</p> <p>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.</p>
3- Social and Emotional	<p>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.</p>
4- Limited wider experiences	<p>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.</p>
5- Attendance	<p>Attendance of disadvantaged children is below that of non-disadvantaged and this gap has widened since the pandemic. Although school attendance is broadly in line with national, it still remained low for the last academic year. Persistent absence rates are higher than the national statistics. Improving attendance will be a priority area this year and will be based on the DFE Improving Attendance information. As the policy is now implemented, we will be embedding strategies from this document to improve attendance and closely monitor the attendance of our vulnerable learners across the school.</p>

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. Language Acquisition is a high priority in school and explicit strategies for extending vocabulary as well as a language rich environment are consistently in place and are effective.</p> <ul style="list-style-type: none"> Careful selection of language is taught including the language of education and subject 	<ul style="list-style-type: none"> The number of children on the SEND register for speech and language is reduced from EYFS to KS1 and from KS1 To KS2. The proportion of children that have been identified as having significant language delay on Language Link reduces.

<p>specific language in different contexts.</p> <ul style="list-style-type: none"> • 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. • Adult-child interaction is effective from EYFS throughout the school. • To use accurate assessment of children's vocabulary and early years concept screening for all learners across the foundation stage 	<ul style="list-style-type: none"> • Children have key strategies to decipher new words. • Children utilise increasingly ambitious vocabulary in reading and writing. • Children have a better understanding in their knowledge of language, which results in an improvement in educational outcomes and play. • Staff utilise baseline assessment for language and concepts to ensure that there is sharp focus on children's development across the early years curriculum. • The proportion of children who have acquired age-appropriate concepts and working within the expected standard has increased. • New staff understand and are exploring and applying strategies for served and returned talk, shared and sustained thinking and the ShREC approach (shared attention, responding, expanding and conversation)
<p>2. The gap between attainment of disadvantaged and non-disadvantaged learners passing the phonic screening standard and reading at EYFS continues to increase</p> <ul style="list-style-type: none"> • Children are increasingly able to apply their knowledge of graphemes to their early writing enabling them to continue to achieve the early writing goal and the gap between disadvantaged and non-disadvantaged gap continue to be comparable (2022-23- non-PP 65%, PP-67%) • At the end of KS1 disadvantaged children are 	<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 this is delivered effectively with fidelity. • The reading leader monitors quality first teaching of reading effectively across the school and provides coaching opportunities to improve the outcomes of the disadvantaged children. • The reading leader works in collaboration with the trust reading leaders to ensure high provision of phonics.

<p>reading with increased fluency and the gap between PP and non-PP is closed</p>	<ul style="list-style-type: none"> • The teaching of reading is high priority across the school and impacts on all curriculum areas and improved outcomes for pupils across the curriculum. • 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.
<p>3. Children will have a broad vocabulary and can link learning to context and make connections across the curriculum.</p> <ul style="list-style-type: none"> • 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. • Children are able to articulate with confidence how they are able to use resilience and perseverance in their learning making reference to Max the Motivational monkey. • The visible consistency superheroes are used to reward high expectations for learning behaviours and routines.
<p>4. Children can understand their feelings and are able to regulate themselves.</p> <ul style="list-style-type: none"> • Children are able to use appropriate vocabulary to discuss their emotions and utilise strategies to regulate themselves 	<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. • Planned and incidental opportunities to talk about the language of feelings enables children to recognise their emotions and self-regulate. • Children are able to talk and name key feelings with and without adult support

	<ul style="list-style-type: none"> • Children demonstrate high levels of self-control and respect for each other. • Pupils consistently persevere when then encounter difficulty
<p>5.Attendance for all children increases and is in line with national (94%)</p> <ul style="list-style-type: none"> • There is no gap in attendance between disadvantaged and non-disadvantaged. • Disadvantaged pupils' attendance remains in-line with national disadvantaged (91%) • 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 effective 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. • Policies and procedures are embedded across the school. • Attendance officers across the trust meet regularly for quality assurance. • Attendance officer monitors and implements trust policies e.g. contracting meetings, rewards, letters to close the gap in-line with national

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: £48143

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 and early years concept screening) • Continue to develop high quality first teaching focused on language development. • CPD for Pedagogy of Language Curriculum/word aware 	<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"> • New staff to RWI receive high quality RWInc training and all staff will regularly receive coaching to deliver phonics effectively delivered by Regional Trainer and reading lead. • Staff coaching programme implemented to ensure fidelity to the systematic teaching of reading which is supported through regular practice of skills and resources. • Support for parents-face to face and online to support children's reading at home through parent workshops and resources on the RWInc portal - delivered by all staff and overseen by the Reading and English Leader. • Delivery of a robust programme of CPD for the teaching of reading for all staff which is guided by the DFE Reading framework. -Delivered by the Reading and English Leader. • Early Identification of children falling behind their peers through regular assessment (NFER/Accelerated Reader/phonics assessments) will ensure that effective provision can be put in place and impact measured- Delivered 	<p>Quality First teaching for all in line with the teaching standards.</p> <p>EEF Toolkit</p> <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>	<p>2.Early reading (phonics) and writing</p>
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<p>by all staff and monitored by the Inclusion Manager.</p> <ul style="list-style-type: none"> • Newly and recently qualified staff receive ongoing coaching and mentoring to improve subject knowledge and pedagogical practice-Delivered by Trust Lead for new teacher development. • Nursery manager to work collaboratively across the trust to share quality EYFS provision based on the EYFS framework. • KS1 leader to embed phonics approach and extra phonics sessions to fill gaps. • School Led interventions will be implemented to target vulnerable learners for phonics, reading, writing and maths. 		
<p>Social and Emotional</p> <ul style="list-style-type: none"> • New NHS Educational Mental Health Practitioner to embed a whole school approach to developing positive mental health across the whole school community alongside the mental health lead. • The mental health lead uses strategies with pupils for their development of social and emotional wellbeing. • Whole school mindfulness and wellbeing strategies 	<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>3.Social and Emotional</p>

<p>are embedded and promote wellbeing across the whole school community.</p> <ul style="list-style-type: none"> • The mental health lead supports pupils on the playground to promote positive behaviour choices • Peer mentors are trained and deliver the restorative approach to support social and emotional wellbeing across the school. • Priorities for mental health and wellbeing are identified for the academic using the WEST training menu which provides CPD and workshops for the school community. 	<p>Rationale: EEF toolkit states 'Evidence suggests that behaviour interventions can produce large improvements in academic performance along 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: £8408

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led interventions for 1-to-1 and small groups of children, has been implemented from September with targeted intervention within school and after school for reading, writing and maths.</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</p>	<p>1 Communication and Language deprivation</p> <p>2 Early reading (phonics) and writing</p> <p>3. Social and Emotional</p>

<p>Children have been identified in KS2 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 (due to staffing absence, high levels of SEND, poor attendance)</p> <p>Purchase of:</p> <ul style="list-style-type: none"> • Language Link intervention • Narrative • Listening project • Phonics- RWInc • Fluency-reading • Comprehension X-Expert Tips • Accelerated Reader • Early Years Concepts baseline • White Rose Maths • Nesy Phonics • Times table Rockstars • Test Base 	<p>and academy trusts a new expanded tutoring offer from the start of academic year 2021/22. 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 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>	<p>4 Limited wider experience</p> <p>5 Attendance</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56939

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Attendance officer 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 following first day calling.</p> <p>School produces accessible parent information on the impact of poor attendance through newsletter and the school website</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 that gives vulnerable children a secure environment and enables working parents childcare provision.</p> <p>Incentives and rewards are in place for good attendance and shared with the whole school community.</p> <p>Increased focus on EYFS & Y1 to communicate to</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>parents the importance of good attendance.</p> <p>Wider School Experiences due to limitations</p> <p>All teachers plan opportunities for all classes to participate in high quality experiences beyond the classroom to develop cultural capital</p> <p>Extra-curricular activities are planned and offered to all children- vulnerable children will be encouraged to attend.</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>Performance management target in place to promote outdoor learning across the school.</p> <p>Severn Arts:</p> <p>Violin lessons for targeted year group.</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.</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>	<p>4. Wider School Experiences</p>
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Total budgeted cost: £ 113, 490

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 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.

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Early 2	11	5	6	4	0	2	0	0	5.4%
Nursery 1	7	4	3	1	5	1	1	0	10.6%
Nursery 2	20	8	12	10	7	5	5	0	10.4%
Reception	29	14	15	7	13	10	8	0	10.2%
Year 1	29	17	12	9	13	10	11	0	12.2%
Year 2	30	12	18	8	11	11	2	0	6.4%
Year 3	27	12	15	12	10	13	6	0	7.4%
Year 4	30	15	15	8	14	14	10	3	4.9%
Year 5	27	12	15	11	11	14	3	0	7.2%
Year 6	29	12	17	12	11	13	4	0	7.4%

Coaching including professional partners was put in place to support quality first teaching and sharing of good practice for recently qualified and experienced teachers across the school. This has improved their practice, subject knowledge and promoted high expectations as seen through learning walks, peer reviews, SIA visits and lesson observations. In relation to the teaching and learning policy, modeling was a focus together with improving the reading offer in KS2 and next steps for priority areas were developed.

Peer Review feedback included:

- “The reading lead is working alongside teachers effectively to support and improve their confidence.”
- “Teacher value the professional support given by leaders and can talk clearly about the impact it has made.”
- “There is evidence of quality teaching in the school and this was characterised by: clear instructions and explanation; A range of modeling questions to prompt an challenge children's responses.”

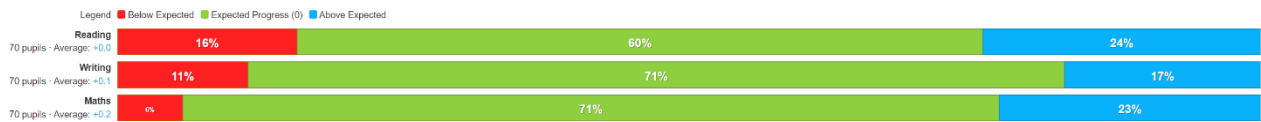
SIA Monitoring Visit Feedback included:

- The teachers used resources and strategies in their modelling. Pupil voice indicated that this is helping to secure understanding and leading to good progress during lessons.”
- Deliberate choice of language used in teacher modelling was helping children to secure knowledge of key concepts. Provision in modeling was also helping to avoid cognitive overload.”

- "There was effective revisiting and recall of previous learning and this was well aligned with current learning."

The Pupil Premium children across the school of each cohort were identified and targeted intervention was put in place to enable these children to make progress and reach ARE. 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.

Whole School PP Progress



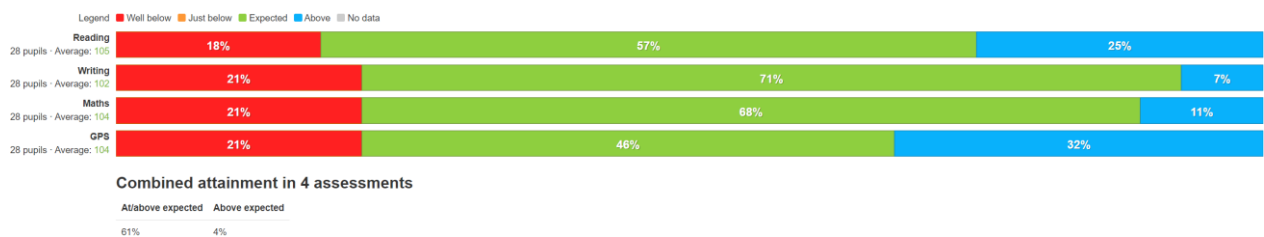
Reading: 60% expected progress; 24% better than expected progress

Writing: 71% expected progress; 17% better than expected progress

Maths: 71% expected progress; 23% better than expected progress

The Academic Mentor and School Tutors were used effectively to deliver targeted intervention across the school for KS2 (inc. SATS, MTC). The purchase on times table rockstars and Test Base also supported with this but also helped enable the parents to engage with home learning.

KS2 SATS



Reading: The number of children achieving the expected standard is above national by 9% and in line with average national standardised scores. The number of children at expected is 2% lower than 2021-22, however, there has been an increase in average standardised score by 3 to make it in line with national. There has been an increase of 13% of the children achieving the greater depth standard.

Writing: The number of children achieving the expected standard is above national by 7% and all results have been externally moderated by the local authority. 10% more children achieved the expected standard from previous 2021-22 data.

Maths: The number of children achieving expected is above national by 6%. There is an increase in children achieving expected by 7% from previous 2021-22 data. 3% more children achieved the greater depth standard from previous 2021-22 data. There has been an increase in standardised score by 2 from 2021-22 data making the results in line with national.

GPS: The number of children achieving the expected standard is 7% above national and shows an increase from 2021-22 by 19%. There has been an increase of 16% achieving the greater depth

standard from 2021-22 and the average standardised score has increased by 1 putting us broadly in line with national.

Combined: The number of children achieving the combined (Reading, Writing and Maths) expected standard is above national by 2% and the data shows an increase of 1% from 2021-22.

Other: Please note that 1 child achieved the 99 (1 away from achieving the expected standard in Maths). Another child achieved 109 in Reading and one child 109 in Maths (1 away from achieving the greater depth standard). All papers have been analysed and no more marks can be found.

Year 4 MTC



20+ = 53%

25 = 30%

Support staff were used effectively to deliver targeted intervention across the school for KS1 Phonics. 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 one and two were targeted for extra phonic tuition in preparation for their statutory phonic screening. Further support came from the purchase of RWI phonics online resources that ensured the children have access to high quality resources to develop communication, language, early reading and phonics.

See data below:

Year 1 Phonics



Non-PP



PP



The percentage of PP pupils achieving the expected standard in phonics has closed compared to the non-PP e.g. 89% in comparison to 78% non-PP. This still remains a focus for consistency due to new staff and pupils.

Year 2 Phonics Retakes



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 (approximately 10 children) which resulted in disadvantaged 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. We have been flexible with our parents and if they are struggling to bring their child to school due to family circumstances, e.g. sickness, we will endeavour to support these families and ensure their child is able to attend. They have now been arriving at school with their peers punctually and being lessons on time. Some children have had bus passes purchased for them in order to improve attendance; this helped to encourage regular attendance and wellbeing.

Due to whole school focus on improving attendance following the implementation of working together to improve school attendance, rewards (such as weekly lucky dips, certificates, letters home, end of term ticket prizes) were used as incentives to focus on improving attendance. The Attendance officer has completed fortnightly attendance checks that included identifying children that have fallen into the persistently absent category (below 90%). This involved the use of letters to parents and contracting meetings; children with improving attendance were rewarded with letters home.

	Autumn	Summer
Whole School Persistent Absence	32.4%	25%
Whole School Attendance	92%	93%

Attendance monitoring and actions have resulted in a decrease in persistent absence by 7.4% and an increase of 1% for whole school attendance.

All staff have taken 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 have met regularly to plan high quality and engaging lessons that focus on the development of progressive sticky knowledge and progression of key skills. Expertise, due to these meetings, was shared for planning and delivering a broad and balanced curriculum. Alongside budget planning, Subject leaders have ensured that all year groups have had 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 and history workshops.

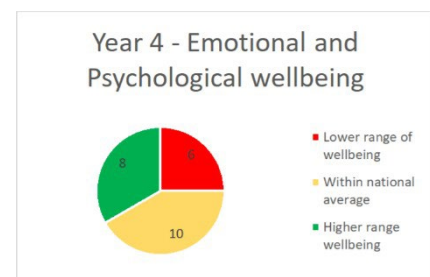
St George's have planned whole school trips e.g. Weston-Super-Mare. 20 year six children had the opportunity to go on a residential trip (subsidised or fully funded) with other children in the Black Pear Trust. The focus of this residential was for them to experience a variety of outdoor and adventurous activities and enjoy working together as a team. They also had the chance to complete some of the Geography objectives of the school's Geography curriculum. The children in Year six became responsible citizens and buddied up with a Reception child for a trip to Weston-Super-Mare (53 children altogether). This trip was enjoyed by all and was a huge success. Across the Black Pear Trust we have worked collaboratively and organised STEM projects.

Choir took part in a Young Voices event at the NEC where over 40 children were invited to sing alongside other schools in a West Midlands singing event- the cost of transport was subsidized so that the children were able to take part in this event.

The children at St George's have been able to celebrate key world events in a fun and engaging way. The children took part in a whole school picnic (Big Lunch) to celebrate the King's Coronation. Packed lunches and cakes were purchased, and all children were able to enjoy celebrating the iconic, historical event.

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

A proportion of funding was allocated towards the school's mental health lead who has supported the wellbeing of a number of children across the school year. This support has taken the form of 1-to-1 emotional check-ins, small group intervention, lunchtime support and wellbeing extra-curricular activities. The children involved can be seen to be less anxious and pupil voices suggests that anxiety levels are lower-notably in Year 4.



Children have been exposed to music lessons by FAME to develop cultural capital with the aim of developing a lifelong love of music and offering broad experiences of playing the violin outside of the classroom. The children have also been exposed to high quality music resources through Out of the Arc to support Worship and the development of singing and exposure to a variety of songs for a variety of calendared events e.g. The King's Coronation.

All children have been able to take part in Forest School for 6-7 weeks at a time. Resources have been purchased to enhance the experience of all children so that every child has the opportunity to take their learning outside. Pupil voice has shown that pupils from Nursery to Year 6 have had very positive experiences.

2022-23 Data (Unvalidated)

Statutory Assessments
2022-23



Year Group	Reading	Writing	SPAG	Maths	Science	Combined WRM
End of EYFS (R)	GLD: 65%					
Phonics Screening (Y1)	81%					
Phonics Screening inc. Retakes	87%					
MTC Check	25: 30%	24: 0%	23: 7%	22: 3%	21: 0%	20 or below: 60%
End of KS1 SATS (Y2)	70% (69%)	67% (61%)			70% (72%)	60% (56%)
End of KS2 SATS (Y6)	82% (72%)	78% (71%)		79% (72%)	79% (73%)	82% (80%) 61% (59%)

Please note national data in (brackets)

KS1 national data based on FFT initial data headlines

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 a 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.