

Pupil premium strategy statement



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	St George's C of E School
Proportion (%) of pupil premium eligible pupils	36.2%
Academic year/years that our current pupil premium strategy plan covers	Year 4 of the plan
Date this statement was published	1 st September 2024
Date on which it will be reviewed	21 st July 2025
Statement authorised by	Black Pear Trust
Pupil premium lead	Matthew Modley
Governor / Trustee lead	Lauren Tallis/Paul Shoesmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£111,000

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 Adaptive and 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- this has increased due to a high number of children joining who are new to country (48.8% ethnic minority groups). 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 predicted to meet the end of year expectation is lower than our 95% expectation. By the end of EYFS and Key stage 1, without systematic and robust phonics 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 who require further support with the school's early reading programme.
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' and experience high levels of violence in their local area. 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 Experiences	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 (PP=91.3% and Non-PP=94.7%). Although school attendance is broadly in line with national, it remained lower than expected for the last academic year (93.8%). Persistent absence rates for Pupil Premium 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.

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. The number of children on the SEND register for speech and language is reduced further from EYFS to KS1 and from KS1 To KS2. Children new to country make accelerated progress with language acquisition. The proportion of children that have been identified as having significant language delay on Language Link reduces. 5 specific language in different contexts. 	<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. 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.

<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"> • 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. • At the end of KS1 disadvantaged children are reading with increased fluency and the gap between PP and non-PP is closed. 	<ul style="list-style-type: none"> • All staff (including ECTs) 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. • 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.

	<ul style="list-style-type: none"> 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 using appropriate vocabulary.</p>	<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. 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 at or above our target of 96%.</p> <ul style="list-style-type: none"> 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 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31,287.63

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 for new staff. • CPD from the school SALT to support staff to deliver effective speech and language interventions. • SALT to be employed by school to support with early assessment CPD and run interventions. 	<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 counter-parts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. 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 counter-parts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>Communication and Language deprivation</p>
<p>Early Reading and Writing</p> <ul style="list-style-type: none"> • New staff and new Reading Leader to RWI receive high quality RWI 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 	<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:</p> <p>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>Early Reading (Phonics) and Writing</p>

<p>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 Phonics Lead and English Lead.</p> <ul style="list-style-type: none"> • 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 Phonics lead and English lead. • 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 by all staff and monitored by the Inclusion Manager. • Newly and recently qualified staff teachers alongside new teaching assistants receive ongoing coaching and mentoring to improve subject knowledge and pedagogical practice-Delivered by Deputy Heads. • 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 		
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phonics, reading, writing and maths.		
Social and Emotional Mental Health <ul style="list-style-type: none"> • NHS 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 are embedded and reviewed following the plan, do, review cycle. The lead will promote wellbeing across the whole school community. • Lunchtime wellbeing club is set up by the mental health lead to promote positive behaviour choices at lunchtime. • 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. • School will employ a Play Therapist to support children who struggle with mental, health and Wellbeing. 	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. 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'.	Social and Emotional

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

Budgeted cost: £20,108

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>Children have been identified in KS2 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 (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 • Times table Rockstars • Test Base • Kapow for PSHE 	<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). 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>Communication and Language Deprivation</p> <p>Early Reading (Phonics) and Writing</p> <p>Social and Emotional</p> <p>Limited Wider Experiences</p> <p>Attendance</p>

<ul style="list-style-type: none"> • Tapestry to develop clear parent communication. 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,604.37

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 96%.</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, social media 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 parents the importance of good attendance.</p>	<p>The Key:</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 Pupils with persistent absence are less likely to stay in education.</p> <p>EEF:</p> <p>With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country.</p> <p>Improving attendance is a multifaceted mission, requiring different approaches in different contexts.</p> <ol style="list-style-type: none"> 1. Build a holistic understanding of pupils and families, and diagnose specific needs. 2. Build a culture of community and belonging for all pupils 3. Communicate effectively with families 4. Improve universal provision for all pupils 5. Deliver targeted interventions to supplement universal provision 6. Monitor the impact of approaches 	Attendance

<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- educational visits and visitors to school.</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>School to purchase specialist equipment or clothing for trips and residential.</p> <p>Experienced trained Forest School Leader used to promote the love of the outdoors, develop resilience and team building skills.</p> <p>Development of the School-Church Partnership to develop community links and community impact.</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 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>	<p>Limited Wider Experiences</p>
<p>Music Development</p> <p>Violin lessons for targeted year group with Severn Arts.</p> <p>Choir and Young Voices extra-curricular offer</p>	<p>Labour: With Labour, the arts and music will no longer be the preserve of a privileged few. Culture is an essential part of supporting children and young people to develop creativity and find their voice. There is huge potential for growth in the creative industries that benefit every corner of the UK.</p>	<p>Limited Wider Experiences</p>

Total budgeted cost: £ 111,000

Part B: Review of the previous academic year









Outcomes for disadvantaged pupils

Intended Outcome 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

The number of children on the SEND register for speech and language has been reduced from EYFS to KS1 and from KS1 To KS2. Also, the proportion of children that have been identified as having significant language delay on Language Link has reduced. At the beginning of this academic year 30 children were accessing SAL therapy through the NHS service. Since September, 8 children have been discharged from the service. 22 children are receiving intervention across the school for SAL. 50% of these children are Pupil Premium.

Children have key strategies to decipher new words through a fidelity to the RWI phonics programme and KS2 Reading offer; this has been noted through Ofsted. Regular coaching and trust monitoring ensure that gaps are addressed. Children apply this knowledge to the wider curriculum. This skill is built up using the expert tips in KS2 where the children learn how to explore vocabulary. The number of children passing the phonics screening check has increased in a 3-year trend.

A new spelling programme has been introduced in KS2 which has impacted positively on our Year 6 SPAG (in line with National) and writing results (significantly higher than national).

Phonics Screening Check									
Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	77% 	82%	75% 	75%	81% 	79%	24	83% 	~ 80%
% of pupils passing check by end of Year 2	81% 	91%	40% 	87%	87% 	89%	29	93% 	~ 91%

Children can utilise increasingly ambitious vocabulary in reading and writing. This has shown through subject monitoring where vocabulary has been a focus in planning and learning across the curriculum. Bespoke planning has been used in foundation planning (such as the Freia Diagram or work wizard). Learning environments have shown that the learning environment is rich in vocabulary as working walls and teaching resources.

Children have a better understanding in their knowledge of language, which results in an improvement in educational outcomes and play. Through effective CPD and professional meetings effective interactions have been developed. For

example, through monitoring, new staff understand and are exploring and applying strategies for served and returned talk, shared and sustained thinking and the ShREC approach. Reception children can use their newly acquired language to access their continuous provision effectively. 50% of the reception children, who are Pupil Premium, have developed their own self-regulation using effective vocabulary so that they can express themselves. Therefore, overall behaviour is good despite their being a significant SAL need.

Staff have utilised the baseline assessment for language and concepts to ensure that there is sharp focus on children's development across the early year's curriculum. Language link has baselined all children in the EYFS curriculum, so that gaps with vocabulary are identified and appropriate intervention is put in place. If appropriate, referrals have been put in place in a timely manner.

Intended Outcome 2: The gap between attainment of disadvantaged and non-disadvantaged learners passing the phonic screening standard and reading at EYFS continues to increase.

Ofsted (January 2024) stated, 'Phonics is of the highest priority'. Teaching begins in the Nursery Year, where children learn songs and rhymes and enjoy listening to stories. All staff have been trained well to teach phonics, and it is taught consistently well across all groups. Effective checking procedures quickly identify pupils who have fallen behind, which is then addressed swiftly. The books that pupils read match the sounds they have learned. This supports them in becoming confident, fluent readers by the end of Year 2. The school library has recently been refurbished. Pupils are encouraged to read a wide variety of books and are given opportunities to read in class. They are expected to use the vocabulary modelled by teachers, and they do.'

At the end of Year 1, the gap between PP and Non-PP children has closed. Attainment for PP is higher than Non-PP.



At the end of Year 2, the gap between PP and Non-PP children has closed. Attainment for PP is higher than Non-PP.



100% of Pupil Premium children achieved a pass in the phonics screening check at Year 1. 100% of Year 2 children passed the phonics screening check in Year 2 retakes.

Through monitoring- both in school, trust and external- all staff (including ECTs and RQTs) 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. The teaching of reading is high priority across the school and impacts on all curriculum areas and improved outcomes for pupils across the curriculum- as seen during a recent Ofsted visit to the school.

A higher percentage of disadvantaged pupils are reading more fluently. This has impacted on a higher percentage of pupils achieving age related expectations in reading and writing. In KS1 reading this year, 66% of PP children have achieved the expected standard or above in 2023-24 which is a 21% increase from 2022-23. In KS1 writing this year, 67% achieved the expected standard or above which is a 31% increase from 2022-23. In KS2 writing this year, 83% of PP children achieved the expected standard or above which is an 18% increase from 2022-23.

KS1

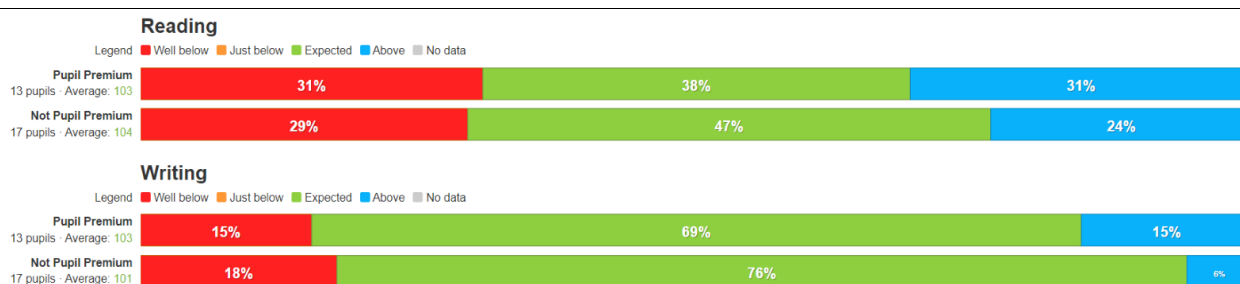


KS2



Intended Outcome 3: Children will have a broad vocabulary and can link learning to context and make connections across the curriculum.

In KS2, the number of PP children reaching the expected standard in Reading and Writing is broadly in line with Non-PP. Greater Depth in Reading and Writing shows that PP outperform non-PP. This demonstrates the investment in vocabulary development across KS2 for all children, with particular focus of those who are PP.



Monitoring indicates that planning and teaching focuses on the discrete teaching of key vocabulary and children are beginning to apply this within their work. Leaders are prioritising vocabulary progression within subjects and are being further supported through CPD and coaching.

Children have had wider experiences in school for them to draw upon resulting in greater creativity and clarity in their work. St George's have planned whole school trips e.g. Weston-Super-Mare. 14 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 (49 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 children were invited to sing alongside other schools in a West Midlands singing event- the cost of transport was subsidised so that the children were able to take part in this event

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. Pupil voice has suggested that the children are positive about the implementation and consistency of these two approaches.

'Once you've made a mistake, it helps us to learn from it. If we make the wrong choices, it also helps us to reflect.'

'In Writing, it helps me to know that I can always improve.'

'Max helps me know that I am good at what I'm doing, especially in History.'

'Visible consistencies helps us to role models to our peers.'

Intended Outcome 4: Children can understand their feelings and are able to regulate themselves.

Ofsted (January 2024) stated, 'St George's is a warm and friendly school. The corridors beautifully celebrate the ethos of the school and the pupils' work. Staff know pupils and their families well. They look after pupils and make sure they feel safe and happy.'

Overall behaviour in school is good. There have been 5 children (80% PP) who are on Pastoral Support Plans due to social, emotional and mental health concerns which has impacted self-regulation and challenging behaviour. Six Teaching Assistants have been employed to support children on a 1:1 basis this academic year. 33% of these children are Pupil Premium and 100% of this group are SEND. These children have struggled with self-regulation and present with challenging behaviour. These staffing appointments have stabilised cohorts throughout the school enabling children to access their learning in class. Training for teaching assistants was targeted towards understanding the needs of a child, de-escalation strategies and the positive framing of behaviour. The impact of this has seen the teachers further with support with dealing with negative behaviours in the classroom.

Teachers and support staff continue to follow the school behaviour policy and promote good behaviour across the school. This is evident through the implementation of the visible consistencies and the corresponding superheroes; the zone board and house point system. Learning behaviours have developed through the implementation of Max the Motivational monkey where children are showing increased resilience. Through the use of restorative language, positive praise and a range of other strategies implemented, all children are treated consistently and fairly and are well educated in matters that arise. Teachers and support staff have positive and respectful relationships with their children. Children thereby feel safe and are well motivated; these relationships continue to underpin good learning environments, where all children are engaged and eager to learn.

As a school, we have a service level agreement with Unity Academy, our local Pupil Referral Unit. We have been allocated 10 hours of support. We have used 7

hours of this agreement to support us with behaviour strategies for 4 individual children (75% PP) along with targeted support for two class teachers. They have also supported with the next steps of development for our playground provision.

Collaborative work alongside SENDCO has allowed us to see the link between behaviour and SEND. This has allowed us to meet the needs of the pupils better.

This academic year we have had 8 suspensions which is a reduction from 16.

This academic year, we have submitted 29 WEST Referrals this academic year to support our children with regulating themselves. Of the 29 referrals made, 25 have been accepted.

We have been able to work alongside CLIMB this year in conjunction with the Children's Society. The aim of this service is to intervene earlier to reduce the risk of exploitation for children. The main outcomes are based around: understanding healthy and unhealthy relationships; building a positive sense of themselves – improve confidence and self-esteem; improving self-regulation skills around issues such as anger and anxiety; understanding risks in the community; understanding how to ask for help and who to ask for help if needed. Using this service, we have made 3 referrals, all which have been accepted.

This year, we identified that some children struggled to regulate themselves at lunchtime leading to an increased number of behaviour incidents. After implementing a lunchtime wellbeing club led by our school wellbeing lead, we saw a decrease in incidents. The children have been transitioned back to the playground and this has been positive. The number of incidents has reduced from 16 in April to 1 in July.

Intended Outcome 5: Attendance for all children increases and is in line with national (94%)

Ofsted (January 2024) stated, 'The school has high expectations for pupils' attendance. Most pupils attend well. There are clear actions in place to support pupils to improve attendance and come to school every day, such as a school minibus service. These actions are having a positive impact on these pupils, and attendance figures have significantly improved.'

Whole school attendance has increased and there is a positive trend over the past 3 years- from 91% to 94% whole school attendance. This is due to an increase in parental engagement, where more parents are engaging with school level early help. Early help strategies have been used this year utilising Starting Well to engage parents in parent meetings to build relationships with hard-to-reach parents. Systems and processes have been more robust meaning that there has been earlier identification of children earlier for parental intervention/support. Teachers are proactive in promoting attendance and are becoming more confident in identifying pupils at risk of poor attendance. It is clear that parents are beginning to understand the importance of their children attending school and they understand the procedures in place.

The school attendance officer has tracked the children who fall below 90% attendance and have not made positive progress with attainment have been sent letters notifying them of the importance of good attendance and the potential of fines etc. There has also been a focus on children who have dipped below 96% attendance and are between 90 and 93%. First day calling is effective and used to ensure that children are in school. Attendance is now a standing item in staff meetings where we share children who are persistently absent and discuss potential actions for the class teachers. Attendance is also a standing item on the school newsletter that is sent out monthly.

Rewards have been a focus throughout the year. Attendance assemblies have taken place every Friday and attendance certificates have been given to each class who achieve our 96% target. We have excellent 100% attendance awards for the end of the summer term- family passes to the Severn Valley Railway.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

N/A
