

Pupil premium strategy statement - St. George's C of E First School and Nursery – December 2022

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. George's CE First School and Nursery
Number of pupils in school	191 – Dec 2021 181 – Dec 2022
Proportion (%) of pupil premium eligible pupils	18.3% - Dec 2021 18.3% - Dec 2022
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021 Updated Dec 2022
Date on which it will be reviewed	Review 1 = July 2022 Review 2 = July 2023
Statement authorised by	Marie Bradbury Headteacher
Pupil premium lead	Adam Rivett Deputy Headteacher
Governor / Trustee lead	Lynn Briers Chair of Governors

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022 – 2023 £45,705 2021 – 2022 £45,730
Recovery premium funding allocation this academic year	2022 – 2023 £4,930 2021 – 2022 £5,075
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	2022 – 2023 £50,635 2021 – 2022 £50,805
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Part A: Pupil premium strategy plan

Statement of intent

<p>Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high standards of attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.</p> <p>We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker, are new arrivals to the country and those who have low levels of English spoken at home. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.</p> <p>High-quality teaching is always at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.</p> <p>Our strategy is also integral to wider school plans for educational recovery.</p> <p>Our approach will be responsive to common challenges and individual needs, rooted in a robust diagnostic assessment (data, Pupil progress Meetings, book scrutinies, discussions with parents and pupils), not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and <i>let their light shine</i>. To ensure they are effective we will:</p> <ul style="list-style-type: none"> • Ensure disadvantaged pupils are challenged • Act early to intervene at the point need is identified • Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 4.
2	As a result of the above, assessments, observations and discussions with pupils and staff indicate underdeveloped verbal comprehension and understanding among many disadvantaged pupils. This has resulted in

	significant gaps in knowledge leading to pupils falling further behind age-related expectations, especially in Reading and Writing.
3	Our attendance data indicates that attendance amongst disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of real-life experiences and exposure to social interaction with peers during school closure. These challenges particularly affect disadvantaged pupils including their attainment.

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	July 2022 Review
Improved oral and language skills and vocabulary	Language Link & Wellcomm Assessments, use of key vocab verbally and in written outcomes	Out of the 20 PPG pupils who accessed additional SALT support, 65% of pupils are now ARE and no longer need intervention 90% of this cohort also made progress towards ARE (1 has not yet been assessed due to absence)
Improved reading attainment	EY, Phonics and KS1 Reading outcomes in 2024 show more than (57% GLD), 71% (phonics) and (62% KS1) disadvantaged pupils met the expected standard	EY ELG – 25% PPG cohort achieved GLD EY Reading – 25% of PPG cohort met Expected Standard Y1 Phonics – 33% of PPG cohort met Phonics Standard Y2 Phonics – 89% of PPG cohort met Phonics Standard KS1 Reading – 89% of PPG cohort met Expected Standard
Improved writing attainment	EY and KS1 Writing outcomes in 2024 show more than (57% GLD) and (55% KS1) disadvantaged pupils met the expected standard	EY ELG – 25% PPG cohort achieved GLD EY Writing – 25% of PPG cohort met Expected Standard KS1 Writing – 67% of cohort met Expected Standard
To achieve and sustain improved attendance	Sustained high attendance from 2024 demonstrated by the overall absence rate being no more than those indicated in national figures (2020/21 = 95.4% without COVID context, 74.1% with COVID) and	As of 01.07.22: PPG attendance is 91.8% (Non-PPG attendance is 90.9%)

	PA being below the rate indicated in national figures (2020/21 = 12.1%)	PPG PA is 28.1% (Non-PPG PA is 19.5%)
To achieve and sustain improved wellbeing	Sustained high levels of wellbeing from 2024 demonstrated by qualitative data from pupil, parent and teacher voice and teacher observations and an increase in parental engagement in wellbeing of their child (outside agencies, informal meetings, PSP plans being completed etc.)	

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)

2022 – 2023 Budgeted cost: £10,459

2021 – 2022 Budgeted cost: £9,961

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased leadership capacity to provide CPD and support to staff on disadvantaged learners	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, & 5
Increase the whole school awareness of Safeguarding through additional CPD opportunities	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4 & 5
SALT, Eiklan and Word Aware Training For 2022 – 2023 Little Wandle (Keep Up and Catch-up); meta-cognition and self-regulated learning; effective feedback.	Oral language interventions EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1 & 2
Additional resources purchased to benefit Most Able Writers	Mastery learning EEF (educationendowmentfoundation.org.uk)	3 & 5

Contingency fund for acute issues	Based on our experiences and those of similar school, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

2022 – 2023 Budgeted costs: £30,966

2021 – 2022 Budgeted cost: £27,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff to deliver oral language interventions For 2022 – 2023 – Little Wandle – Keep up and Catch-up sessions.	Oral language interventions EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 & 2
Additional staff to support QFT in the classroom and be responsive to immediate needs	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk)	2, 3, & 5
Additional staff to deliver phonics and comprehension interventions	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2 & 3

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

2022 – 2023 Budgeted cost £9,380

2021 – 2022 Budgeted cost: £8,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing capacity to ensure	EWO Advice	4

robust and supportive attendance procedures are in place, including EWO time	DfE guidance considered that is informed by engagement with school that have significantly reduced levels of absence and persistent absence.	
Purchase milk, fruit and uniform	The School Food Plan outlines the benefits of access to milk and fruit in school: Appendix slides (schoolfoodplan.com)	4 & 5
Subsidise visits for PP pupils and widen their experiences of visitors and experts in a range of subjects across the curriculum	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2, 3 & 5

2022 – 2023 Total budgeted cost: £50,635

2021 – 2022 Total budgeted cost: £45,730

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. In Years 2 and 3, PPG pupils outperformed Non-PPG pupils in Reading, Writing and Maths but levels of attainment across the school was lower than expected. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to the Covid-19 impact which disrupted all our subject areas to varying degrees, As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during period of partial closure, which was aided by the use of online resources such as those provided by Oak National Academy.

Attendance in 2020/21 was 92.4%, well below our intended target of 97%. This gap remains large, which is why attendance remains a focus of our current plan.

As a result of strengthening relationships with our families, we were able to ensure that, when circumstances at home changed, families were informed of their legal right to financial support and for their child's right to Pupil Premium funding.

Further information

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

- Embedding more effective practice around feedback and metacognition. EEF evidence demonstrates this has significant benefits to pupils, particularly disadvantaged pupils.
- Additional Speech and Language Therapist hours. Again EEF, and wider research, demonstrates oracy and word comprehension has a significant effect on outcomes for disadvantaged pupils.

Planning, implementation and evaluation

We triangulated evidence from multiple sources of data including assessments, book scrutinies and conversations with teachers in order to identify the challenges faced by disadvantaged pupils. We looked at number of reports, studies and research about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.