

## Pupil premium strategy statement – St George’s C of E First School and Nursery

This statement details our school’s use of pupil premium (and recovery 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	182- Dec 2023
Proportion (%) of pupil premium eligible pupils	14.2% - Dec 2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Claire Martin Headteacher
Pupil premium lead	Chloe Haines
Governor / Trustee lead	David Snell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,285
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£0

## Part A: Pupil premium strategy plan

### Statement of intent

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.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker, are new arrivals to 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.

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.

Our strategy is also integral to the school development plan for educational recovery.

Our approach will be responsive to common challenges and individual needs, rooted in a robust diagnostic (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 *let their light shine*. To ensure they are effective we will:

- 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	<p>As a result of the above, assessments, observations and discussions with pupils and staff indicate underdeveloped verbal comprehension and understanding among many disadvantaged pupils.</p> <p>This has resulted significant gaps in knowledge leading to pupils falling further behind age-related expectations, especially in Reading and Writing. We aim to close this attainment gap.</p> <table border="1"> <thead> <tr> <th>% at ARE</th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50</td> <td>58</td> </tr> <tr> <td>Writing</td> <td>36</td> <td>47</td> </tr> </tbody> </table>	% at ARE	PPG	Non PPG	Reading	50	58	Writing	36	47
% at ARE	PPG	Non PPG								
Reading	50	58								
Writing	36	47								
3	<p>Our attendance data indicates that amongst disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>National average= 92.5% PPG = 89.3% non-PPG- 92% (last year)</p>									
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												
Improved oral and language skills and vocabulary	Language link and use of key vocab verbally and in written outcomes. Baseline data:												
Improved reading attainment	<p>EY, phonics and KS1 reading outcomes to improve and close the gap between age related outcomes for PP and non PP children in all year groups.</p> <p>Baseline of children Sept 23:</p> <table border="1"> <tbody> <tr> <td>EY</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>Y1</td> <td>0%</td> <td>66%</td> </tr> <tr> <td>Y2</td> <td>57%</td> <td>56%</td> </tr> <tr> <td>Y3</td> <td>41%</td> <td>27%</td> </tr> </tbody> </table>	EY	50%	70%	Y1	0%	66%	Y2	57%	56%	Y3	41%	27%
EY	50%	70%											
Y1	0%	66%											
Y2	57%	56%											
Y3	41%	27%											

Improved writing attainment	EY, phonics and KS1 reading outcomes to improve and close the gap between age related outcomes for <b>PP</b> and non PP children in all year groups.  Baseline of children Sept 23:	EY	50%	65%
		Y1	0%	42%
		Y2	14%	30%
		Y3	33%	27%
To achieve and sustain improved attendance	For the gap between for non PP and <b>PP</b> to close. Last academic year: non PP – 92% and <b>PP – 89.3%</b>			
To achieve and sustain improved well being	Sustained high levels of well being demonstrated by qualitative dates from pupil, parent and teacher voice and teacher observations. Increase in parental engagement in wellbeing of their child ( outside agencies, informal meetings, PSP plans being completed etc). Elsa support being enrolled, alongside food bank and FSW work.			

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4179.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased leadership capacity to provide CPD and support to staff on disadvantaged learners	<a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a>	
Increase the whole school awareness of safeguarding through additional CPD opportunities (CPOMS)	<a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
SALT, Eiklan, Little wandle and Word aware support. Meta-cognition and self-regulated learning.	<a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	

Contingency fund for acute issues	Based on our experience 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	
-----------------------------------	---	--

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

Budgeted cost: £ 22,221.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional staff to deliver oral language interventions.</i></p> <p>Little Wandle keep up and catch up sessions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><i>Additional staff to support QFT in the classroom and be responsive to immediate needs.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	

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

Budgeted cost: £ 10716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional staffing capacity to ensure robust and supportive attendance procedures are in place.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/">https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/</a></p>	

<i>Purchase milk, bread for toast, fruit and uniform</i>	The School Food Plan outlines the benefits of access to milk and fruit in school: <a href="https://www.schoolfoodplan.com/">https://www.schoolfoodplan.com/</a>	
<i>Additional staff to deliver support for emotional literacy to support the wellbeing of children.</i>	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	

**Total budgeted cost: £ 39,268.44**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**In July 2023 the following data outcomes for the PPG cohorts were achieved:**

EYFS: 50% achieved GLD. This is broadly in line with National PPG data.

Y1 Phonics: 50% achieved expected standard. This is 17% lower than National PPG data. And 12% lower than the school's non-PPG cohort.

KS1 Reading: 57% achieved expected standard or above. This is 3% higher than National PPG data.

KS1 Writing: 43% achieved expected standard or above. This is broadly in line with National PPG data.

Our internal assessment during 2022/23 suggested that performance of disadvantaged pupils is broadly in line with, or above, their peers in Years 3 and 4 but below in Year 1.

Attendance for PPG cohort in 2022/23 was 89.3%. This is 3.2% below National and 2.7% below the school's non-PPG cohort. This is well below our intended target of 97%. This gap remains large which is why attendance remains a focus of our current plan.

## Further information (optional)

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.

### **Planning, implementation and evaluation**

We triangulated evidence from multiple sources of data including assessments, book scrutinies and conversations with teachers 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.