



## Pupil premium strategy statement

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	232
Proportion (%) of pupil premium eligible pupils	41.3
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24 2024/25 2025/26
Date this statement was published	30.12.24
Date on which it will be reviewed	30.12.25
Statement authorised by	Louise Oddy Headteacher
Pupil premium lead	Louise Oddy
Governor / Trustee lead	Catherine McWilliams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,680
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£134,680</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At St George's Primary School we strive to achieve the best outcomes for every child regardless of starting point. We know that issues of social and economic disadvantage can result in significant barriers to learning and we commit to doing all we can to remove those barriers so that every child is able to fulfil their potential both academically and socially.

Our overarching aim is to equip our children with the academic and social skills to succeed in primary and secondary education so that they have a range of choices open to them as they move into the world of higher education or work.

Our strategy blends academic challenge and support with social and emotional development. We know that in order to succeed in life our children will need confidence, resilience and effective conflict resolution skills in addition to academic skills. We endeavour to teach them to be compassionate, empathic and develop strong self-esteem.

We use a range of strategies including:

- High quality CPD to ensure that quality first teaching provides excellent learning opportunities that enable children to know more and remember more
- Training of Teaching Assistants so that they are able to provide effective small group intervention support which plugs gaps and accelerates learning
- Small group tutoring with class teachers to support those falling behind and challenge the more able
- Emotional well-being support for any child showing signs of poor mental health including struggling with behaviour
- Training for all staff on providing a classroom environment that supports the learning of all children particularly those who are neurodivergent or who have attachment disorder.
- Training and support for all staff on recognising signs of emotional distress or mental illness in children.
- Training for all staff in developing a classroom community where children feel safe to engage with challenge because they know they are valued and supported.

### Challenges

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

Challenge number	Detail of challenge
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1	Pupils join the school with speech and language skills well below the expected for their age. Assessments show that good progress is made in the Foundation Stage and KS1 this continues to be a barrier for many children and impacts on their progress in other areas of the curriculum.
2	The majority of children join the school with limited experience of books and little or no knowledge of phonics and are at a disadvantage in terms of early reading.
3	Assessments show that children arrive in our Foundation Stage with limited mathematical knowledge, lacking the foundations on which early maths is built
4	Attendance is a challenge with the attendance of pupil premium children lagging behind that of their peers in 2021/22 and 2022/23
5	Observations and discussions with pupils have highlighted that many children are suffering with higher than usual levels of poor self-esteem, anxiety and are lacking in resilience since the pandemic

## 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
<i>Development of vocabulary and syntax both written and oral is at age related expectation and higher by the end of Y6.</i>	<ul style="list-style-type: none"> <li>● Children's use and understanding of tier 1 and 2 vocabulary is secure and embedded.</li> <li>● Children confidently use and understand a range of tier 3 vocabulary that they have accrued as part of their learning across the curriculum</li> <li>● Children understand the difference between local dialect and Standard English and are able to use both registers appropriately in both oral and written communications.</li> </ul>
<i>The development of early reading skills with a focus on secure phonic knowledge provides a strong foundation for reading skills for life. By the end of KS2 the large majority of children achieve ARE or higher.</i>	<ul style="list-style-type: none"> <li>● Children's phonic knowledge is secure by the end of KS1.</li> <li>● Children read with accuracy, fluency and good understanding.</li> <li>● Children are able to draw inferences from their reading and discuss authorial intent.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children read for a variety of purposes and use their reading skills to develop knowledge in other subjects.</li> <li>• Children evidence a love of reading by choosing to read.</li> </ul>
<i>Secure understanding of early maths skills and concepts provides a foundation on which higher order maths skills can be developed. Children are not held back in later learning by the need to work out simple maths that should be known. The large majority of children achieve ARE or higher by the end of KS2.</i>	<ul style="list-style-type: none"> <li>• Understanding of counting, place value and the number system is embedded.</li> <li>• Children know their number bonds and have instant recall which they are able to apply in a range of contexts including 100s, 1000s and decimals.</li> <li>• Children's understanding of the four main operations are secure with lower numbers so that they are confident in applying them in a range of contexts and with larger numbers and decimals.</li> </ul>
<i>Disruption to learning through absenteeism will be at pre-pandemic levels or better.</i>	<ul style="list-style-type: none"> <li>• Attendance will be at &gt;96%.</li> <li>• Persistent absenteeism will return to pre-pandemic levels and will be on a downward trajectory.</li> <li>• The numbers of children with 100% attendance will return to pre-pandemic levels and will be on an upward trajectory.</li> </ul>
<i>Children's confidence, strong self-esteem and resilience will enable them to make the most of their learning and fulfil their potential.</i>	<ul style="list-style-type: none"> <li>• Discussions with children will evidence a reduction in anxiety levels and low self-esteem.</li> <li>• Teachers will observe greater levels of resilience when children are tackling challenging work.</li> </ul>

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed. Training for KS1 staff on ongoing implementation of Read Write In Phonics programme - release time</i>	Phonics approaches have a strong evidence base that suggest a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1, 2

<p>for staff to carry out training and development days.</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Continued development and implementation of curriculum. Strong focus on the development of tier 3 vocabulary and children knowing more and remembering more. Work with trust colleagues on ongoing development and implementation of the curriculum.</p>	<p>Opportunities to talk and to work collaboratively are key to children learning more and remembering more. It is essential that children are not only exposed to tier 2 and tier 3 vocabulary but that they are given well planned opportunities in which to use and repeat it over time so that it becomes embedded.</p> <p><a href="#">The Path to Success Pedagogical model: TT Education</a></p> <p><a href="#">Cooperative Learning: Dr Spencer Kagan Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 5</p>
<p>Further development of the writing curriculum including INSET day with TTEducation.</p> <p>Reduction in focus on genre to avoid cognitive overload and allow children to build up a strong, working toolkit of transferrable skills for writing.</p>	<p>The model of learning that starts with what is already known, builds in new skills and ideas, gives opportunities to use, play with and develop new learning and eventually make new connections to other knowledge is proven to enable children to build a meaningful structure of understanding that is subject specific and links meaningfully to other areas. This not only promotes knowing and remembering more but supports learning at a greater depth.</p> <p>The reduction in focus on a wide variety of genres will allow children to concentrate on building a toolkit of writing skills that can be applied to a variety of purposes.</p> <p><a href="#">The Path to Success Pedagogical model: TT Education</a></p> <p><a href="#">Cooperative Learning: Dr Spencer Kagan</a></p> <p>Play to Learn: Sharon Boller and Karl Kapp</p>	<p>1, 2, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and</a></p>	<p>3, 5</p>

<p>Ongoing support for all staff in the implementation of the Mastering Number project to support the secure development of mathematical concepts in FS and KS1.</p>	<p><u>3</u> <a href="#">Mastering Number: NCETM</a></p>	
<p>Mental Health Support Worker to work with Emotional Well-being Practitioner on development of mental health action plan to look at how children's mental health and resilience can be supported and improved through both interactions in the classroom and 1:1 and group support for the most vulnerable.</p>	<p>It is well documented that children who experience a high number of ACEs or who live with toxic stress will have poorly developed brain architecture, underdeveloped executive function and will therefore be more likely to have poor self-esteem and low levels of resilience. These children will find it more difficult to engage with school and learning. Research shows that positive, consistent attachments and relationships with key adults are essential in supporting children.</p> <p><a href="#">Center on the Developing Child: Harvard University</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 1:1 phonics sessions targeted at the lowest 20% in Reception, KS1, and lower KS2.</p>	<p>Phonics approaches have a strong evidence base suggesting a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Introduction of Fresh Start Phonics in upper KS2 to support children who struggle with reading.</p>	<p>Phonics approaches have a strong evidence base suggesting a positive impact on pupils, particularly from disadvantaged backgrounds. Fresh Start phonics has shown to have a positive impact on</p>	<p>1, 2</p>

	<p>children for whom reading has continued to be a struggle in KS2 and has accelerated progress for them reducing the gap between where they are and ARE:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><i>Continued development of a range of small group tuition and mentoring provide a blend of tuition, mentoring and school-led tutoring to support pupils whose education has been most impacted by the pandemic. This will be delivered by both teaching staff and trained support staff and will include purchased interventions and teacher planned work. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 38,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Emotional wellbeing practitioner and colleague to deliver Family Links Parenting Course to targeted group of parents initially before opening it out to all parents of children in Reception.</i></p>	<p>It is recognised that whilst schools can do a great deal to support good emotional health, emotional literacy and resilience this work becomes far more powerful and sustainable when families are directly involved. Delivery of this programme will not only support our families with parenting but make crucial links and relationships with school that will support their children throughout their time with us and where strong sustainable change has been achieved, beyond.</p> <p><a href="#">Family Links, The Centre for Emotional Health Impact Report 2022</a></p>	1, 2, 3, 4, 5

<p><i>Ongoing training for all staff on behaviour management strategies based on positive relationships and restorative practices including work with Steps to Success on Emotional Coaching and use of declarative language</i></p>	<p>Behaviour strategies based on the building of relationships, community and social capital have a positive impact not only within school but equip children with the tools for dealing with conflict throughout life.</p> <p><a href="#">Center on the Developing Child: Harvard University</a></p> <p><a href="#">IIRP: Research and evaluations</a></p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5</p>
<p><i>Work with Trust Colleagues on developing more robust approach to attendance including increased home visits.</i></p>	<p>Attendance at school is essential for children to achieve their potential. Research shows a direct link between time lost to absence and academic achievement. We aim to work closely with families implementing high levels of challenge and support to ensure that all children attend school regularly.</p> <p><a href="#">EEF Attendance Interventions: Rapid Evidence Assessment</a></p>	<p>4</p>
<p><i>Contingency fund for acute issues.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £134,680**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- *End of KS2 results for disadvantaged pupils were broadly in line with others in at ARE+ in all areas including RWM combined but ahead of others at GD in maths and reading.*
- *Disadvantaged pupils performed better than others in the Year 1 phonics screening check.*
- *Overall disadvantaged pupils across the school perform slightly better than others in reading, writing and maths.*
- *Anecdotal evidence from discussions with staff and pupils show a continued increase in pupil resilience – we will continue to focus on this area.*
- *Attendance showed an improvement of 0.8% on the previous year.*

### Externally provided programmes

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

Programme	Provider
None used	

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Not applicable
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*