



St Georges Church School Pupil Premium Strategy Statement 2023-2024

This statement details St Georges use of Pupil Premium and Recovery Premium for the year 2023 to 2024 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 spending of pupil premium spending had within our school. Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	206
Proportion of disadvantaged pupils	43 (19.9%)
Proportion of disadvantaged pupils who have SEND	19/43 (44%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2024
Publish date	8.11.23
Review date	November 2024
Statement authorised by	Jo Thorn
Pupil Premium lead	Sarah Starr
Governor lead	Frank Heggs

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,350.97
Recovery premium funding allocation this academic year	£ 5945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£300

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£66,595.97</p>
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Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

During the next 3 years St Georges will ensure that all children will make expected and accelerated progress in all curriculum areas. By the end of the 2023-24 academic year, all pupils will have achieved their expected attainment targets set in conjunction with the entry baseline data and/or Key stage 1 assessment outcomes.

The provision for the teaching of phonics across the school through ELS will continue to be embedded and reviewed. The VIPERS reading strategy will be introduced and established from Year 1 to Year 6 in order to improve progress in reading comprehension. The use of Accelerated Reader to assess and promote progress in reading will be reviewed and developed.

Building on knowledge and understanding of Cognition and Learning Needs such as dyslexia and dyscalculia; building a trauma-informed approach to support the needs of children struggling with Social, Emotional and Mental Health; building our resource capacity to meet individual needs through targeted intervention and where SEND meets the Pupil Premium disadvantage. Targeted spending to ensure meetings are held to support families with children who have SEND and Pupil Premium combined.

Quality first teaching will be professionally developed through the coaching and mentoring of teachers. The Walkthrus platform will be continued across the school to develop teaching pedagogy and quality first teaching across the school.

The pastoral needs of all pupils will continue to be supported through a nurture based approach to supporting those most in need of social and emotional interventions. The Ready, Respectful and Safe ethos across the school will continue provide the building blocks for this. ELLI will be introduced and established across the school to promote the development of positive learning dispositions.

Extra-curricular opportunities will be prioritised for our families to ensure no child is turned away from a trip to provide first-hand experiences and other enrichment activities such as music lessons, swimming lessons and breakfast clubs. Families will be supported in order to

allow all pupils to broaden their life experiences and explore their individual capabilities in a variety of activities.

Challenges

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

Challenge	Detail of challenge
1	A gap that is not closing in the assessments of all curriculum areas.
2	A need for pastoral interventions due SEMH needs and family support with wellbeing.
3	A large proportion of our pupil premium children also have Special Educational Needs and Disabilities or are lower attaining pupils.
4	Families are feeling financially strained which is affecting their children's attendance at school, the finances needed to attend trips and their access to breakfast club, sports clubs, swimming and music tuition.

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.

Challenge	Intended outcome	Success criteria
1	To ensure all pupils make their expected academic progress and achieve or exceed targets set.	By the end of the 2023-24 academic year all pupils will have met academic targets set for them.
2	To support the growing SEMH needs within our disadvantaged children. For families to feel supported in their wellbeing.	Pupil Premium children will have access to SEMH intervention. Parent voice shows support and intervention is impactful.
3	To support pupils and families to understand their Special Educational Needs and how they are supported. To run targeted intervention to build on the children's current level of achievement.	Targeted interventions will show impact through progress measures. Pupil Premium and SEND children will be able to explain how their needs are met in class (pupil voice and parent voice).
4	Disadvantaged pupils will access a broad and balanced curriculum.	All Pupil Premium children will attend trips and have opportunities to attend extra-curricular enrichment provision.

	Disadvantaged children will be able to experience a variety of extra-curricular, enrichment and first-hand activities. There will be an improvement in attendance of PP children (51% PP have good attendance whereas 67% not PP have good attendance, November 2023)	All pupil premium children will access a broad and balanced curriculum. Attendance of PP children will improve by at least 10% at good attendance.
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Activity in this academic year 2023-2024

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: £ 17,569.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum resources for broad and balanced curriculum: ELS Edshed Curriculum Maestro Language Angels Charanga?	Reduction in teacher workload. Supporting quality first teaching of all pupils. Quality resources support learners at all levels. Language, Reading, Phonics, Music, Science, History, Geography, Art, DT all covered. DFE suggested.	1 and 4
Staff retention: Coaching assistant head	Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils. DFE suggested.	1
Staff retention: SENDCO + PP Lead funding and training.	20/41 pupils on SEND register. Use to support development that impacts on high quality provision. PP leader also SEND leader so aligning of approaches is positive strategically. DFE suggested.	1 and 3

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £ 39,493.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. +4 months as identified by EEF	3
Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. +4 months as identified by EEF	3
School Led Tutoring	Individualised instruction involves providing different tasks for each learner and support at the different level. +4 months as identified by EEF	1

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £ 10,836.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Flex - Supporting pupils' social, emotional and behavioural needs	Small group and 1:1 SEMH nurture activities are essential to ensure pupils' emotional needs and ability to regulate are met. They also will ensure social skills are nurtured so that focussed learning can take place as well as ensuring all pupils feel safe	2

	and confident being the person they want to be with good self-esteem. +4 months as identified by EEF	
Educational Welfare Officer - Attendance	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. This promotes the involvement of parents in their children's learning activities and importance of attendance +4 months as identified by EEF	4
Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips	The overall impact of sports and music participation and music on academic achievement tends to be positive but low, however the impact of mastery learning and adventure learning is relatively high. On average +4 months progress identified by EEF.	4
Breakfast clubs and meal provision	A small number of families request support for attendance at Breakfast club. This can support children's school attendance. DFE suggested.	4
Communicating with and supporting parents	It is paramount the PP lead ensures all PP children achieve the best possible outcomes by fostering positive school/parent/child relationships and very closely monitoring the most appropriate provision. It is essential that pupil voices are heard in order to address specific needs and interests in the best way possible. +3-6 months as identified by EEF	2, 3, 4

Total budgeted cost: £ 17,569.60 + £ 39,493.13 + £ 10,836.50 = £66,595.97

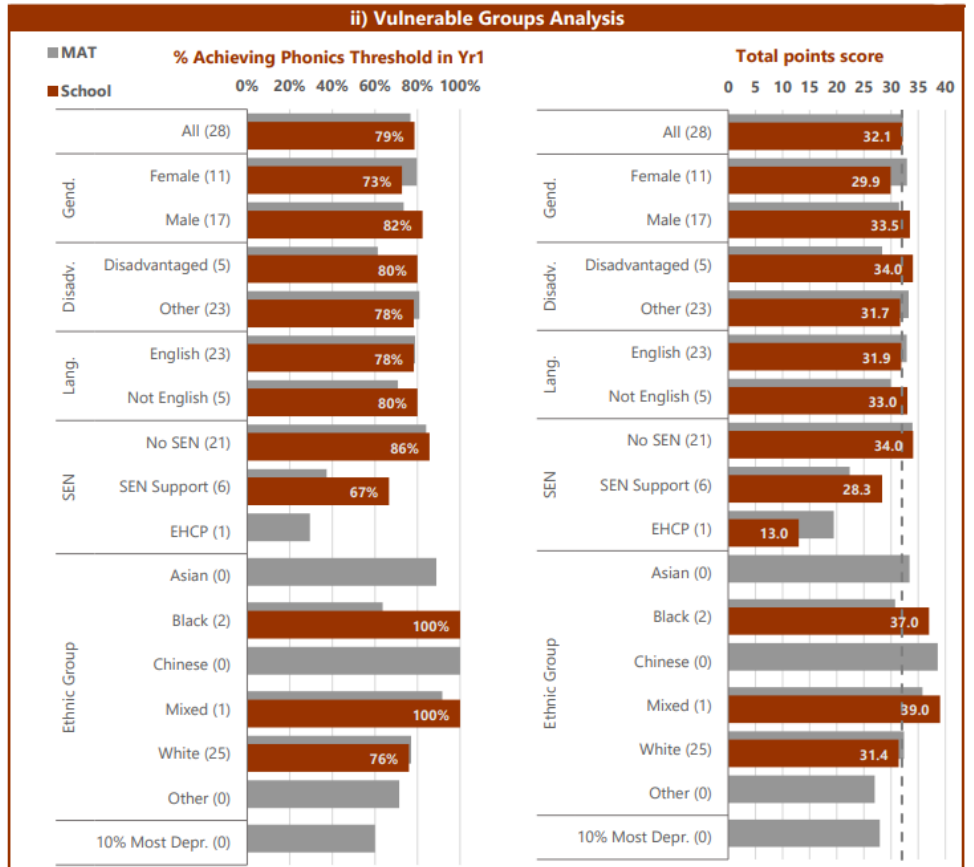
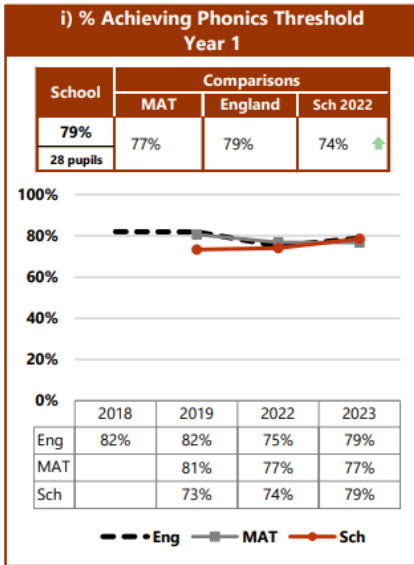
Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes (Teacher Assessed)

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

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

Attainment & Progress Summary (2023)											St Georges Church School					1a
Key to shading	within 1* of Eng	School - Over Time					England - Over Time					2023 Difference from England				
		School 2018	School 2019	School 2022	School 2023	School Change from 2022	Eng 2018	Eng 2019	Eng 2022	Eng 2023						
		-15% -5% +5% +15%					Provisional -15% -5% +5% +15%									
*Number of pupils (see page 4 for explanation)																
EYFSP	GLD	-	85%	69%	77%	+8%		72%	72%	65%	67%	+10%				Section 1b
Yr1 Phonics	Achieving Threshold	-	73%	74%	79%	+5%		82%	82%	75%	79%	-				Section 1c
KS1 Expected Standard	Reading TA	-	88%	71%	80%	+9%		75%	75%	67%	68%	+12%				Section 1e
	Writing TA	-	81%	54%	67%	+13%		70%	69%	58%	60%	+7%				
	Maths TA	-	81%	71%	77%	+6%		76%	76%	68%	70%	+7%				
KS1 Greater Depth	Reading TA	-	28%	17%	33%	+16%		26%	25%	18%	19%	+14%				Section 1e
	Writing TA	-	25%	0%	13%	+13%		16%	15%	8%	8%	+5%				
	Maths TA	-	16%	8%	13%	+5%		22%	22%	15%	16%	-3%				
KS2 Expected Standard	Reading Test	83%	86%	80%	67%	-13%		76%	74%	75%	73%	-6%				Section 1i
	Writing TA	90%	90%	63%	63%	-		79%	79%	70%	71%	-8%				
	Maths Test	83%	86%	83%	50%	-33%		76%	79%	72%	73%	-23%				
	RWM Test/TA	72%	72%	57%	40%	-17%		65%	65%	59%	59%	-19%				
	GPS Test	86%	86%	87%	70%	-17%		78%	79%	73%	72%	-2%				
KS2 Higher Standard	Reading Test	24%	17%	33%	17%	-16%		28%	27%	28%	29%	-12%				Section 1i
	Writing TA	41%	31%	27%	3%	-24%		20%	20%	13%	13%	-10%				
	Maths Test	31%	21%	23%	17%	-6%		24%	27%	23%	24%	-7%				
	RWM Test/TA	10%	3%	10%	3%	-7%		10%	11%	7%	8%	-5%				
	GPS Test	24%	38%	27%	27%	-		35%	36%	28%	30%	-3%				
-2 -1 0 +1 +2																
KS2 Progress	Reading Prog Score	+0.1	+1.7	0.0	-2.2	-2.2		0	0	0	0	-2.2				Section 1i
	Writing Prog Score	+2.9	+2.7	-1.5	-2.2	-0.7		0	0	0	0	-2.2				
	Maths Prog Score	+0.9	+0.8	+0.6	-3.8	-4.4		0	0	0	0	-3.8				



Vulnerable Groups Summary (2023)

		EYFSP	YR1 Phonics	KS1 (Expected +)			KS2 (Expected +)		
		GLD	32+	Reading	Writing	Maths	Reading	Writing	Maths
England average (All pupils):		Eng: 67%	Eng: 79%	Eng: 68%	Eng: 60%	Eng: 70%	Eng: 73%	Eng: 71%	Eng: 73%
All Pupils	All	77% (30)	79% (28)	80% (30)	67% (30)	77% (30)	67% (30)	63% (30)	50% (30)
Gender	Female	79% (14)	73% (11)	100% (8)	88% (8)	88% (8)	63% (16)	75% (16)	50% (16)
	Male	75% (16)	82% (17)	73% (22)	59% (22)	73% (22)	71% (14)	50% (14)	50% (14)
Disadv.	Disadvantaged		80% (5)	40% (5)	40% (5)	60% (5)	44% (9)	33% (9)	44% (9)
	Other	79% (28)	78% (23)	88% (24)	71% (24)	79% (24)	76% (21)	76% (21)	52% (21)
Term Born	Autumn	87% (15)	100% (10)	83% (12)	75% (12)	83% (12)	67% (9)	78% (9)	67% (9)
	Spring	78% (9)	67% (9)	83% (6)	67% (6)	67% (6)	82% (11)	64% (11)	55% (11)
	Summer	60% (5)	67% (9)	73% (11)	55% (11)	73% (11)	50% (10)	50% (10)	30% (10)
Language	English	83% (24)	78% (23)	79% (28)	64% (28)	75% (28)	68% (28)	64% (28)	50% (28)
	Not English	60% (5)	80% (5)						
SEN	No SEN	79% (29)	86% (21)	96% (23)	83% (23)	96% (23)	80% (20)	90% (20)	65% (20)
	SEN Support		67% (6)	20% (5)	0% (5)	0% (5)	44% (9)	11% (9)	22% (9)
Ethnic Group	Mixed			33% (3)	33% (3)	33% (3)			
	White	77% (26)	76% (25)	83% (24)	67% (24)	79% (24)	66% (29)	62% (29)	48% (29)

This analysis shows the percentage of pupils achieving the expected standard for each pupil group at St Georges Church School. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is based on the group difference to the England average for all pupils (see the key to the right).

 >3* above Eng. All pupils
 >1* above Eng. All pupils
 >1* below Eng. All pupils
 >3* below Eng. All pupils

*Number of pupils (see page 4 for explanation)

Need to understand more?

Explore the vulnerable groups analysis for each of the year groups in this report. These provide actual pupil numbers and compare your school performance with benchmarks for each pupil group.

Review of expenditure 2022 - 2023		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Phonics Phonics training is embedding well across the school. The pupil premium and all pupils have benefitted well from the resource and consistency of teaching.</p> <p>Vipers Vipers training means a quality resource and reading texts are being accessed by all pupils including pupil premium. Teaching of reading is good and the resource is consistently used in each class.</p> <p>Ready Respectful Safe Behaviour is generally good at St Georges. The 3 rules help maintain this consistently.</p> <p>Walkthrus Teaching and Learning Leader coached teachers with the walkthrus platform. This ensured consistency in teaching practice in questioning and feedback and quality first teaching of all pupils including pupil premium.</p> <p>ELLI character learning dispositions These are implemented well with our children and in each class referred to each day. Children are celebrated each week with a certificate and Pupil Premium children get them as regularly as non PP.</p> <p>Staff Dyslexia and Dyscalculia training Staff are aware of dyslexic traits and dyscalculic traits in children. They refer to SENDCO for further diagnostics where necessary. Children have good models and broken-down teaching to support them as well as quality resources for supporting dyslexia including coloured books, overlays and word mats.</p>	<p>Phonics resource will be maintained through PP in new year. Planning told reduces teacher workload.</p> <p>Edshed – resource to be maintained through PP in new year. Planning told reduces teacher workload.</p> <p>Rules: Continued without funding needed so will not remain in PP budget.</p> <p>Continue the Walkthrus coaching with the new Assistant Head as Teaching and Learning Lead. Leadership time will be allocated through Pupil Premium and ensure the consistent time for coaching of teachers fortnightly.</p> <p>ELLI: Continued without funding needed so will not remain in PP budget.</p> <p>Training to focus more this year on staff retention and leadership development that supports PP children, SEND and Quality First Teaching.</p>	<p>£5,573</p>

2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Phonics interventions 79% passed Y1 Phonics – this was +5% on the previous year. Pupil premium 80% passed Y1 Phonics. Showing targeted interventions had positive impact.</p> <p>Reading Interventions Reading results were good in Y1 and Y2 however, there is still a gap in KS2 reading particularly SEND and PP.</p> <p>Social skills – pastoral support groups Pupil Premium children have been accessing pastoral support through intervention which have supported their mental health and wellbeing. This has been supportive for Y6-7 transition of pupil premium pupils as well.</p>	<p>Phonics: There will still be some allocated PP spending on Phonics interventions. This work will extend into KS2.</p> <p>Reading: There will still be some allocated PP spending on Reading Interventions for KS2.</p> <p>Pastoral Support: There will still be some allocated PP spending on pastoral work but more of this will be targeted through our new 'Nurture Flex' support work. (Wider strategies as per DFE guidance).</p> <p>Additional Reflections: A reduction in Teaching Partners has impacted on the reduction of spending in this area. We are extending the reach of this provision beyond the classroom and into some well-targeted pupil interventions across the school. We need to begin to start using our tutoring grants to support more Pupil Premium children and become part of our targeted intervention strategy to support closing the gap.</p>	£50,297

3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Identified Leader for PP Identified PP lead ensures accountability. The move towards SEND and PP led together with direction of leadership made more strategic is important this year. PP lead ensured all actions were completed and spending appropriately made.</p> <p>Monitoring attendance Attendance was monitored and meetings held. Reviewing the strategy more focus needs to be placed on this for all children with PP as a focus.</p> <p>External agency referrals The PP lead and Headteacher are well versed in signposting - further members added to the SLT will contribute to this in the new year.</p>	<p>PP lead time was allocated but staffing changes meant that this allocation has been adapted and distributed for the new year.</p> <p>We are going to employ an Educational Welfare Officer to support this.</p> <p>Additional Reflections: Our disadvantaged pupils accessed larger amounts of financial support that weren't budgeted for because of their PP status and the difficulties with cost of living. Adjustments to be made to proactively incorporate trip expenditure and breakfast club/music club support.</p> <p>It is clear more needs to be spent in this area and an encouragement for attendance, supporting families and wellbeing could develop this work further.</p>	£2,300