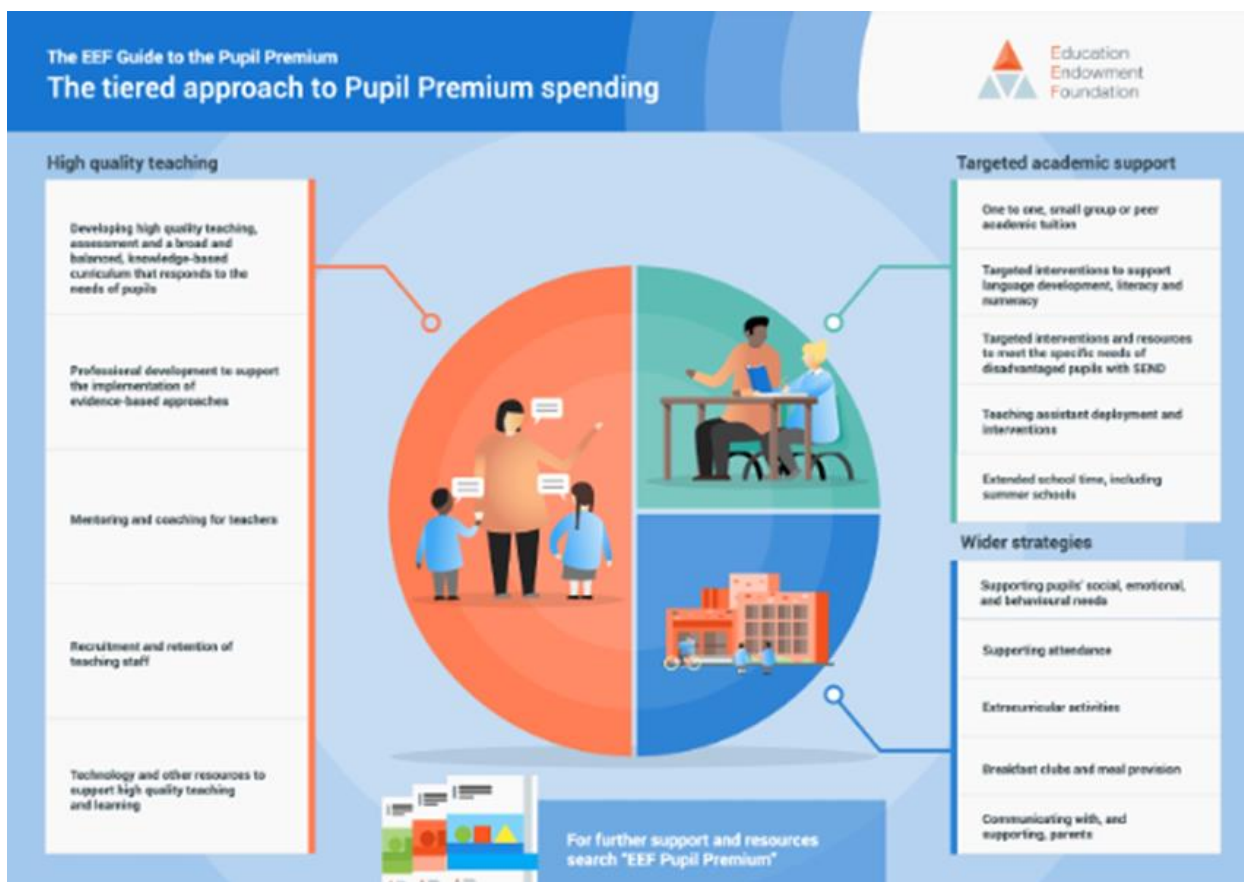


# St Georges Church School Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage 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 had on the outcomes for disadvantaged pupils in 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 the impact on outcomes for our disadvantaged pupils.

## School overview

Total number of pupils in school	201
Proportion of disadvantaged pupils	34 (16.9%)
Proportion of disadvantaged pupils who have SEND	15 (44%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2025
Publish date	20.12.24
Review date	November 2025
Statement authorised by	Jo Thorn
Pupil Premium lead	Sarah Starr
Governor lead	Lizzie Bradley-Covey

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,507
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	<b>£61,507</b>

## 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 2024-25 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 and teach meets for coaching 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 not 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 2024-25 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, pupil and teacher 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 and targeted SEND approach 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.  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. Baseline: Average 91.9%	All Pupil Premium children will attend trips and have opportunities to attend extra-curricular enrichment provision.  All pupil premium children will access a broad and balanced curriculum.  Attendance of PP children will improve to 95% average attendance.

## Activity in this academic year 2024-2025

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: £ 29,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum resources for broad and balanced curriculum: ELS Edshed Curriculum Maestro Language Angels Charanga TTRS	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, middle leaders, ECT support and mentoring.	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.	15/34 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
Support staff and Teacher CPD on SEND and inclusion at all levels.	15/34 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: £ 8,722**

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

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

**Budgeted Cost: £ 23,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class intervention for SEMH - 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 and confident being the person they want to be with good self-esteem. +4 months as identified by EEF	2
Attendance strategy implementation and	Parental engagement refers to teachers and schools involving parents in supporting their children's	4

close working partnership with families.	academic learning. This promotes the involvement of parents in their children's learning activities and importance of attendance +4 months as identified by EEF	
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, after school 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: £61,507

## Part B: Review of outcomes in the previous academic year 2023-2024

### Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Assessment (2023/24)	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %	Disadvantaged Pupils (MAT) %
EYFS Profile GLD	25%	64%	52		49
Year 1 PSC	50%	89%	68.3	83	60
MTC (% 25/25)	0%	11%	21	33	14
KS2 RWM EXS+	38%	57%	45	67	38
KS2 R EXS+	38%	78%	62	79	59
KS2 W EXS+	63%	74%	58	78	50
KS2 M EXS+	63%	57%	59	79	48
KS2 RWM GDS	0%	9%	3	10	
KS2 R GDS	13%	13%	18	33	
KS2 W GDS	0%	22%	6	16	
KS2 M GDS	13%	9%	13	29	
Attendance 23/24	91.9%	92.8%	91.8	95.2	91.5
Persistent Absence 23/24	15.8%	9.4%	29	11	24

Review of expenditure 2023 - 2024		
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 £17,569.60
Curriculum resources for broad and balanced curriculum: ELS Edshed Curriculum Maestro Language Angels Charanga	Curriculum is offering a wide and strong approach for Quality First Teaching. Children are engaged and participating in the opportunities within the curriculum. Quality First Teaching is supported by the resources and platforms offering children the opportunity to make good progress.  Approach to be continued and Maths focus to be added.	
Staff retention: Coaching assistant head  SENDCO + PP Lead funding and training.	Leadership is strong and these roles have been supportive of improving teaching and embedding learning across the school. SEND support for EHCPs is strong as is the universal provision. More CPD on the SEND support approach is needed with teachers and support staff.  Approach to be continued and broadened to all staff through Flourishing People approach. Also, this year there is the addition of ECT mentoring.	
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 £35,746.87
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.  Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	Both PP and non PP children have received Phonics interventions daily across EYFS, KS1 and KS2. This has been positive on impacting small steps in Phonics and Reading. Speech and Language intervention from Reception and KS1 has been impactful too. In upper KS2, interventions in Maths, writing and other areas of the curriculum have also been supportive. Teachers recognise the impact this time is having on both PP and SEND children as well as those not disadvantaged.  Approach to be continued.	
School Led Tutoring	The best method for this with Y6 and Y5 was the booster groups. This showed impact on single subjects for children who attended.  Approach to be adapted to booster groups and 1:1 interventions.	

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 £13,279.50
Nurture Flex - Supporting pupils' social, emotional and behavioural needs	<p>Very impactful for multiple children across the school. Teachers have valued the support given through this strategy particularly for children and families that have Pupil Premium. Feels as though more time and resource needs to be given to this strategy from feedback from staff.</p> <p>Approach to be widened through training and time across all year groups for interventions.</p>	
Educational Welfare Officer - Attendance	<p>EWO was unable to work with St Georges but offered advice to the Headteacher in the first half of the year. Parent calls and meetings took place with Headteacher instead of EWO.</p> <p>New strategy for attendance adopted in line with Trust by Headteacher in Autumn 2024. The challenges are persistent absence and lower Pupil Premium attendance.</p> <p>Approach to be led by whole school priority of attendance in SDP and new strategy being implemented.</p>	
Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips	<p>This has been overwhelmingly positive. Families feel financially supported with children attending trips. Most PP children have attended residential trips and had an amazing experience. Pupil Voice has been positive.</p> <p>Approach to be continued and more allocation given from PP budget.</p>	
Breakfast clubs and meal provision	<p>Several families have taken up this option and are requesting further support with After School Club. This has had a positive impact on some PP children's attendance or mitigated lateness.</p> <p>Approach to be continued expanding to After School Club options too.</p>	
Communicating with and supporting parents	<p>Strong understanding of needs for parents and children in the SEND meetings. We have had positive feedback from parents about One Page Profile meetings and further support for parents around attendance and mental health needs is now a priority alongside SEND.</p> <p>Approach to be continued with wider reach through supporting with Mental health leads, Early Help offers and time allocations for parent meetings.</p>	