

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Georges C of E Primary
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	13.3% (11 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Simon Cowley
Pupil premium lead	Candida Hutchinson
Governor / Trustee lead	Naomi Grist C of G

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Deprivation PP £18,005
	Services PP £0
	Post-LAC £2,410
	Total £20,415

Recovery premium funding allocation this academic year	£2,000
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	£22,415

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to provide all children with the high quality teaching and learning that closes the attainment gap between disadvantaged children and their peers, despite this being a small cohort within our school. The overarching aim for our pupil premium funding is to provide our children with quality first teaching from all school professionals that engages, develops and supports key learning skills that will allow them to become confident learners. In addition to this, we aim to provide children with the values they need to become outstanding members of society and increase their ambition and social capital, especially those from a disadvantaged background.

This includes continuing to support gaps post COVID.

Challenges

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

Challenge number	Detail of challenge
1	Further gaps in learning due to school closures and lack of access to curriculum content.
2	Persistent absence for this year, especially for children with vulnerabilities. More rigour with absence procedures and more regular SAM meetings needed. Attendance addressed below 90% terms 1 and 2 then 92% terms 3 and 4 and 94% terms 5 and 6 for this group of children
3	High number of SEND children (22% of all pupils with over half of these also having an SEND marker) These children are supported with quality first teaching, intervention and resource adaptations
4	Lack of real experiences in terms of trips, visitors combined with lack of experiences given by parents due to COVID restrictions. Ensure that all children in KS1 experience a trip and a visitor per year. Ensure KS2 also experience 2 residential trips in the time they are at school
5	Lack of resilience amongst children and the negative impact on learning behaviours
6	Emotional stability, well-being and availability to learn

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
Gaps are narrowed between vulnerable groups	A higher percentage of the children achieve end of year age related expectations than the end of the previous year. All children are targeted where GDS can be achieved
Pupils are increasingly able to manage their emotional behaviours and self-regulate in response to challenges	Children can access their learning and focus more without being distracted by poor behaviour choices and personal barriers to learning
Children experience a range of enrichment activities again to develop teamwork and resilience	No PPG child will miss a residential / trip/ after school curriculum through not being able to pay. PP with SEN will have effective interventions, be focused on in PPM, receive a curriculum that has SEN and PP at the heart. Curriculums developed through the lens of a SEN child.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed feedback from all staff	EEF toolkit states high impact low cost (+8 mnths) for feedback	1
Regular TA meetings – highlighting support and interventions to be used.	Ofsted The Pupil Premium reviewed successful use of Pupil premium and showed extending TA hours to allow planning and discussion time each day had high impact.	1
Continued focus on metacognition and growth mindset for all children.	EEF toolkit states high impact low cost (+8 mnths) for metacognition	3, 4, 5, 6
Reading strategies including new SSP for phonics – whole class guided reading review to link to writing approach	EEF states moderate impact for very little cost (+6 mnths).	1
SEND CPD for all staff to support rigour and early identification of children with needs	EEF – effective professional development to embed teaching strategies	1,3,5,6

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

Budgeted cost: £ 2,000 + tbc Recovery Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Rapid phonics catch up support for children in years 2,3	Use of new SSP so children keep up – accredited SSP	1, 3
Intervention resources used e.g. spelling programs for children with specific learning difficulties	Focus on key skills to help plug gaps in understanding and application. SEND recommendations	1, 3
Focussed support for SEN PP children through TA deployment to close gaps from transition documents and after each data point	Early identification and targeted pupil profiles show the impact of early intervention and regular monitoring so that curriculum can be adapted as appropriately for children with SEN Early intervention for children within EY using Recovery Premium	1, 3, 5 and 6

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

Budgeted cost: £ 8,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA CPD for 1 x TA	EEF states Social and Emotional Learning has moderate impact for moderate coast (+4 months).	2,3,5,6
Therapeutic professional support for most vulnerable children	EEF states Social and Emotional Learning has moderate impact for moderate coast (+4 months).	2,3,5,6
Support offered to pay for enrichment / extracurricular activities. E.g. sport and wrap round care clubs	Enabling children to access high quality enrichment activities that they might otherwise not have access to will support their learning through experiential learning and vocabulary development.	4, 5, 6
Incentives and rewards for attendance	Children in school all day and punctually to access all learning	2, 5 and 6

Total budgeted cost: £ 22,415

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 2021 to 2022 academic year.

We know, through targeted support and robust monitoring of all staff, that teaching is of a good standard. Teachers used a range of 'catch up' and 'keep up' interventions to support all children. Teachers increased the time that the lowest 20% spent working alongside them and lessons engaged all learners through quality first teaching and well deployed support staff. Through well targeted CPD, continually developed leaders and a developing curriculum the education received by our disadvantaged children has improved since 2019 even with the challenges presented by the pandemic. This has also been linked to some staff changes.

Our assessments post pandemic show that not all disadvantaged children are attaining at the expected level for their age in line with our targets from our previous strategy.

Of the 11 children:

45% below ARE for maths

36% below ARE for writing

27% below ARE for reading

This is particularly the case in our KS2 cohorts. These children also have SEN and 3 of these children also have attendance concerns.

Teachers and leaders continue to monitor these children with rigour so that intervention happens in a timely manner to continue to close gaps and persistent absence is quickly escalated through the absence tracking policy.

All subject leaders continued to develop their curriculums (across 3 schools), ensuring that they are sequenced well and focused on key learning to limit the cognitive loads of pupils. CPD was offered to all staff to support their subject knowledge and ability to plan for all children. There was increased evidence of timely 'Keep up' interventions being used, and the use of pre-teaching amongst our disadvantaged children leading to a positive impact on their engagement within lessons and during independent/group activities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:
Allocation for 2022-23 Services PP £0

Further information (optional)

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