

Pupil premium strategy statement St George's CE Primary School 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 George's CE Primary School, Hyde
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	53% (107)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	
Statement authorised by	Nicola Hewitt
Pupil premium lead	Nicola Hewitt
Governor / Trustee lead	Kelly Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125 112
Recovery premium funding allocation this academic year	£11 890
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	£137 002

Part A: Pupil premium strategy plan

Statement of intent

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Objectives for spending PPG

- Identify and remove/reduce barriers to learning for disadvantaged children.
- Accelerate progress and close the gap for attainment between PP and non PP children in all classes.
- Engage PP children in developing good learning behaviours & attitudes.
- Increase EYFS GLD and maintain good Phonics Screening score.
- Ensure good progress for PP children who are also on SEND register.
- Good Attendance for PP children is maintained.
- To allocate a 'Catch Up' Teacher to identified year groups - providing small group work with a teacher or TA focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities aimed at increasing children's cultural capital.
- To close the gaps in reading, writing and maths created by Covid19.
- 1-1 and small group support.
- All work through the pupil premium will be aimed at accelerating progress, • moving children to at least age-related expectations.
- Children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Develop parent engagement through a home-school communication tool, supporting communication and language between disadvantaged groups. E.g. Class Dojo which has a translation tool.
- Pay for identified activities, educational visits and residential. Ensuring children have first-hand experiences and develop their cultural capital.
- Support the funding of specialist learning software and communication tools.
- To allow the children to learn a musical instrument with an external teacher.

- Behaviour support during lunchtimes by providing activities to engage and promote values and enhance learning.

Challenges

Intended outcome	Success criteria
Gaps in learning are closed and children make accelerated progress to meet ARE across subjects, through reading, writing and maths.	Progress tracking. Informed by consistent testing across school.
Identified children produce ARE writing independently.	Data shows accelerated progress in writing across all year groups.
Disadvantaged children will fluently use identified vocabulary, alongside subject specific vocabulary.	Classes use a consistent approach (Word Aware) Vocabulary is evident within reading and writing across all subjects.

School is able to engage with parents through appropriate technology and forms	Source appropriate communication tools.
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This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Identify gaps in the curriculum and close the gaps created by Covid19 – missed learning and lack of face to face teaching. Analyse data to identify cohort, group and individual gaps as a result of Covid, leading to targeted interventions and the recovery curriculum.
2	Writing – Develop SPaG knowledge and close gaps throughout school to develop independence in writing and ability to compose writing at ARE.
3	Vocabulary – using a variety of language reflecting life experiences and knowledge.
4	Parental engagement in supporting home learning – Understanding from parents of how to support children from home.
5	Develop children’s cultural capital to access life experiences through a broad and balanced curriculum. Enhanced and enriched through visits, visitors and experiences.

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.

of communication that are parent friendly to increase and develop home-school partnerships.	Parent sign-up Increased communication Increased participation in home learning.
Children access opportunities to develop their cultural capital, closing the gap of their experiences compared with other more affluent areas.	Children are given the opportunities as part of their enhanced curriculum to provide them with access to life experiences. Hear and use new language linked to their knowledge and experiences. Visit new places. Increase their subject knowledge linked to a broad and balanced curriculum, evidenced through retrieval practice and POP tasks.

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, interventions and resources

Activity	Cost	Evidence that supports this approach
Pastoral Manager and additional support staff	£25,000	To work with individual pupils, groups and families to support them to overcome barriers and make progress.
Resources to support work of Pastoral / Learning Mentor	£1,000	Activities resourced effectively
Breakfast club staff and resources	£6,000	To provide a punctual start to the school day and a healthy breakfast to ensure attentiveness and concentration levels
TA in non class-based role: interventions and library	£10,000 Partial cost of TA being out of class	To provide direct support for PP children in classes across KS2 and support love of Reading & access to quality texts
Additional TA support in EYFS	£16,000	To increase level of support for children to increase progress towards GLD
Additional TA support in KS1	£16,000	To support children to increase progress and close the gap by end of KS1 and Phonics screening checks by end of Y1
Enhanced Lunchtime support	£5,200	To support PP children with additional choices at lunchtime/develop social skills
Midday support	£5000	To support extra activities at lunchtimes
Computing equipment & related software and apps, including training.	£2000	To develop confidence in using computing and to research and support basic skills
		for PP children and develop home-school communication – Dojo
Trips and first hand experiences, including Year 6 residential visit	£2,000	To ensure all children access enhancements to the curriculum and remove the cost barrier for PP children
Arts, Music & Sports – bought in professionals & opportunities to learn and take part in art, music, sports and dance	£12,000	To raise aspirations & encourage potential talent and interest in the Arts & Sports and remove cost barrier to further learning
PE – cost of PE kits & bags for reception children and additional equipment as needed for older children	£1,000	To ensure all children have the necessary clothing & equipment to take part in curricular and extra-curricular PE & sport; developing increased confidence levels
Admin time for attendance matters and SLA for EWO service	£1,200	For admin staff to monitor and analyse attendance and liaise with Learning Mentor to support families towards regular attendance for PP children

Additional Resources for FS	£2,000	To support provision of challenge to close the gap in EY progress to GLD from starting points in Nursery
Staff development to support the delivery of phonics, language, spelling and word understanding throughout school, incl SPaG.	£1,000	Staff development and a programme to develop language awareness, including SPaG and Word Aware
Additional teacher to support teaching and learning across KS2 to bridge the gaps created by Covid, targeted interventions and support. 2 days.	£20,000	The gaps between PP, disadvantaged and
TOTAL	£125,400	

Pupil premium strategy outcomes

<p>Percentage of children achieving ARE in all subjects has increased and is moving towards pre-Covid levels.</p> <p>Majority of children continue to make at least expected progress and some make accelerated progress in maths and reading.</p> <p>Data generally shows increases in the number of children on track for age related expectations or above for writing in each year group.</p> <p>Writing data is still lower than Reading and Maths in year 5, however, the intensive plan is helping writing standards catch up and in Year 6 writing standards have exceeded reading and maths.</p> <p>In KS1, PP children are performing well against peers.</p> <p>Percentage of children reaching GLD is now in line with pre-pandemic targets and reflects the low starting points that are typical of children starting within Foundation Stage, and children making better than typical progress.</p> <p>In KS2, PP children generally match attainment of all children across all subjects and is often higher in some age groups.</p> <p>All teachers continue to target small groups of pupils to make accelerated progress to achieve ARE in reading writing and maths.</p> <p>Pastoral Manager and additional support staff focus on individual needs of Pupil Premium children. Children are more focussed and ready to learn. Teachers identify specific needs and interventions for PP children. These are discussed termly at Pupil Progress meetings and progress of children closely monitored.</p> <p>A dedicated teacher to support groups and individual children in writing has ensured that children are making accelerated progress. Where they are not making expected progress, interventions are quickly put into place.</p> <p>WordAware is embedded in all classrooms and vocabulary and spoken language are a focus to support and enhance language development. Evidence of improvement is shown in children's writing and oral presentations.</p> <p>Pastoral Manager has a particular focus on attendance working with families and children to ensure highest possible attendance. Attendance has increased from 93.7% to 94.3%</p> <p>Pastoral Manager also carries out wellbeing and welfare role to support individual children. Children have support systems in place and have strategies to regulate their feelings and emotions.</p> <p>Increase in parental engagement achieved through introduction of Class Dojo. Parents are aware of what their children are learning in school and how they can support their children. Parents attend children's presentations and Learning showcases.</p> <p>Art, Music and sports provision gives children opportunities to work with specialist teachers and children's learning and outcomes are of a high standard.</p>

Trips and enhancements remain a priority despite high costs of transport. Children value and benefit greatly from the different experiences which enhance their learning across the curriculum. Teaching Assistants provide some of the lunchtime provision helping support the social needs of some of the children at lunchtime. Incidents have been greatly reduced and children are taught how to play together and taught different games to play. KICK provision also supports children at lunchtime as well as providing a mentoring session for children with social and emotional needs.