

Pupil premium strategy statement St George's 2021-22

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 George's CE Primary School, Hyde
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	49% (100)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	
Statement authorised by	Nicola Hewitt
Pupil premium lead	Richard Nuttall
Governor / Trustee lead	Kelly Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,500
Recovery premium funding allocation this academic year	£14,645
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	£149,145

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.

- Subsidise 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.
- To develop language throughout school using a whole-school approach 'Word Aware.'

Challenges

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.

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 of communication that are parent friendly to increase and develop home-school partnerships.	Source appropriate communication tools. 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
INSET and CPD e.g. Word Aware, Parent APPs, teaching and learning, interventions e.g. Herts for Reading, precision teaching etc.	£1,000	Staff are trained to effectively support children
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	£3,000	Activities resourced effectively
Breakfast club staff and resources	£7,000	To provide a punctual start to the school day and a healthy breakfast to ensure attentiveness and concentration levels
PP champion to monitor and support provision; TLR	£3,000	To monitor and support the teachers' provision for PP pupils and track progress
TA in non class-based role: interventions and library	£8,000 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 Y 1
Enhanced Lunchtime support	£10,000	To support PP children with additional choices at lunchtime/develop social skills
Intervention/support resources- reading books, maths apparatus,	£4,000	To provide a range of programmes to accelerate progress for PP children
Computing equipment & related software and apps, including training.	£4500	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	£4,000	To ensure all children access enhancements to the curriculum and remove the cost barrier for PP children
Arts, Sports and music provision – bought in professionals & opportunities to learn and take part in art, music, sports and dance	£22,720	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	£800	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	£2000	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
Additional teacher to support teaching and learning across KS2 to bridge the gaps created by Covid, targeted interventions and support. 2 days.	£10,250	The gaps between PP, disadvantaged and all other children are closed.
Additional teacher to support teaching and learning across KS2 to bridge the gaps created by Covid, targeted interventions and support. Money to subsidise Tutor Led Funding.	£14,645	The gaps between PP, disadvantaged and all other children are closed.
TOTAL	£154,915	

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 2020 to 2021 academic year.

Leadership have reviewed their disadvantaged pupils' learning in school, using a range of methods to triangulate their understanding. This has led to the following:

- Action plans have been in place to support PP and disadvantaged pupils. These were focused around the children's well-being and support during Covid closures and included targeted support for those not in school.
- Maintained an increased number of Early Years places available for children to access high quality provision throughout the Covid period.
- Targeted enrichment activities to broaden experiences where possible in line with Covid restrictions.
- Structured approaches to the teaching of reading, writing and mathematics in school, that are scaffolded appropriate to age and progress.
- An increase in parental engagement activities to involve parents and improve their understanding of the curriculum to enable them to support at home, mainly through Google Classroom but also through the production of home learning packs, which were not originally planned and budgeted for but were needed by the disadvantaged pupils.
- Targeted interventions with pre and post assessment, including checks to ensure gains have been maintained e.g. Herts for Reading and Precision Teaching.
- Embedding of targeted Speech and Language interventions across school e.g. Word Aware, RWI, Black Sheep Press etc.
- Strategies that address mental wellbeing/welfare as well as academic success, e.g. School Inclusion, Learning Mentor / Pastoral Manager role.
- Ambitious targets developed according to more specific cohorts for example, EAL disadvantaged and more able disadvantaged.

Key points that were actioned

- Embedded an assessment and tracking system that is accessible for all teaching staff.
- Identified disadvantaged pupils in need of additional home support who came into school during Covid.
- Recognised the barriers that are faced by disadvantaged pupils including those created by Covid.
- Incorporated gap analysis and moderation meetings for all year groups.
- Raised the accountability of senior and middle leaders across the school to ensure their focus is placed upon securing improved outcomes for all but specifically for disadvantaged pupils with their phase.
- Maintained a universal and targeted approach to meet the needs of disadvantaged pupils.
- Ensured pupil progress meetings rigorously identified the progress made by

- disadvantaged groups and adjusting interventions accordingly.
- Additional interventions targeting disadvantaged pupils.
 - Created a strategic plan to address the welfare needs which impact on learning of disadvantaged pupils and targeted this group through Covid pandemic.
 - Reported to governors.
 - Senior leaders and key staff members have sought additional trips and enrichment opportunities targeting disadvantaged pupils where appropriate in-line with Covid restrictions, including local trips and Wildlife Connections project.
 - Increased parental engagement through Zoom lessons and Google Classroom as well as regular weekly (and daily) phone calls.
 - Identified and reviewed the curriculum and learning gaps in light of Covid school closures.