

Pupil premium strategy statement-2024-2027

This statement details our school's use of pupil premium 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
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	109-35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2 of the plan
Date this statement was first published	September 2024
Date on which it will be reviewed	Updated Autumn Term 2025
Statement authorised by	The Governing Body
Pupil premium lead	Debbie Grindrod
Governor / Trustee lead	Laura Ingle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	24-25, £165,760 25-26-£146,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year-25-26	£146,130

Part A: Pupil premium strategy plan

Statement of intent

- The Pupil Premium funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for pupils who hold the funding;
- The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and pupils who do not have funding;
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
- Where children demonstrated greater depth qualities, the school will ensure that these are nurtured, promoted and challenged.
- The Head teacher, in consultation with the governors and senior staff and considering Government guidelines, will decide how the Pupil Premium is spent for the benefit of entitled pupils;
- The school will assess what additional provision should be made for the individual pupils;
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims;
- We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Premium funding;

- We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils;
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children
- We will monitor evaluate and review the success of the impact of the pupil premium funding.
- Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the all pupils. This is highlighted in the recent research finding of the Education Endowment Foundation. School has received and uses daily adaptive teaching in order to support pupils.

Challenges

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

Challenge number	Detail of challenge
1	Data suggest a great percentage of disadvantaged pupils are working towards standard when compared to non-disadvantaged pupils.
2	School evidence suggests that disadvantage pupils' results are behind those of their peers in reading, writing and math's at KS1. At KS1 fewer of our disadvantaged learners are working at the expected standard when compared to national figures. At KS2 disadvantaged pupils outperform their non-disadvantaged peers in reading and writing. They are broadly in line with math's. At KS2 more of our disadvantaged learners are working at the expected standard when compared to national figures in reading and writing. In math's fewer of our disadvantaged learners are working ast the expected standard (marginal).
3	Many of our pupils start their school journey below national expectations. Pupils oracy is low on entry.
4	Attendance for disadvantaged pupils for last year stands at 89%. Overall school attendance at 92.8%
5	Many of our children and families need ongoing support and this year. We have again seen the arrival of a large number of displaced families from oversees. We need to ensure that the school has a pastoral lead in order to support and co- ordinate a through approach of support for all families.
6	The school has many specific interventions and support for pupils but this increases the need for staffing who require quality training.

7	The school has many pupils who arrive from overseas with little/ no language skills and need extra support e.g. language support and support for families with trauma.
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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
<p>Phonics</p> <ul style="list-style-type: none"> To ensure that pupils with PP make good progress in phonics and skills are transferred into daily work. 	<ul style="list-style-type: none"> .To support parents with workshops to aid engagement and improvement phonics across the school. To see a visible improvement in phonic skills transferred to pupils daily writing. Teaching assistant support with Read, Write Inc and phonics interventions to support progress. https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/

Reading

- To ensure that pupils with PP make good progress in reading and skills are transferred into daily work.

- Through Quality First teaching, pupils to receive extra support in Reading in order to develop fluency and comprehension.

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Reading_Fluency_Resource_1.0.pdf?v=1657538920

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks1/Literacy_KS1_Guidance_Report_2020.pdf?v=1635355219

<https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1637857731>

- Specific interventions to be put in place to support pupils such as Nessy, Learning Village and daily reading.
- Support from Teaching Assistants with priority reading programme.

	<ul style="list-style-type: none"> • Continue to monitor and assess work to ensure that pupils are making progress against their peers and in line with national expectations. Continue with summative assessments on a termly basis.
<p>Writing</p> <ul style="list-style-type: none"> • To ensure that pupils with PP make good progress in writing are transferred into daily work. 	<ul style="list-style-type: none"> • Through Quality First teaching, pupils to receive extra support in Writing. • Specific interventions to be put in place to support pupils such as Nessy and Teaching Assistant support. Learning Village also purchased to support EAL learners. • Continue to monitor and assess work to ensure that pupils are making progress against their peers and in line with national expectations. • Quality CPD for staff from Pie Corbett trainers to ensure quality of delivery of writing across the school. • The T4W model is inclusive and can support children with a range of activities, adapted to their level. • School provides high quality texts which are aspirational to learners. • English lead to attend all Local Authority training and appropriate Pie Corbett training.
<p>Maths</p> <ul style="list-style-type: none"> • To ensure that pupils with PP make good progress in writing are transferred into daily work. 	<ul style="list-style-type: none"> • Through Quality First teaching, pupils to receive extra support in Maths. • Quality CPD for maths lead who can then deliver training in school for staff to improve maths teaching. Lead to attend all Local Authority training. • The buying of White Rose maths workbooks and scheme support, including CPD which can be used across the school. • Teaching Assistant support for all classes to support pupil premium learners. • Purchase quality intervention schemes such as Power of 1 and Power of Two booklets. • https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1635355217 • https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf?v=1629121262

<p>EYFS</p> <ul style="list-style-type: none"> To support EYFS pupils with PP in their development. 	<ul style="list-style-type: none"> Good quality training in RWInc for all staff involved To improve the quality and quantity of phonological decodable books. To support parents with workshops to aid engagement and improvement phonics across the school. To see a visible improvement in phonic skills transferred to pupils daily writing. To develop language skills of all pupils by initially screening pupils and supporting those in need. To develop enrichment activities for the pupils in school in order to develop oracy skills-music and movement. <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=164_2690218</p>
<p>Attendance</p> <ul style="list-style-type: none"> To improve the attendance of all pupils across the school. 24-25-93.7%-whole school 	<ul style="list-style-type: none"> Attendance admin officer and pastoral team in school to support families. School to continue to use the Local Authority system for attendance. Develop the LA system further with support as soon as attendance dips via letters and phone calls to offer support. Support is given to families with uniform/ food and school is welcoming to all. The new curriculum will capture and engage pupils with learning. The school offer a wide range of enrichment trips. There are many after school clubs at a very low cost to families.

<p>Co-ordinated support</p> <ul style="list-style-type: none"> To support pupils who receive PP and SEND with a non teaching SENCO to monitor and liaise with parents. 	<ul style="list-style-type: none"> Co-ordinated approach for pupils with SEND and PP to interventions and other support both internal and external. CPD for the SENDCo The school has bought 'Provision Mapper' to aid the co-ordination and co-production of Individual Support Plans for pupils with extra needs. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>
<p>Family Support</p> <ul style="list-style-type: none"> To support families, pupils and staff in order to improve wellbeing. 	<ul style="list-style-type: none"> To develop further the wellbeing strategy for the school. The Family and Pastoral Lead for the school to develop and support further. <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>
<p>EAL support</p> <ul style="list-style-type: none"> To support pupils from overseas who have arrived within the country 	<ul style="list-style-type: none"> Support academically and pastorally for pupils who have recently arrived in the country. They have no information given to them as to the length of their stay and as to when they would be leaving. Support is often needed for trauma.

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: £ 152,387 towards costs. Total costs exceeds budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for pupils with PP with daily quality first teaching and feedback for pupils in order to develop next steps. TA's in school to work to support reading, maths, writing and phonics.	EEF research identifies that quality first teaching and feedback can improve outcomes for pupils dramatically. School to use pre and post learning interventions for pupils, in addition to quality first teaching in order to support learning. Lowest 20% of pupils, to engage with supplementary reading.	1,2,3,4,5,6,7
Pastoral and family support	Many of our children and families need ongoing support and this year we have seen the arrival of a large number of displaced families from overseas. We need to ensure that the school has a pastoral lead in order to support and co-ordinate a through approach of support for all. Time for teacher with EAL responsibility to attend courses and liaise with Ethnic	4,5,7

	Diversity service in order co-ordinate approaches.	
Specific teaching assistant to deliver extra phonics interventions for pupils with PP who need further support.	Using the RWI model, revisit learning for pupils in order to ensure learning. Use the TELL programme for intervention for Year 1 and re-sit pupils with phonics. Continue with phonics interventions for pupils who did not achieve at KS1.	1,2,3,6,7
Music and movement enrichment for EYFS and KS1	All pupils in EYFS and KS1 to experience weekly enrichment music lessons with peripatetic teacher. During these lessons' pupils develop oracy skills.	3,7

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

Budgeted cost: £ 6,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all Teacher and TA staff in RWI throughout the year for 12 staff.	Training is ongoing, especially with new staff. Training also renewed in order to ensure quality teaching and expectation of standards	1,2,3,6
Training for TA staff with specific interventions for reading such as Nessy and TELL.	This will be delivered in house and classes support by HLTA as TA's released.	1,2,3,6,7
Speech and Language therapist-part of balanced system approach from the Local Authority.	The therapist is required as part of the school's duty for recommendations for pupils. Also advises staff on interventions to support speech.	1,2,3,6,7

Trauma teaching and CPD concerning Healing Classrooms	CPD for staff in order to support all pupils but in particular pupils who have experienced trauma etc.	7
'Nessy' Subscription	Nessy is a program which we use to support pupils with spelling. Visible improvement in books.	1,2,3,6,7
'Language Link' subscription	To support pupils oracy.	1,2,3,6,7
Learning Village subscription	To support pupils with EAL.	1,2,3,6,7
Oracy	Time from class for the English lead to attend CPD. Oracy framework in classes but needs monitoring. Time for English lead to monitor,	1,2,3,6,7

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

Budgeted cost: £ 6,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Support Officer	To support the early identification of falling attendance and alongside the pastoral team; offer support.	4

<p>Pastoral and Family Support Manager Materials also required for support and specific interventions-funding added under teaching.</p>	<p>Many of our children and families need ongoing support and this year we have seen the arrival of a large number of displaced families from overseas. We need to ensure that the school has a pastoral lead in order to support and co-ordinate a through approach of support for all. School need to continue to support families with uniform, food, coats etc.</p>	<p>4,5,6,7</p>
<p>The school has a number of transient pupils who need extra support as they are new to the country.</p>	<p>Support given pastorally, through the Ethnic Diversity service, Specific interventions such as Leaning Village and the paid for translation service.</p>	<p>3,5,6,7</p>
<p>Support for families with vouchers</p>	<p>Vouchers bought within the school for local supermarket for families in need.</p>	<p>5,7</p>
<p>Magic Breakfast</p>	<p>We now contribute 25% towards the cost of the Magic Breakfast.</p>	<p>5,7</p>

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 2024 to 2025 academic year.

Impact

101 of the school's 320 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 31.6% of our cohort.

This is 1.4% lower than the national average of 33.0%.

27.0% (43) of our female pupils are disadvantaged, 6.0% lower than the national of 33.0%. 36.0% (58) of our male pupils are disadvantaged, 3.1% higher than the national of 32.9%.

Attendance:

School's disadvantaged cohort of 102 enrolments have an Overall Absence of 8.4%.

This is 4.2% higher than the national Non-Disadvantaged cohort at 4.2%.

The Disadvantaged cohort's Overall Absence has decreased by 0.1% from 8.5% in 2023/24, to 8.4% in 2024/25.

33.3% of the school's Disadvantaged cohort are persistently absent, 34 pupils out of 102.

The school still has pupils who fall into the persistent and severely absence due to the quantity of New to England pupils who join the school; some may stay for some time, others come and leave swiftly but it can then take time for them to be removed from roll. School completes the necessary paperwork and submits to the Local Authority.

Teaching Outcomes

EYFS:

Disadvantaged pupils are above LA at Good Levels of Development.

Phonics:

For disadvantaged pupils there is an upward trend in greater APS than in 23/24.

KS1:

Reading at greater depth, substantially above LA and national

Writing at greater depth, above LA and National

Maths at great depth, substantially above LA and national

Multiplication check:

Average school for pupil premium pupils above LA average.

KS2:

Reading-substantially above LA and national at expected standard
Maths-above LA and national at expected.

Pastoral/Family Support

School have bought the THRIVE programme and have begun to roll this out throughout the school. All staff are to be trained. This will support the children with their social and emotional health. The pastoral lead and other pastoral support are trained practitioners along with the headteacher. The pastoral team work with 9 pupils intensively and further pupils in small groups. Parents are fully involved with this programme. During the year parents have been supported by the team with Early Health assessments and referrals to other services where appropriate. Vouchers have been given to families in need.

Specific Teaching Interventions

The school has a teaching assistant in the junior depart who supports the reading of all of the disadvantaged pupils. They read with them weekly on a rota and this is in addition to class reading. The school also ensures that at KS1, all disadvantage pupils who need extra phonics support have daily support with a programme called TELL. This supports pupils with phonics fluency and confidence before the phonics screener check at year 1 and retakes at year 2.

Music at KS1

This has supported all pupils not only with their music knowledge and understanding but also with their oracy.

Read, Write Inc

Phonics programme for KS1 which has supported reading in KS1 and improved phonics-this can be seen in the increase in scores over the last few years. The children enjoy the books which they read and has given all access to quality texts.

Nessy

This is a spelling and literacy program which runs across the school-we have 60 licenses and progress is monitored.

Speech and Language

Therapy runs throughout the school with a trained therapist who comes to school. Intervention plans are then devised, training given to staff and therapy delivered by school staff. The school buys language link which is used to screen pupils in September in EYFS2 and intervention plans put in place.

Trauma

School have worked with Diocese and the Ethnic Diversity service to support teachers with training to become trauma informed. This is used daily in school.

Learning Village

Program for pupils with English as an additional language. Used across the school and progress monitored.

Oracy

English lead has received training and has delivered training to staff. Further training for all staff and monitoring across the school in place.

Externally provided programmes

Programme	Provider
Learning Village	Across Cultures 24
Nessy Spelling programme	Nessy Learning
Language Link	Speech link multimedia