

Pupil premium strategy statement-30.11.2021

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 and support 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 C of E School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	50.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021--2024
Date this statement was published	5.12.2021
Date on which it will be reviewed	31.8.2022
Statement authorised by	Steve Herbert
Pupil premium lead	Karen Stringer
Governor / Trustee lead	Eric Rogers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,365.89
Recovery premium funding allocation this academic year	£14,918.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Sports Premium Funding	£11,300
Extra Funding Income Raised (Forgotten 40 Funding)	£20,000
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	£179,583.89

Part A: Pupil premium strategy plan

Statement of intent

Life in all its fullness

1 Teaching

- High Quality expert teaching of identified non-core subjects such as **Music**, which allows re-worked timetabling and deployment of teachers as tutors
- An outward looking and engaging curriculum that focuses on increased cultural capital and vocabulary acquisition.
- Curriculum sequence' revisited across a restructured timetable to support working memory, review and interleaving
- Prioritise phonics/spelling daily teaching
- Prioritise reading skills T&L
- Increase 'Reading for Pleasure' throughout the school community
- Embedding of a Maths Mastery approach supported by internal Mastery Specialists (SLE)
- Regular CPD opportunities are provided to all staff to sustain and enhance SEL work, using School's Christian Values as a central focus.

Pupil Premium- £133365.89
 Sports Premium- £11,300
 Catch Up Premium- £16,000
 Forgotten 40- £20,000
 Other Funding Streams- £7000 (£6000 from Governors and PTA Fund Raising)
 (all figures p/a)



This does not include (p/a):
 School Funding: £973,971
 Early Years Funding £136,650
 High Needs Funding £65,213

Life in all its fullness

2 Targeted academic support

- Intervention clinics
- Identify individual learners' gaps in each cohort and use this knowledge to inform next steps teaching and coaching sessions
- Specific intervention programmes led by both Teachers and Teaching Assistants
- Recruitment of volunteers and Kickstart placements to support daily reading practice
- Support children to be in the right emotional place to learn – coaching programme

3 Wider strategies

- Maintain highly experienced and resourced pastoral team, providing a range of targeted support, tightly focused.
- Clarify for parents the hard facts of the attainment situation and their responsibility within the learning process
- Engage parents to support learning progress at home through creative activities and clear scaffolding/modelling
- Commitment to 'Living life in all its fullness' to nurture and promote whole child development
- Parents support in high quality, tailored and consistent homework, Literacy, PE, Music and Design
- Learning and personal focus on wellbeing, mental health, resilience and personal skills
- Free Breakfast Club opportunity
- Increase local out of school links to support learning, social, community mental and physical health

Compassion-Hope- Community- Endurance Thankfulness- Forgiveness-Creativity- Justice- Liberty- Respect

***Correction:** Catch up Premium calculated for the year is not £16k. It is £11,906 of Recovery Premium plus £3012 for tutoring (£14,918.00)

Challenges

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

Challenge number	Detail of challenge
1	Poor Working Memory
2	Reading skills are poor
3	Parental engagement to support learning
4	Gaps in learning requires curriculum interleaving
5	Reading and Writing stamina is low among disadvantaged pupils

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>Continue to improve pupil attainment and progress and narrow the attainment gap in Reading and Writing by working with teachers to</p> <ul style="list-style-type: none"> - Use assessment outcomes to measure current position against ARE and set attainment targets for the end of the academic year - Prioritise key learning (foundations for future learning) and 'drop' less critical learning areas - Prioritise phonics/spelling daily teaching - Prioritise reading skills T&L in KS2 - Review appropriateness of writing tasks to maximise pupil engagement 	<p>Reading attainment is in excess of 2021-22 Teacher Predictions in each Year Group from November 2021.</p> <p>Phonics check of 2022 shows return to 2018 and 2019 results Year 2 students catch up to attain same overall level.</p> <p>Writing attainment is in excess of 2021-22 Teacher Predictions in each Year Group from November 2021</p> <p>Deep dives in Reading and Writing, including interviews with children in June 2022 show clear evidence of improvement in books.</p>
<ul style="list-style-type: none"> - Support children to be in the right emotional place to learn – coaching programme - Review the sequence of the current curriculum to incorporate review and interleaving - Research and adopt learning strategies that prioritise moving learning to long term memory. 	<p>Curriculum Review and 'Success Story' case studies set against attainment targets show accelerated improvement from identified coaching sessions.</p>
<ul style="list-style-type: none"> • Clarify for parents the hard facts of the attainment situation and their responsibility within the learning process - Engage parents to support learning progress at home through creative activities and clear scaffolding/modelling 	<p>Parental engagement with reading increases incrementally to 80% of parents reading with their children at least 3 times a week.</p> <p>Parental survey in September 2022 shows feelings of increased confidence and involvement.</p>

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: £ *[insert amount]*

1 Teaching

- High Quality expert teaching of identified non-core subjects such as **Music** which allows re-worked timetabling and deployment of 'teachers as tutors'
- An outward looking and engaging curriculum that focuses on increased cultural capital and vocabulary acquisition.
- Curriculum sequence' revisited across a restructured timetable to support working memory, review and interleaving
- Prioritise phonics/spelling daily teaching
- Prioritise reading skills T&L
- Increase 'Reading for Pleasure' throughout the school community
- Embedding of a Maths Mastery approach supported by internal Mastery Specialists (SLE)
- Regular CPD opportunities are provided to all staff to sustain and enhance SEL work, using School's Christian Values as a central focus.

Budgeted Cost £100,000

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

2 Targeted academic support

- Intervention clinics
- Identify individual learners' gaps in each cohort and use this knowledge to inform next steps teaching and coaching sessions
- Specific intervention programmes led by both Teachers and Teaching Assistants
- Recruitment of volunteers and Kickstart placements to support daily reading practice
- Support children to be in the right emotional place to learn – coaching programme

Budgeted cost: £ 28,283.89

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

3 Wider strategies

- Maintain highly experienced and resourced pastoral team, providing a range of targeted support, tightly focused
- Clarify for parents the hard facts of the attainment situation and their responsibility within the learning process
- Engage parents to support learning progress at home through creative activities and clear scaffolding/modelling
- Commitment to "Living life in all its fullness" to nurture and promote whole child development
- Experts support on high quality, relevant and innovative Outdoor Education, P.E. Music and Design
- Leadership and governor focus on sustainable increased funding through partnerships and creative links
- Free Breakfast Club opportunity
- Increase local out of school links to support whole school community mental and physical health

Budgeted cost: £ 51,300

Total budgeted cost: £179,583.89

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 all pupils in the 2020 to 2021 academic year:

Maths 85% (GD 25%)

Reading 75% GD 25%)

Writing 75% (GD 25%)

Grammar 90% (GD 25%)

Whole School Progress

Year	BL	CP1	CP4	CP6
1		13.79% (4)	27.59% (8)	30.0% (9)
2		8.0% (2)	23.08% (6)	38.46% (10)
3		16.0% (4)	42.31% (11)	66.67% (18)
4		7.69% (2)	11.54% (3)	42.31% (11)
5		28.57% (8)	38.46% (10)	57.14% (16)

Reading: Good Progress from difficult starting points

Year	BL	CP1	CP4	CP6
1		62.07% (18)	44.83% (13)	
2		28.0% (7)	3.85% (1)	23.08% (6)
3		20.0% (5)	44.44% (12)	48.15% (13)
4		7.69% (2)	3.85% (1)	26.92% (7)
5		53.57% (15)	71.43% (20)	64.29% (18)

Writing: Good Progress from difficult Starting points

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

We have added the additional 'Forgotten 40' money from INEOS to our costings for 21-22. This supports the pastoral element of our 'wider strategies'. I have also chosen to place the Sports Premium Funding in this context as improving mental and physical fitness is an integral part of our wider strategies to support the whole child make progress.

All our support funding is fully integrated together as part of the whole school development plan. This is because of the social context in which St George's C of E School operates. I restate that here:

Even prior to the Coronavirus outbreak, the LSOA area that surrounds St George's is the 99th most deprived area out of 32,844 in England in the 2019 Indices of Deprivation. 48% of children live below the poverty line. The area is in the worst 5% in the UK for Health Deprivation.

Therefore, the area is in the poorest 1% of the country- hence the request for a high contribution. There is little access to green space. There are multiple social challenges and generational mental health issues.

We currently have 249 on role (from 2-11) with 50% on Pupil Premium which is well above the national average. 97% of Pupils are White British.

Therefore, disadvantage sits far beyond the Pupil Premium definition, especially for working poor at present involved in various part-time work. Hence the integrated whole-school approach.