

Pupil premium strategy statement – St George’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Name of School	St George’s Catholic Primary School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Edwina McDonnell, Headteacher
Pupil premium lead	Louise Carpenter
Governor	Helen MacConnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,285.00
Recovery premium funding allocation this academic year	£798
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£40,083

Part A: Pupil premium strategy plan

Statement of intent

At St George's Catholic Primary School, we have high aspirations and ambitions for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Pupils in receipt of the Pupil Premium Funding may face specific barriers to reaching their full potential but these may be varied and there is 'no one size fits all' approach. We are determined to provide the support, guidance and targeted support to allow every child to flourish whilst providing access to a variety of exciting opportunities within a rich and varied curriculum.

Our priorities at St George's Catholic Primary School are:

- To narrow the attainment gap for those pupils not on track to achieve the expected standard at the end of EYFS, KS1 and KS2.
- To ensure early identification of additional needs and to promote early and effective intervention programmes.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- To use academic and local research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.

This provision will include extra-curricular learning and provision for higher attaining pupils to ensure they are challenged and unlock all of their potential. In addition to the above, our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils are working behind age-related expectations in Reading, Writing and Maths. We have identified children that need extra support in order to close this gap, which is also as a result of the various lockdowns from the previous academic years.
2	Observations and assessments identify a low baseline on entry to school in oral communication, language and Literacy. This impacts on the number of children achieving the ELG for Reading and Writing and has a longer term impact on attainment in Literacy.

3	There is evidence of low self-esteem and confidence/SEMH among some PP children. By raising esteem and confidence children can succeed and reach their true potential.
4	Costs for residential visits, trips outside of school and some after-school clubs put them outside reasonable expenditure for some of our Pupil Premium families, especially for families with other siblings.
5	Pupils who have a greater attendance at school have better opportunities to access the required learning to have higher attainment. Analysis of attendance data shows some instances of poor attendance from Pupil Premium children.

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
High quality first teaching and appropriate interventions ensure that disadvantaged children make accelerated progress and that their attainment is comparable to non-PP children.	High quality teaching and interventions have ensured maximum impact and progress across the school, including for PP children. Evidence in data shows the gap is closing. Progress for PP is at least expected or above average.
To improve oral language and communication skills.	Assessments (teacher assessments, NELI, speech & language reports) indicate significantly improved communication and oral language skills.
To achieve and sustain improved wellbeing and SEMH for all pupils in our school, particularly our disadvantaged pupils. They will be able to express their emotions more fully and feel more confident.	Sustained high levels of wellbeing/mental health are demonstrated by: Teacher observations, student/parent questionnaires and Lunch Bunch discussions. A significant increase in participation in enrichment activities.
All disadvantaged children will have had the opportunity to take part in external visits (including residential visits). These children will have regularly participated in an after-school club	Records kept by the school and the PE coach will show that all disadvantaged children have participated in external school visits and have attended at least one after-school club each academic year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.

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: £5,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality first teaching	Sutton Trust 2011 report, EEF High Quality teaching and learning should be prioritised over intervention. Pupil Premium should be used to ensure disadvantaged children access excellent teaching and learning every day.	1, 2, 3
Purchase of standardised diagnostic assessments and training to ensure they are administered and interpreted correctly. Resources to support identified weaknesses. This will include Communicate and Print (£295)	Standardised diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support. (EEF Review June 2021)	1, 2
Training for new and existing staff for the Little Wandle Phonics programme to continue to secure stronger phonics teaching for all pupils. Purchase of 'Rapid Catch-Up' resources and purchase of more resources to support the programme, including books. Use of Bug Club- in lessons and at home.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF toolkit +5 months Developing an understanding of vocabulary and a focus on reading comprehension strategies is key to developing pupil's understanding of written text. Pupils will learn a range of techniques which will enable them to comprehend the meaning of what they read. EEF toolkit +6 months	1, 2
High quality staff CPD- looking at continuing to develop the quality of social and emotional learning. This includes	Developing children's social and emotional skills has a positive impact on children's outcomes at school and in later life. Social and emotional learning (SEL) interventions seek to improve pupils'	1, 2, 3, 4, 5

previous work on Growth Mindset and SCARF (PSHE) training. It will also include training for 'THRIVE' and a subscription for the 'Boxall Profile.' We will have a whole school focus on Metacognition and Self-Regulated learning.	decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF Improving Social and Emotional Learning in Primary Schools EEF toolkit +4 months	
High quality staff CPD that focuses on the development of Metacognition and Self-Regulation. Teachers and support staff will be able to support pupils to think and develop their own learning more explicitly.	Pupils will learn specific strategies for planning, monitoring, and evaluating their learning. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Metacognition and Self-Regulation – EEF Toolkit +7 months	1, 2, 3
Apprentice employed to enable small group targeted teaching by teacher and trained LSAs.	Targeted, structured academic support can have a positive impact on children's learning. When used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment. EEF toolkit +4 months	1,2,3

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

Budgeted cost: £ 20,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language intervention groups- NELI, Talking Groups.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. EEF toolkit +6 months	1, 2

1:1 targeted support (this will include phonics keep-up, extra SEN support above what is provided through SEN funding, Toe to Toe/Power of Two etc).	Dedicated additional one to one support can be an effective method in supporting low attaining pupils or those falling behind. This will help close the gap for disadvantaged pupils. EEF toolkit +5 months	1, 2, 3
Small group teaching (this will include keep-up phonics groups, Maths and English boosters).	Targeted, structured academic support can have a positive impact on children's learning. When used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment. EEF toolkit +4 months	1, 2, 3
Coordination group	Supporting physical development of gross/fine motor skills can have a positive effect on attainment. EEF toolkit +1 month	1, 2, 3
Subscriptions- To include TT Rock Stars, Mathletics etc.	Home work can be effective in improving attainment, especially where it is linked to classroom work and feedback is given. EEF toolkit +5 months Parental engagement. EEF toolkit +4 months	1,2

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

Budgeted cost: £ 23,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Play Therapy Lego Therapy Nurture time sessions	Social and emotional learning approaches have a positive impact on academic outcomes over the course of an academic year. We aim to support well-being, language development and enrichment, self-worth and self-confidence in learning. EEF Guidance Report Improving Social and Emotional Learning in Primary Schools EEF toolkit +4 months	3
Pastoral Support Assistant	Parental engagement has a positive impact on attainment. We aim to provide	1,3,5

	extra support for families who require more help. This may include addressing SEMH need. EEF Guidance Report Improving Social and Emotional Learning in Primary Schools EEF toolkit +4 months	
Strategies to improve school attendance (with reference to DFE's improving school attendance advice). This will include attendance at breakfast club etc).	DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions. Pupils that have 97% attendance and arrive punctually are far more likely to reach age related expectations. Being punctual is far less disruptive to the class and pupils.	3, 5
Extra-curricular clubs/external visits, including residential visits.	All children receive and are part of a fully inclusive curriculum including residential, educational visits and music lessons/sports activities. Pupil Premium funding to be used to subsidise activities, e.g. educational visits including residential visits, after school sport clubs (x1 per child), music tuition, resources etc. where eligible parents have difficulties in managing the full cost. There is a small positive impact of physical activity on academic attainment. EEF toolkit 1+ month	4

Total budgeted cost: £ 49,824

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The gap between the attainment of children entitled to the Pupil Premium and all children has widened. This formed part of the School Improvement Plan. Children entitled to Pupil Premium funding made expected/good progress in writing and Maths and just below expected in reading. The children make better progress on average when compared to children with similar prior attainment.

Almost a third of PP children also have special educational needs (designated as SEND). Pupil Premium funding has been used to provide extra support above that provided by an EHCP/Learning Plan for these children.

We are aware that for a proportion of our pupil premium children they do not get the opportunities due to family situations, so find experience wider learning opportunities and build on their cultural capital. In order to foster this, we provide a variety of experiences to all pupils, enabling not only our pupil premium students but also every student in the school to have access to a wide range of activities and a more holistic growth through mind, body and spirit. We adapted the St George's Passport to consider the needs of the pupils, especially pupil premium, this includes:

- Performing Shakespeare
- Visiting the local cricket ground
- Visiting the beach and a nearby city
- Sleeping in a tent
- Walking the route of a river
- Applying for a Blue Peter Badge.

OUTCOMES AND EVALUATION		
Desired outcomes.	Success Criteria	2022/23 outcomes
High quality first teaching and appropriate interventions ensure that disadvantaged children make accelerated progress and that their attainment is comparable to non-PP children.	Pupil Progress Meetings and data scrutiny show that PP children are making progress that is at least in line with, or better than non-PP children. Pupil Passports will set out the provision made for these children and they will have been monitored termly.	End of year data did highlight that the majority of PP children had made expected/above expected progress. PPM meetings have been used to discuss to discuss all PP children and monitor their attainment monthly. The Graduated Response Toolkit has been used to highlight any support needed.
To improve oral language and communication skills. ²²	Children eligible for PP will perform at least in line with Non-PP children. Pupil Progress Meetings will include a focus on these children.	PPMs always include a focus on PP children. PP children are not yet working in line with non-PP children but the gap is closing for some children. NELI is used consistently in Early years and a focus on Spoken language and Oracy is used throughout the school.
To achieve and sustain improved wellbeing and SEMH	A 'Growth Learning Mindset' continues to be a strength	Several PP children received targeted ELSA sessions to

for all pupils in our school, particularly our disadvantaged pupils. They will be able to express their emotions more fully and feel more confident.	of the school and supports improving outcomes and progress for PP children. Children with lower SEMH are monitored and receive ELSA, alongside PSED support within the class.	support SEMH. The whole school approach to a 'Growth Learning Mindset' has continued to promote SEMH and support all children, including those with PP. This will be continued next year with the addition of Metacognition and self-regulated learning.
All disadvantaged children will have had the opportunity to take part in external visits (including residential visits). These children will have regularly participated in an after-school club	PP children with SEN will also have targets identified in their Learning Plan. They will receive appropriate extra support, including targets identified by a speech therapist where relevant.	Learning plans are reviewed termly. Children with SEN received extra adult support and made good progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance figure for PP children will improve and reach a level in line with other pupils.	Progress has been made to raise attendance for all PP children. For the majority of PP children attainment is in line with non-PP children. The Headteacher has monitored attendance and has been in close contact with parents/carers to support with this.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NELI	Nuffield
Boxall Profile	NutureUK
THRIVE	Thrive
Little Wandle Phonics	Wandle Learning Partnership
Mathletics	3P Learning
Bug Club	Pearson

