



Pupil premium strategy statement – St. George’s Church of England 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
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Daniel Rogers
Pupil premium lead	Daniel Rogers
Governor / Trustee lead	Lorraine Graham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,815.00
Recovery premium funding allocation this academic year	£17,225.00
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 <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£182,040.00



Part A: Pupil premium strategy plan

Statement of intent

At St George's we believe that children are a gift from God and that everyone who belongs to St George's school is important and valued. Our school motto: Our Love of Learning Leads us to Excellence, describes our belief that every child is unique and can achieve beyond expectation. Children are encouraged to enjoy the challenges that learning holds and strive for academic achievements. Our aim at St George's is to have a happy school where children find a trigger that ignites their passion to motivate them to excel within our broad and balanced curriculum. Through our belief in ourselves, belief in others and our belief in God, we will have the courage, determination and confidence to persevere to excellence and open doors to overcome socio-economic and diversity issues.

St George's school aims for all students to achieve academically regardless of their circumstances. The school has a duty to ensure that every individual child is given the best possible chance of achieving their potential. As a church school we take pride in nurturing the needs of each individual pupil, including those who may have barriers or challenges to engaging with learning opportunities effectively. Some of these may be attendance and levels of persistent absence; behaviour incidences and risk of exclusion; wellbeing, mental health and safeguarding concerns; access to technology and educational materials or high mobility. The school's proactive pastoral approach underpins removing these barriers so that all children can flourish to their full potential.

We believe that children best acquire knowledge and skills over time and this comes from continuously improving the quality of teaching and learning. Pupils need to receive good quality teaching in every lesson, every day. Interventions are delivered to compliment the high-quality teaching that we strive to deliver on a daily basis. When identifying challenges, we draw upon a range of data sources, including discussions with teachers and support staff and engagement with pupils and families. Diagnostic assessment is regularly used to identify challenges to learning so that over time children in receipt of pupil premium achieve as well as those nationally who are not in receipt of this funding.

Pupil premium makes up 54% of the school population and funding is used to ensure pupils receive quality first teaching, additional support and are provided with as many opportunities as possible to enhance their learning and to enable them to live life in all its fullness.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and



academic needs within the school environment. We are committed to 'Closing the Gap' between vulnerable pupils and their peers and the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

In response to the COVID-19 pandemic, pupil premium funding and the recovery premium funding will assist in ensuring disadvantaged pupils receive high quality intervention so that the attainment gap between disadvantaged and non-disadvantaged pupils closes.

We have several strategies in place that have made a positive impact on the progress, attainment and self-confidence of our Pupil Premium children. These include:

- Carefully planned interventions in place for all year groups to address gaps, so children are able to catch-up and keep-up.
- Provision of additional targeted support for 6 pupil premium children in all year groups, so that they are well prepared for the next year of their learning.
- Attendance focus that supports vulnerable families with low attendance.
- Support provided to Year 6 pupils in reading, writing and mathematics to ensure they achieve age related expectations in the end of key stage tests, so they are ready for secondary school.
- Supporting families with music tuition fees to ensure they can access extra-curricular opportunities.
- Teaching and Learning Lead to work across the school to ensure that all lessons are at least good.
- Rigorous monitoring schedule that informs a multi-layered approach to continuing professional development.
- Supporting the operation of educational visits.



Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment for all pupils because of the COVID-19 pandemic.
2	Language acquisition and oracy skills are below age-related expectations. This has a significant impact on reading and writing attainment and progress.
3	Disadvantaged pupils (in some year groups) are underperforming when compared to their peers.
4	Attainment on entry is below developmental milestones for some of the children, both children who enter in Reception and join
5	There are higher numbers of pupils who have Adverse Childhood Experiences (ACES). As a result, many of our pupils have heightened social, emotional, and behavioural needs.
6	Wider learning opportunities and experiences outside of school are limited within the life experience of our children. Without the experiences the school provides children struggle engage within the broad and balanced curriculum the school aspires to deliver.
7	Attendance rates for some pupils eligible for PP are falling behind the rest of the cohort.



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
Teaching is at least good across the school.	<ul style="list-style-type: none">• Teaching and learning toolkit is fully embedded.• All teaching is at least good.• Coaching is part of school culture.• Improved teacher subject knowledge.• Staff have a deep pedagogical knowledge as to how to develop and deepen children's learning• Learning walks and observations have a focus on underperforming pupil premium pupils and through feedback, offer support to class teachers and teaching assistants



<p>To close the attainment gap between disadvantaged pupils and their peers.</p> <ul style="list-style-type: none"> • Pupil Premium (non-SEND) children to make at least expected progress and achieve outcomes in line with non-pupil premium children. • Pupil Premium (with SEND) children to make at least expected progress from their starting point. 	<ul style="list-style-type: none"> • End of Key Stage FFT Aspire Pupil Premium predictions are met for Pupil Premium children. • KS1 outcomes close the gap with Birmingham and National averages. • Pupil Progress meetings identify underperformance and appropriate remedial strategies. • On-going daily assessments to take place to ensure any gaps in learning, or where children are not making as much progress as their non-disadvantaged pupils are quickly identified and interventions put in place. • Progress of disadvantaged pupils to be tracked and analysed on a half-termly basis and appropriate strategies to be put in place to support those pupils, where appropriate. • Increased percentage of children passing the phonics screening in Year 1 and Year 2 (in line with national). • Disadvantaged pupils who are SEND can demonstrate accelerated progress. • Work and evidence of the targeted children reflects national expectations, and this is evident in pupil progress and moderation meetings.
<p>Gaps are identified and targeted interventions address gaps.</p>	<ul style="list-style-type: none"> • Data will show impact of interventions and children will meet their FFT Aspire Predictions
<p>Attendance of Pupil Premium children is at least in line with non-pupil premium children.</p>	<ul style="list-style-type: none"> • Increase Pupil Premium attendance to be in line with whole school target of 96%. • Decrease in persistent absence for children who are pupil premium.
<p>Parents feel supported by the school and this impacts on improved attendance.</p>	<ul style="list-style-type: none"> • Positive feedback from parent questionnaires. • Increase attendance for pupil premium children.



<p>Increase children's cultural capital through funded music lessons.</p>	<ul style="list-style-type: none">• Increased percentage of Pupil Premium children accessing funded music lessons.• Improved engagement with school
<p>Provide a wide range of cultural experiences which inspires and motivates and therefore positively benefits learning.</p>	<ul style="list-style-type: none">• Engagement from disadvantaged pupils improves.
<p>Positive impact on writing outcomes due to children's increased range of experiences and improved vocabulary.</p>	<ul style="list-style-type: none">• Improved writing outcomes for Pupil Premium children.• Pupil Premium are achieving their writing FFT targets



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

Budgeted cost: £83,610.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning lead to further develop quality-first teaching across the school.	<p>The EEF Pupil Premium Guide states that, <i>'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium'</i>.</p> <p><i>It also states that, 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</i></p>	1 2 3 4
Teaching and Learning Lead will work 1:1 with staff on planning across all subjects.	<p>The EEF Pupil Premium Guide states that, <i>'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium'</i>.</p>	1 2 3 4
Teaching and learning lead to work alongside the Headteacher to embed instructional coaching model across the school.	<p><i>It also states that, 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</i></p>	1 2 3 4
Teaching and learning lead to work with Headteacher to ensure that multi-layered approach to improving teaching and learning across the school meets the needs of the areas of development.	<p><i>It also states that, 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</i></p>	1 2 3 4



Teaching and Learning lead to work alongside teachers to model and coach within lessons.	1 2 3 4
Teaching and Learning Lead will work with staff members who hold TLRs and Subject Champions to support them in developing standards and teaching and learning in their subject areas.	1 2 3 4



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

Budgeted cost: £62,705.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned interventions in place for all year groups to address gaps with a focus on Pupil Premium children.	<p>EEF toolkit states that appropriately planned intervention in small groups and one to one can show increased progress of 5+ months.</p> <p>Small group intervention can show increased progress of 4+ months.</p>	<p>1 3</p>
National Tutoring Programme will target pupil premium children not on track across the school. Planning for these interventions will ensure that gaps are filled.	<p>The EEF Pupil Premium Guide states that, <i>'evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i></p>	<p>1 3</p>
The two TAs will work alongside the class teachers in all year groups to target the identified barriers.	<p>The Education Endowment Foundation (EEF) and John Hattie all cite evidence that, <i>'small group interventions with high quality teaching all have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills'</i></p>	<p>1 2 3 4</p>



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

Budgeted cost: £ 22,802.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Redistribute roles within the school office to allow the Headteacher the capacity to lead attendance effectively.</p> <p>Work with vulnerable families across the school to reduce the percentage of persistent absence.</p> <p>Early Help Assessments completed for vulnerable families and appropriate support is in place which has a positive impact on attendance.</p> <p>Attendance forms part of the School Development Plan.</p> <p>Each Pupil Premium child's attendance tracked across the school.</p>	<p>The EEF Pupil Premium Guide states that, <i>'there is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.'</i></p>	<p>5 7</p>
<p>Increased the cultural capital of pupil premium children through access to the arts (focus on music).</p> <p>Improve children's engagement with school through access to funded music lessons.</p>	<p><i>The EEF states that, 'improved outcomes have been identified in English, mathematics and science through arts participation. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</i></p> <p>Many of our children are unable to access lessons outside of school and families unable to pay for lessons within school. Therefore the school fund this to ensure that they have the opportunity to the arts through music.</p>	<p>6</p>



<p>Support the operation of educational visits, linked to curriculum overviews to ensure that the experiences are affordable and therefore accessible to all children.</p>	<p>Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. The schools has a knowledge led curriculum and the trips/visitors support the accumulation of knowledge. As many of the children will not be able to access these trips/visitors outside of school, they are explicitly built into the curriculum and the schools supports the families through subsidising them to make sure they are accessible for all.</p>	<p>6</p>
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Total budgeted cost: £ 181,716.50



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Action	Impact
<p>Continue to improve the outcomes for PP children against all children nationally at both age-related expectation and greater depth.</p>	<p><u>EYFS (GLD)</u> PP children = 43% Birmingham PP children = 54.8% National PP children = not yet published</p> <p><u>Phonics – Year 1</u> School PP children = 84.6%% Birmingham PP children = 69.3% National PP children = 83.8%</p> <p><u>Phonics – Year 2</u> School PP children = 92.4% Birmingham PP children = 69.3% National PP children = 83.8%</p> <p><u>Year 2</u> <i>Reading</i> School PP children = 71.4% Birmingham PP children = 57.7% National PP children = 51.3%</p> <p><i>Writing</i> School PP children = 50% Birmingham PP children = 48.5% National PP children = 41%</p> <p><i>Maths</i> School PP children = 71.4% Birmingham PP children = 57.8% National PP children = 51.7%</p> <p><u>Year 6</u> <i>Reading</i> School PP children = 95.2% Birmingham PP children = 66.6% National PP children = 62.2%</p> <p><i>Writing</i> School PP children = 71.4% Birmingham PP children = 58.4% National PP children = 55.3%</p> <p><i>Maths</i> School PP children = 85.7% Birmingham PP children = 62% National PP children = 56.3%</p>



	<p><i>Combined</i> School PP children = 42.9% Birmingham PP children = 48.1% National PP children = 42.6%</p>
<p>Improve the quality of continuous provision and teaching in the school, in particular the EYFS setting to ensure all groups of learners.</p>	<p>Triangulation of monitoring demonstrates a balance of support and challenge is in place for groups of learners.</p> <p>Subject topic plans (knowledge organisers) have been given to parents each term to give key information that will be learnt. The curriculum has been sequenced to ensure children are ready for their next step in their learning.</p> <p>Subject specific training has been delivered by subject leads.</p> <p>Vocabulary is in place and is specific to learning content, clearly identifying what children should learn by the end of the year.</p>
<p>Attendance of Pupil Premium children is at least in line with non-pupil premium children.</p>	<p>The whole school attendance was below the school target of 96% last academic year.</p> <p>Whole school attendance was 95.1%.</p> <p>Pupil Premium children attendance 90.7% (with covid absence included) and 91.67% (without covid absence included).</p> <p>This is on the School Development Plan as key issue 1 for academic year 2022-2023.</p>
<p>Increase children's cultural capital through funded music lesson and experiences. Wider curriculum opportunities support the children to make links between learning to develop schema through experiencing episodic learning so they are more likely to retain both factual and procedural knowledge overtime</p>	<p>All pupil premium children in Years 3 and 4 were offered elective violin and brass lessons.</p> <p>62% of the children who had elective violin and brass music lessons are pupil premium.</p>
<p>Early reading, oracy and vocabulary acquisition across the school continue to be high priorities within the curriculum enabling improved reading and writing attainment progress across the school.</p>	<p>Little Wandle Phonics scheme was introduced and the impact was noted by Ofsted. Phonics is now being taught consistently to a good standard and</p>



	<p>additional phonics interventions are accelerating progress.</p> <p>Teaching and learning opportunities are maximised adding to improved progress.</p> <p>SEND pupils are planned for with inclusion in mind and where learning is away from the setting activities are purposeful and supportive of individual needs.</p>
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