

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	301
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021, 2022, 2023
Date this statement was published	30 th November 2021, re published 30 th November 2022
Date on which it will be reviewed	1 st November 2023
Statement authorised by	Headteacher, Chair of Govs, PP Gov
Pupil premium lead	Headteacher,
Governor / Trustee lead	Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48625
Recovery premium funding allocation this academic year	£3800
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	£52425

Part A: Pupil premium strategy plan

Statement of intent

In line with our Mission Statement – the belief that underpins everything we do – we strive for everyone involved in the school to be “determined and confident, knowing that God is with them, as they learn care and share, through work play and prayer”.

The school’s curriculum and our promises allows for all children to flourish and prepare them for the next stages of education and beyond. When making decisions about using pupil premium funding we always consider the needs of our children and any particular challenges and barriers facing our families. Research & development supports decision making and the school uses the Education Endowment Foundation, and as a lead facilitator for Teach First, we have access to a wide range of current, relevant and impacting evidence. With 1 appraisal being research led, teaching staff read current educational materials to keep abreast of innovative practice. Consideration has been given to the three key areas of high-quality teaching, targeted academic support and wider strategies. High quality teaching is at the heart of our approach, with a focus on those areas in which disadvantaged pupils require the most support. Our strategy is also integral to wider plans for interventions through the recovery premium funding. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments.

An analysis of the performance of our PP children in school for 2021 - 2022 shows us that;

- PP children continue to achieve as well as other children in school. In many cases their achievement is better than their peers nationally
- PP children make exceptional progress; progress is significantly above that of all other children in reading, writing and maths
- PP children make excellent progress in school – there is no significant difference between their progress and the progress of non-PP children
- PP children attain just as well as other children in school. In all year groups there is no significant difference between the attainment of PP children and other children in school
- Attendance of PP children is rising year on year and is now above the levels for non-disadvantaged children nationally
- PP children have equal access to a range of trips, sports clubs and music tuition with transport provided by school and trips and lesson subsidised.
- PP children are supported by school to pursue extracurricular interest both within school and outside of school

We choose to spend our Pupil Premium money with 3 clear objectives in mind:

1. All Pupil Premium children should achieve at least as well as the other children in school and at least as well as other pupils nationally in all subjects.
2. School should seek to widen the horizons for pupil premium children by providing a range of sporting, musical, art and cultural activities that they would not otherwise have the opportunity to take part in.
3. School will support families financially with pupil premium money to ensure that their children can take part in a wide range of extra-curricular activities and trips where the cost would be prohibitive.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication, language and literacy skills of children create a barrier to learning.
2	Lack of Hardware which prevents access to remote learning during school closures, and for homework
3	Lower self-esteem and lower aspirations can impact negatively on attendance and academic achievement
4	Cost of pursuing extracurricular activities such as music tuition and sports outside of school is often prohibitive
5	Cultural Capital; despite achieving well academically, some children's access to the very best of what has been thought, said or done is limited.

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
To increase the number of PP premium children who are making at least "expected progress" and who are working at ARE in English and Maths	The number of PP premium children who are making at least "expected progress" and who are working at ARE in English and Maths increases
To ensure PP children are prioritised for COVID catch up in English and Maths	The number of PP premium children who are making at least "expected progress" and who are working at ARE in English and Maths increases
To ensure that PP have a good useable knowledge of Christian and British Values, ensuring that self esteem and self belief is secure	
To ensure that PP have support adapting to school routines (friendships, routine, sharing, competitiveness, resilience, resolving difficulties)	

Activity in this academic year

Teaching

Budgeted cost: £ 1700

Activity	Evidence that supports this approach	Challenge number(s) addressed
MyMaths has been purchased for PPG children through the Catch-Up funding as a tailored tutoring programme that adapts to children's needs and can be used in remote learning and in school. Evidence from last year shows a greater impact on PPG children when it is adopted as a whole class approach for consolidating COVID gaps.	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources: • The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.	2
Forensic analysis of Maths and English assessment by teachers to identify needs for targeted intervention. SLT to identify targeted groups through Pupil progress meetings.	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy	1
Phonics training for staff – Lancashire red Rose to focus on PP children's reading ability	Research has demonstrated that reading fluency and knowledge of vocabulary directly impact upon a child's comprehension ability, therefore part of the success criteria is an up tick in reading scores in KS 2, as well as an increasing in phonic pass rate in year 1	1

Phonics training for staff – bounce back phonic and Fast track phonics	Research has demonstrated that reading fluency and knowledge of vocabulary directly impact upon a child's comprehension ability, therefore part of the success criteria is an up tick in reading scores in KS 2	1

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

Budgeted cost: £ 38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention in Maths and English by AHTs in small groups.	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources: • The EEF Toolkit has a strand on one to one tuition and small group tuition	1

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

Budgeted cost: £12900

Activity	Evidence that supports this approach	Challenge number(s) addressed
"Learning Mentor" to deliver social/emotional support and intervention to disadvantaged pupils and families and monitor attendance.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core	3

	competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	
To introduce the Thrive Programme to those PP who would benefit from the approach.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	3, 5
To ensure that PP can attend wrap around care, clubs, school trips, musical tuition and residential	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: • The EEF has independently evaluated the Magic Breakfast programme.</p> <p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources: • The EEF Toolkit has a strand on extending school time, summer schools, and homework</p>	3, 4, 5

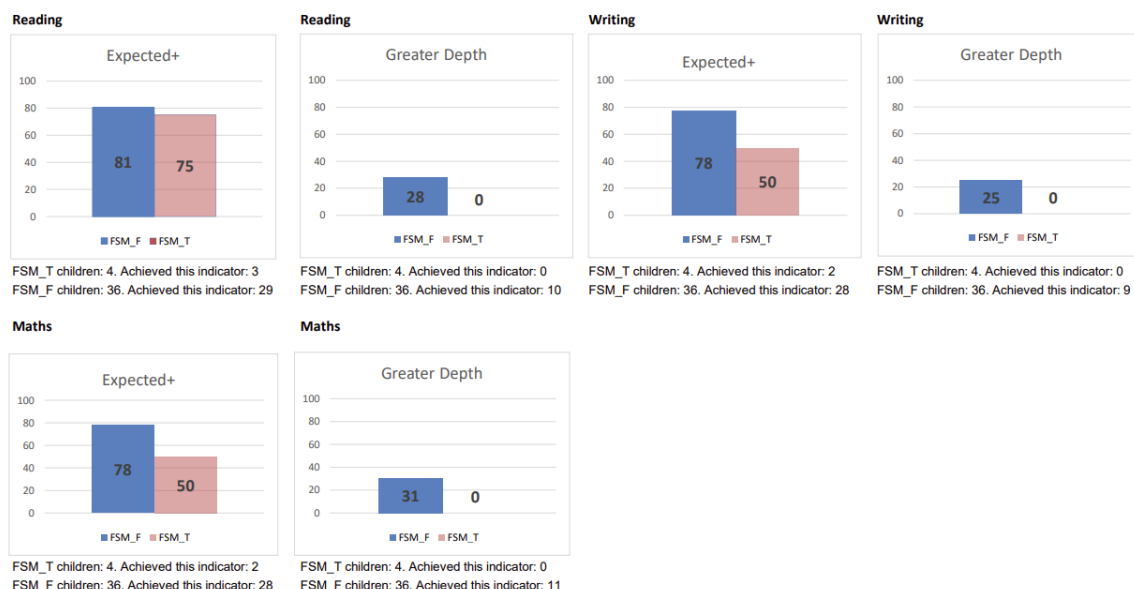
Total budgeted cost: £52600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 1 Graphs Page 5: Free School Meals - 2021/22
St George's Church of England Primary School, Chorley (09007)

The graphs below show the percentage of pupils in the group who achieved the indicator shown. Pupil numbers are shown below the graph.
Information Sources: School data is LA calculated based on pupil level data sent direct to the LA by schools, dated 14/10/2022.



Service pupil premium funding

How our service pupil premium allocation was spent last academic year

During 2021 – 2022 St George's received £1500 in SPP. This enabled us to offer pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. The money was used to buy resources to explain the varied roles of service kids, to offer pastoral support during deployment, and to buy hardware to ensure zoom meetings could take place with the home parent. We also used the money to:

- monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress
- intervention strategies and support are put into place to support their learning
- the provision of a trained Teaching assistant to provide pastoral support and guidance for families

The impact of that spending on service pupil premium eligible pupils

As with everything we do at school the measures put into place do make a positive difference. They help to ensure that our service children become tolerant, caring and well-rounded individuals with the skills to enable them to learn, develop and progress.

The additional events and extra-curricular activities have enabled children to feel special and that they are receiving things that other non-service children might take for granted. In many cases, children's personalities have blossomed, and they have been able to mingle and make friends with children that before, they may not have had the courage to do so.

Primarily the measures we have put in place help service children to access peers/adults that they feel they can approach and talk to that can reassure, help and if necessary advise. This enables them to achieve and progress without any disadvantage due to parental service.

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.