

# Pupil premium strategy statement – St. George and Teresa Primary

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Louise Flanagan
Pupil premium lead	Stephen Hainie
Governor / Trustee lead	Mark O'Dwyer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,012
Recovery premium funding allocation this academic year	£2900
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£34, 912</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At St. George and St. Teresa's School our intention is to offer all of our children rich, vibrant experiences that develop a thirst for learning, curiosity in the world around them and skills that will prepare them for every stage in their future lives irrespective of their background or the challenges they may face. Every child in our care, is valued, respected and entitled to develop to their full potential through high quality learning and teaching. Our curriculum is broad and balanced, delivering challenging learning opportunities purposefully and in context to help every child achieve this and be successful in life. We are committed to ensuring the achievement of pupils who are eligible for Pupil Premium is equal to the achievement of non-eligible pupils. Funding from the Pupil Premium Grant is used to support learning and teaching support, enrichment and well-being for our socially disadvantaged pupils. We will endeavour to achieve this through using assessments, observations discussions with parents and all members of school staff, to determine how best to use the Pupil Premium grant to support pupils and raise education attainment.

All staff will aim to provide early intervention at the point where need is identified. Identifying and providing support aimed to tackle a range of barriers as specified below.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning due to pandemic, data shows this is particularly evident in CLL and PSED in Reception cohort, due to the absence of attending toddler groups during pandemic.
2	Assessments, observations, and discussions with staff indicate lower levels in English, particularly reading
3	Knowledge of the children in our care, indicates that a high proportion of disadvantaged children are impacted by external factors (safeguarding, SEMH, Anxiety, family dynamics)
4	Our attendance data over the last 2022/23 years indicates that attendance among disadvantaged pupils has been between 88.7%.(18 children) 6.7% lower than for non-disadvantaged pupils.

	10 of our 18 (55.5%) of disadvantaged pupils have been 'persistently absent' compared to 8 of our 160 (5%) of their non disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Financial challenges of extra-curricular activities offered.

## 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
Increased % of children at ARE at end of Key Stage in English	Assessments and observations will show that attainment among disadvantaged pupils is increasing year on year. Within the next three years 80% of PP children will be at expected age related standard in reading and writing.
Increased % of children at ARE at end of Key Stage in Maths	Assessments and observations will show a continued increase in attainment among disadvantaged pupils, increasing year on year. Within the next three years 80% of PP children will be at expected age related standard in maths.
Children feel safe and secure in school and are happy to attend on a regular basis.	Through observations, professional discussions and working with parents, ensure that children feel safe and secure in school. SEMH support will be delivered to children either 1:1 or in small groups.
Improved attendance.	Disadvantaged children to meet school target of 97% attendance.
Increase in % of children achieving expected in CLL and PSED by the end of Reception.	Through assessments, observations and professional discussions an increase in 80% of children at expected for CLL and PSED.

## 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: **£23,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support in EYFS, Key Stages One and Two for intervention groups within the classroom – Extra year 6 teacher to support children in upper key stage two to be secondary ready	<p>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	1,2,3,4.
WellComm – strategy/intervention  (Speech and Language)	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	3

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	<a href="#">Mathematics guidance: key stages 1 and 2</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Purchase Accelerated reader. Training and support given to staff to implement effectively with fidelity to the scheme.	The scheme is widely used across schools and evidence suggests that it supports low attaining readers  <a href="#">Accelerated Reader   EEF (educationendowmentfoundation.org.uk)</a>	3
Attendance tracker MAC purchased both FFT (assessment programme) and Bromcom to easily track and monitor attendance for all groups.	<a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>  <a href="#">An Inclusive Approach to Improving Attendance - Inclusive Attendance (inclusive-attendance.co.uk)</a>	5

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

Budgeted cost: **£11,912**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support disadvantaged children to access all activities offered. Pupil premium funding will cover the cost of all activities offered.	Using Pupil Premium funding to provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum.  Parents of children in receipt of this funding have commented that not having the added financial strain of school activities is helpful.	5,6
To support children in regards to SEMH through specialist support, working closely with SENDCO, parents and other agencies	Social and emotional competences are relevant across life from childhood to adulthood. Understanding and supporting children with their social and emotional needs is about helping	4,5, 6.

	them for life, with skills that can be utilised far beyond the classroom.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £34,912**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

All children had access to the same school trips, visitors and residential trips as non-pupil premium children, thus providing them with a wide range of curriculum enhancing experiences, especially those pupils in Year 6 who participated in team building and confidence building activities whilst on residential.

Year 1 phonics data- 87% of our pupil premium children achieved their phonic screening. 0% of the cohort achieved the phonic screening, whereas nationally this was 75.5%.

Data Overview – Based on age related expectations.

#### **Summer Term Reading**

<b><u>Attainment</u></b>	<b><u>No. of Pupils</u></b>	<b><u>Below</u></b>	<b><u>On Track</u></b>	<b><u>Exceeding</u></b>
Rec PP	1	0%	100%	N/A
Non PP	20	10%	90%	N/A
Year 1 PP	4	100%	0%	0%
Non PP	26	4%	35%	62%
Year 2 PP	4	100%	0%	0%
Non PP	25	4%	36%	56%
Year 3 PP	2	50%	50%	0%
Non PP	27	11%	37%	44%
Year 4 PP	3	67%	33%	0%
Non PP	27	22%	52%	26%
Year 5 PP	6	33%	50%	17%
Non PP	21	15%	38%	43%
Year 6 PP	3	33%	67%	0%
Non PP	26	16%	38%	42%

**Summer Term Writing**

<b><u>Attainment</u></b>	<b><u>No. of Pupils</u></b>	<b><u>Below</u></b>	<b><u>On Track</u></b>	<b><u>Exceeding</u></b>
Rec PP	1	0%	100%	N/A
Non PP	20	20%	80%	N/A
Year 1 PP	4	100%	0%	0%
Non PP	26	19%	62%	19%
Year 2 PP	4	100%	0%	0%
Non PP	25	20%	56%	20%
Year 3 PP	2	50%	50%	0%
Non PP	27	11%	48%	33%
Year 4 PP	3	33%	67%	0%
Non PP	27	30%	44%	26%
Year 5 PP	6	50%	50%	0%
Non PP	21	24%	48%	24%
Year 6 PP	3	100%	0%	0%
Non PP	26	39%	23%	42%

**Summer Term Maths**

<b><u>Attainment</u></b>	<b><u>No. of Pupils</u></b>	<b><u>Below</u></b>	<b><u>On Track</u></b>	<b><u>Exceeding</u></b>
Rec PP	1	0%	100%	N/A
Non PP	20	30%	70%	N/A
Year 1 PP	4	100%	0%	0%
Non PP	26	23%	42%	35%
Year 2 PP	4	100%	0%	0%
Non PP	25	24%	40%	32%
Year 3 PP	2	50%	50%	0%
Non PP	27	11%	30%	52%
Year 4 PP	3	67%	33%	0%
Non PP	27	19%	48%	33%



Year 5 PP	6	17%	67%	17%
Non PP	21	14%	29%	52%
Year 6 PP	3	33%	67%	0%
Non PP	26	16%	35%	42%

Overall at the end of KS1 77% achieved the expected standard or above for Reading, Writing and Maths whereas nationally this was 56%. At the end of KS2 83% achieved the expected standard or above for Reading, Writing and Maths whereas nationally this was 59%.

Through discussions with all staff members, children's lack of stamina when writing and lack of number fact knowledge have been highlighted from last academic year's data as areas to focus upon this year.

Attendance was tracked carefully during the year by the HT and actioned where necessary. It was 88.7% for PPI compared to 95.4% non PPI.

## Externally provided programmes

Programme	Provider

