

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	175 exc Nursery
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Louise Flanagan
Pupil premium lead	Louise Flanagan
Governor / Trustee lead	Mark O'Connell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,592
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£34, 592

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.
2	Internal assessments indicate that attainment in core subjects among disadvantaged pupils is below that of non-disadvantaged pupils. Our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2 although it is reduced.

	<p>Reading</p> <p>Legend: Below (red), NA (orange), Expected (green), Greater Depth (blue), No data (grey)</p> <p>Pupil Premium: 3 pupils - Average: Expected 33%, Greater Depth 67%</p> <p>Not Pupil Premium: 27 pupils - Average: Expected 52%, Greater Depth 41%</p> <p>Writing</p> <p>Legend: Below (red), NA (orange), Expected (green), Greater Depth (blue), No data (grey)</p> <p>Pupil Premium: 3 pupils - Average: Working Towards 67%, Expected 33%</p> <p>Not Pupil Premium: 27 pupils - Average: Expected 19%, Greater Depth 44%, No data 30%</p> <p>Maths</p> <p>Legend: Below (red), NA (orange), Expected (green), Greater Depth (blue), No data (grey)</p> <p>Pupil Premium: 3 pupils - Average: Working Towards 67%, Expected 33%</p> <p>Not Pupil Premium: 27 pupils - Average: Greater Depth 7%, Expected 33%, No data 52%</p>
3	<p>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)</p>
4	<p>Historically, attendance for disadvantaged pupils has been significantly lower than non-disadvantaged pupils. This negatively impacts children's progress.</p> <p>Our attendance data over the last 2023/24 year indicates that attendance among disadvantaged pupils has been between 88.7% 6.5% lower than for non-disadvantaged pupils.</p>

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 2 in English	Assessments and observations will show that attainment among disadvantaged pupils is increasing year on year. Within the next three years 70% 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 70% 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.

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: **£27,542**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide support in EYFS, Key Stages One and Two for intervention groups within the classroom</p>	<ul style="list-style-type: none"> • Small group tuition has an average impact of four months' additional progress over the course of a year. • 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. • 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.</p>
<p>WellComm – strategy/intervention (Speech and Language)</p>	<p>Improve oral language skills and vocabulary for disadvantaged pupils. Use of Wellcom resources across EYFS (and entire school) to raise standards in Communication and Interaction. Language rich environment. High quality texts will be used where appropriate to allow children to access a rich range of vocabulary. High quality texts also available for access through reading schemes. Dual coding added to classrooms Assessment through WelComm 'book looks', lesson observations, discussions with children and classroom environments oral language amongst disadvantaged pupils will be significantly improved Effective interventions provided which ensure rapid progress in speech and language skills The majority of children leave EY with speech and language skills which are appropriate to their age.</p>	<p>1</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>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:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Accelerated reader continued to be used to track and support our disadvantaged pupils.</p>	<p>The scheme is widely used across schools and evidence suggests that it supports low attaining readers</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p>	3
<p>CSAWs input for attendance</p>	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>An Inclusive Approach to Improving Attendance - Inclusive Attendance (inclusive-attendance.co.uk)</p>	5

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

Budgeted cost: **£7050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support disadvantaged children to access all activities offered. Pupil premium funding will cover the cost of all activities offered.</p>	<p>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.</p> <p>Parents of children in receipt of this funding have commented that not having the added financial strain of school activities is helpful.</p>	5.6
<p>To support children in regards to SEMH through specialist</p>	<p>Social and emotional competences are relevant across life from</p>	4,5, 6.

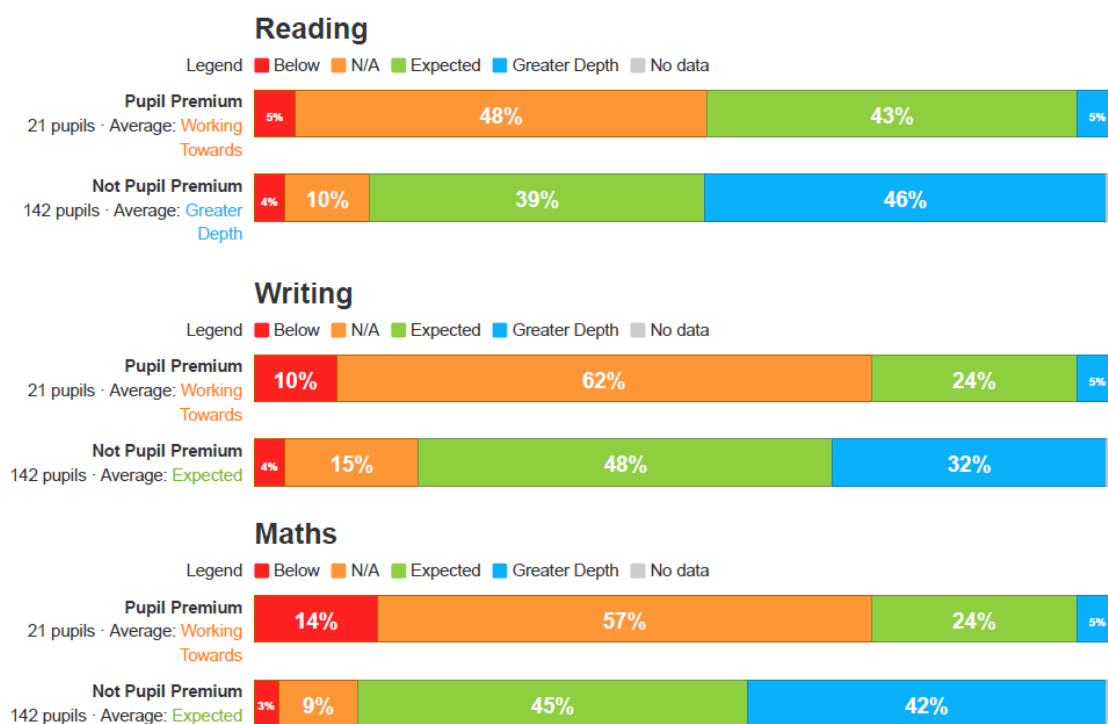
support, working closely with SENDCO, parents and other agencies	childhood to adulthood. Understanding and supporting children with their social and emotional needs is about helping them for life, with skills that can be utilised far beyond the classroom.	
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Total budgeted cost: £34,592

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.



Externally provided programmes

Programme	Provider

