

Pupil premium strategy statement for St George's RC Primary School York

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	198 (35 in nursery)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	Spring 2024
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Dee Statham
Pupil premium lead	Dee Statham Rose Temple (SENDCo)
Governor / Trustee lead	Norman Fowler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62025
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£62025

Part A: Pupil premium strategy plan

Statement of intent

- Every one of our children at St George's who is in receipt of a Pupil Premium Grant will be prioritised for additional focus and support.
- They will continue to receive outstanding wave one whole class teaching
- They will have access to good learning resources
- They will be supported by skilled and knowledgeable teachers and assistant teachers
- They will receive tailored academic and emotional/social support which will help them thrive and achieve well
- Our Pupil Premium Strategy Plan identifies the following key strands:
 - Quality First Teaching
 - Academic Support / Intervention
 - Emotional/Social Support / Intervention

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Covid catch up Widening gaps (due to Covid-19 closures) in academic performance/attainment (Poor engagement in learning during pandemic/lockdown/remote learning). This includes children in EYFS and KS1 / Lower KS2 who have SEND, SEMH, language and communication barriers on entry
2	Reading Poor levels of reading comprehension and stamina as a result of Covid / home learning during lockdown
3	Wider Opportunities Lack of finances for many families leading to less opportunities for pupils in receipt of pupil premium funding
4	Attendance Including high levels of transient education / school mobility / relocation to the city centre (hotel population / university population)
5	Early language, speech and communication needs

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 continue to ensure that PP children are exposed to high quality teaching everyday. To ensure that all teachers adhere to the non-negotiable STG teaching template. To ensure that the differences between the outcomes for disadvantaged pupils and others diminish further, especially at the higher standard	Lesson observations, learning walks, book scrutinies, progress meetings and pupil voice show continued high quality teaching and pupil engagement. Pupils know more and remember more.
Continue to close gaps for FSM and non FSM as quickly as possible, keeping a close eye on	Evidenced rapid progress for Phase 1 pupils in relation to Speech, language, PSED, phonics,

children in EYFS and Y1 – ensuring that rapid progress is made for these children in phonics, language, communication, number and early learning goals.	communication early learning goals. Year 2 phonic screening shows all FSM children pass threshold. Wellcomm and ELKLAN interventions well used in school and show positive results for the children.
Pupils with SEMH needs will be happier within school and at home. Pupils with SEMH behavioural needs will be able to access provision without behaviour incidences.	Pupil voice, lower behaviour incidences, parental voice.
Children from disadvantaged backgrounds will have access to great enrichment activities after school and within school,	Pupil voice, parental voice, PP children given the opportunity and choice to take part in all wider opportunity activities.
Attendance barriers identified and removed.	FEHAs used where necessary and show a positive outcome for children with attendance issues Parents feel supported by school and attendance levels rise. BASC successfully used for free places for PP children.

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully funded 30 hours provision per week for nursery pupils including access to all SALT interventions	Greater access to quality teaching and socialisation opportunities - here is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes,	1,2,3,4,5

	behaviour and relationships with peers)	
Increased number of ELSA support assistants to ensure that the pastoral needs of PP eligible children are addressed in an appropriate way to ensure PP children are able to focus on learning within class. Pre and post assessments conducted to monitor impact of ELSA interventions.	ELSA work in schools has proven impact on children's SEMH development and needs	4,5
Staff to be trained on the ELKLAN programme in order to improve the oral language skills for PP eligible children in KS1 and KS2 to make sure they reach ARE by the end of the year.	Elklan are the national leaders in training education practitioners, other professionals and parents, to help children and young people develop the skills they need to succeed at school and in later years. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	1,5
To ensure PP eligible children's progress is closely tracked to ensure underachievement is addressed.	DHT and SENDCo to be given release time to monitor assessment	1
To ensure that all CPD is evidence based and takes into consideration the best approaches for metacognition / pedagogy / feedback / environment etc. To provide evidence based CPD for all staff and monitor the learning environment so that all PP children have access to excellent evidence based teaching and learning.	To continue to use the extensive research from the EEF to help identify and indicate areas for development for individual pupils, or across classes and year groups	1,2
To ensure that PP children are exposed to high quality teaching everyday. To ensure that all teachers adhere to the non-negotiable STG teaching template. To	To continue to monitor and enhance curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in	1,5

ensure that the differences between the outcomes for disadvantaged pupils and others diminish further, especially at the higher standard	school and to access our local Maths Hub and our local CPD offer for English (including for maths the Teaching for Mastery training)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2x School based tutors to continue with structured interventions Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF	1,2,4,5
SENDCo assistant teacher to continue with 1:1 support for identified children	And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1,2,4,5
WELLCOMM intervention to be used for identified children in EYFS and years 1 and 2	There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading.	2,5
FFS Success for All phonics to continue to be used throughout school	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2,5
Lightning Squad reading intervention to be used with all children identified	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a	2,5

All pupil premium children not at the EXS in reading to be in part of Lightning Squad interventions ATs to work with PP children during class sessions	combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral area used to support identified children with self esteem and confidence issues.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	1,5
Wider opportunities addressed with music lessons for PP eligible children and musical instruments purchased for PP eligible children Subsidised sports clubs for all PP children	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3
Additional time to monitor attendance of PP eligible children and address barriers to support parents getting their children to school. Particularly monitor our persistent absenteeism children.	Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . HT to work closely with City of York's attendance manager and set up FEHAs where required which have a proven track record of helping to break down attendance barriers	1
Subsidised wrap around care in Dragons' Den breakfast club and after school extended day club Heavily subsidised trips etc.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	3,4

	<p>performance, attitudes, behaviour and relationships with peers)</p> <p>This also helps to remove barriers to attendance</p>	
<p>Continual improvements to school environment following the STG ethos and philosophy</p> <p>To continue to ensure pupils have an emotional link to the school environment ~ to continue to make the learning environment a welcoming and calm place to learn and grow.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p>	3,4,5
<p>To ensure that all PP eligible children have the correct uniform, shoes and coats etc to make sure they and their parents feel part of the school family.</p> <p>Financial assistance with school uniform etc.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p>	3,4,5

Total budgeted cost: £62,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Individual case studies are scrutinised by SLT and governance. Pupil premium pupils are closely monitored and support is prioritised.

Pupil achievement and academic progress outcomes show that the disadvantaged gap closes significantly as the children who remain on roll with us, move through school, with a high proportion of Year 6 children reaching expected national thresholds.

GLD 63.3%

Maths 87% National 77% = +9.5%

PP children who did not achieve GLD are taking part in targeted evidence-based interventions in KS1

KS1 results

Phonics 76% (includes those who were exempt)

PP children 25% pass

PP children who did not achieve the standard pass mark in phonics are taking part in targeted evidence-based reading and phonics interventions in year 2

KS1

Reading 70%

Writing 70%

Maths 70%

All PP children who did not achieve the expected standard are taking part in targeted evidence-based interventions in LKS2

KS2

Reading 77%

Writing 77%

Maths 90%

All PP children in KS2 passed reading and maths

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
Phonics success for all	FFT
Lightning Squad	FFT
Early Talk for York	CYC
10:10 Life to the Full	10:10
Power Maths	Pearsons