



St George's Catholic Primary School & Nursery

Pupil Premium Strategy Statement – October 2022

Our school's mission statement is "To learn with kindness, respect and friendship through God's love." We seek to do this every day and the principles apply to all children within our care.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St George's Catholic Primary School & Nursery
Number of pupils in school	229
Proportion of pupil premium eligible pupils	14.8 % (30 children)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Mr. P Chapman Headteacher
Pupil premium lead	Mr. P Chapman
Governor / Trustee lead	Mrs. P Davies Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
Recovery premium funding allocation this academic year	£5,728
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,078

Part A: Pupil Premium Strategy Plan

Statement of intent

At St George's Catholic Primary School, we have carefully constructed our curriculum by putting children at the centre of everything that we do. We are passionate about ensuring all children are guided to fulfil their potential and that they become all-round exceptional citizens with the skills, knowledge and experiences needed to achieve success in all they undertake, throughout school and life. We have designed our curriculum to ensure it is fully inclusive for all children and that it addresses each aspect of how a child develops, progresses and grows both academically and emotionally. We want our curriculum to help to support and address the potential barriers that every child, regardless of their circumstances, in our school may encounter. We strive to ensure that all children thrive in a supportive and purposeful environment, which raises their aspirations for their current and future lives.

We aim to sharply focus this year's plan on overcoming any impact caused by the impact of Covid 19. We shall do this by carefully identifying challenges through evidence-based gap analysis and close monitoring of individual progress. Our focus will be on further developing staff expertise in the key areas of language development, reading and writing. We shall deploy trained staff for targeted interventions whilst also reintroducing the enriching experiences that our children need. Our aim is to build a capital of culture and also improve the physical and mental wellbeing of all our pupils.

The Key principles underpinning our approach will be to ensure:

- our actions are sustainable
- this plan links to all other aspects of strategic planning
- our actions are evidence based
- our actions are measurable with clear success criteria
- that all members of our community are aware of the desired outcomes of our plan and how we shall achieve them
- that our plan will be responsive and flexible to meet any challenging local and national needs

The intended outcomes will be:

- 1) The Pupil Premium funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for pupils who are now defined by the government as disadvantaged pupils
- 2) The funding will be used to narrow and close the gap between the achievement of these pupils and their peers

- 3) As far as possible, the school will use the additional funding to address any underlying inequalities between children eligible for pupil premium and those who are not
- 4) We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Challenges

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

Challenge number	Detail of challenge
1	Limited language and vocabulary for some pupils leads to underachievement in reading, writing and SPAG, particularly considering the missed education through COVID lockdowns and it's legacy.
2	Aspects of social and emotional difficulties such as making friends, behaving appropriately or relating to adults.
3	Examples of lack of confidence and self-regulated learning.
4	Attendance and punctuality issues means planned interventions and a smooth start to the day are lost. Therefore, the gap can become greater.
5	Some family situations can lead to a more limited home support system with home reading and other aspects of homework and support.

The core objectives outlined aim to address any barriers to achievement which a percentage of our pupil premium may face. The majority of our disadvantaged children and their families are excellent students from highly supportive parents. However, nationally, there is evidence that disadvantaged children face many barriers to learning such as access to ICT equipment or to other issues such as a lack of emotional resilience. That is why the Pupil Premium grant was introduced, to overcome such barriers for disadvantaged children.

In our school, some, not all groups of disadvantaged children face a range of barriers to accessing learning in a range of ways, including the following:

- Access to ICT equipment
- Emotional development
- Academic rigour resilience – including lower reading scores, writing scores and maths standards

- Physical developmental
- Some social and interaction difficulties
- Social care issues, including wider family concerns and multi-agency involvement
- Financial issues which could be a barrier to learning opportunities and experiences.

It is our duty of care to judiciously use our Pupil Premium grants to offer group and individual opportunities for children to overcome these barriers and achieve at the same level as their peers. The allocation of our funds is key to overcoming such issues.

Intended outcomes

The main aims of our provision through the pupil premium will be to accelerate progress, moving targeted pupils entitled to funding to at least age-related expectations in literacy and numeracy.

Pupil premium resources are also be used to target eligible pupils to achieve expected or greater depth standards at the end of KS1 and KS2 tests. We also seek to acquire effective resources and materials for pupils entitled to Pupil Premium funding aimed at increasing broader learning opportunities across the curriculum. These range from the provision of additional specialist staff to purchasing additional equipment such as Chrome Books, including outside of core areas of the curriculum. The aims of providing materials outside the core curriculum subject areas is to allow children enhanced access to broad and balanced curriculum opportunities.

We also subsidise extra-curricular opportunities to allow children the opportunity to access additional enrichment activities. These range from the provision of after school clubs, to purchasing specialist music tutors, through to sports coaches delivering additional sporting opportunities.

We have looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

Intended outcome	Success criteria
<p>All pupils are exposed to a rich vocabulary to boost their general understanding of language and improve their communication skills through quality books, adult interactions and speaking and language activities in order that all PP pupils in KS1 and KS2 achieve the standard in reading and writing, measured by school assessments and tests.</p> <p>To be measured by termly standardised assessments and teacher information.</p>	<p>Pupil Premium children with poor language and communication skills are identified early and receive the correct level of support to boost their use and understanding of language in order that they make expected or better than expected progress.</p>
<p>That all children can display appropriate behaviour and when problems occur can resolve the situation with limited adult support.</p> <p>To be measured by teacher information, learning walks and behaviour logs on CPOMs.</p>	<p>That all children can show appropriate self-regulation and develop coping strategies in a range of different settings.</p>
<p>That all pupils remain engaged with their learning and know how to build confidence and deal with disappointment. That positive habits are developed.</p> <p>To be measured by teacher information and pupil questionnaires.</p>	<p>Effective learning can take place in a calm and respectful atmosphere in order that all Pupil Premium children may reach their full potential and develop as positive learners.</p>
<p>That all children attend school and can access the focussed interventions that are planned for them in order to narrow the gap.</p> <p>Breakfast Club offered to children to encourage a positive start to the school day and improve some children's punctuality.</p> <p>Overall attendance is at or above national expectations of 96.7% - first day response.</p> <p>Improvements in punctuality- individual families given support.</p>	<p>The gap is narrowed, and all children can access their year group's objectives.</p> <p>All children arrive at school on time and have a calm start to the day, they are well nourished and given the best opportunities to concentrate, successfully learn and thus make progress.</p> <p>That progress is evidenced through termly assessments</p>

To be measured by weekly attendance monitoring and evidence of progress.	
Provide regular opportunities for Pupil Premium and vulnerable children to complete homework in Breakfast and After School Clubs for those children who do not have regular home support in place so children have the same opportunities as others in terms of resources, adult time and ICT equipment.	All barriers to Pupil Premium and vulnerable children are removed so that they make expected or better progress. All Pupil Premium and vulnerable children have equal opportunities in terms of adult support, resources and ICT equipment.
To be measured by attendance at extra opportunities and standardised assessment data.	That identified gaps in knowledge and skills are closed by additional resources and support.

Activity in this academic year (2022-2023)

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Teaching

Budgeted cost: £ 17,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First approaches to the teaching of writing embedding the EEF Five-a-day approach across the school.	Education Endowment Foundation provides clarity of High-Quality Teaching across the school with the implementation of this approach. We have based our curriculum implementation around this model to provide ALL pupils with access to high quality teaching within the classroom.	1
Use of SALT to support EYFS & KS1 in early identification of language delays and to implement support to ensure children can make accelerated progress.	Bought in professional services will improve children language and development without waiting for the +40 weeks through the NHS. Strategies and interventions can be put into place in the earlier years to support speedier development before KS2.	1, 2
Training for ALL teaching staff in Literary Curriculum development to ensure high quality teaching can be evidenced for all pupils.	Literary Curriculum has renowned success in supporting reading writing development.	1
Training for ALL staff in phonics	Ensuring ALL staff have a developmental understanding of phonics will ensure that	1

Introduce whole class reading to support a love of reading and reading and language development.	children in any year group will benefit from phonics support. Comprehension and fluency are supported by this approach and the EEF https://eef.li/literacy-ks2	1
Purchase further new books to interest all pupils in each class.	Develop interest and a life long love of reading – match to children's interests.	1
Additional TA support in KS1 to support early in-class intervention and make gains in addressing gaps before children reach KS2.	EEF research highlights evidence which indicates that small group and one-to-one interventions can be a powerful tool for supporting children when used carefully. They should be targeted, specific and carefully measured.	1, 2

Targeted academic support

Budgeted cost: £22,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention TA to support early development of reading (Reception & Year 1) and provide Keep-up reading sessions throughout the week.	EEF research highlights evidence which indicates that small group and one-to-one interventions can be a powerful tool for supporting children when used carefully. They should be targeted, specific and carefully measured.	1, 2, 3
Bespoke interventions available for children outside of core curriculum time to ensure that language, listening and memory/focus can be improved to support learning.	Nearly 40% of our PP children also have SEND needs. EEF highlights that the strategic development of TAs is important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high quality provision from the class teacher.	1, 2, 3 1, 3
Focused reading activities and comprehension for the lowest 20% of all pupils, including those Pupil Premium and vulnerable children.	Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence based, targeted interventions that are closely monitored.	1, 2, 3
Targeted support strategies to allow children to fully engage so personal development is evidenced through their involvement in all aspects of school life. Teachers to facilitate time and resources for children who are unable to access homework and reading.	Following discussions with parents, individual cases should be provided with additional technology and resources to allow access matching that of all pupils.	1, 5

Wider strategies

Budgeted cost: £ 7,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all Pupil Premium and vulnerable children can access club provision and sporting events inside and outside of school.	Education Data Lab research (October 2020): Found a relationship between absence rates and disadvantage rates.	3, 5
Provide free breakfast and After School Club support to families where needed to ensure a good start to the school day.	Within the North-West of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies: (Hosted on the National Archives) says that;	4
Providing additional home IT equipment to support families in accessing online resources and games to support development in the core curriculum areas.	<ul style="list-style-type: none"> • The links between attendance and achievement are strong. • Pupils with persistent absence are less likely to attain in school and stay in education after the age of 16 years. DfE: Missing school for just a few days can damage a pupil's chance of gaining good GCSEs.	1, 5
Subsidising residentials in Year 5 and Year 6 to support personal development.	Finding from research suggests that extra-curricular activities are important in developing skills as well as being associated with a range of other outcomes (e.g. achievement and attendance)	2, 3, 5
Use our school Therapy Dog for children who need support with anxiety or mental health concerns, or to support reluctant readers to read aloud.		2, 3, 4
First day response from the school office to ascertain reasons for absence and allow SLT to provide further support to encourage children into school.	From our experiences, reaching out to families, supporting them, has a more beneficial resonance in supporting better attendance. First day response ensures families know we are monitoring. Individual meetings support rather than threaten.	2, 3, 4
Attendance rewards and incentives throughout the school, encouraging classes to work together to meet attendance targets to gain rewards.		4

Total budgeted cost: £ 46,900.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Review

The historical data, outcomes and judgements from all agencies who assess the quality of our work suggests that at a number of levels, we are meeting expectations for our pupil premium children. This approach was validated in January 2019 when we were judged as outstanding in our Section 48 R.E. inspection.

A reason for our success with pupil premium initiatives is our commitment to having the maximum staffing levels possible across the school. This include additional teaching hours through the school, a more dynamic and responsive SLT, a very high level of teaching assistant support and a specialist intervention TA.

All staff are dedicated to improving the outcomes for ALL children in their care but they also have a specific brief as well to target, intervene and challenge disadvantaged children. It is this intensive, on-going support all year round, which is the bedrock of our successes, and while the pupil premium funding is maintained, it allows us to have sustainable pupil premium practice which provides a staffing model which is relevant to the needs of our children.

As noted from the DfE, there is uneven impact of the pandemic on 2021/22 school performance data and it is extremely difficult to make direct comparisons with data from previous years or between schools. We have used a range of information when forming a view on how well our pupils have performed.

Where possible we have made use of NFER standardised assessments to plot pupil progress and attainment over the past school year, these assessments have also been used to analyse gaps in pupils' knowledge and skill in order to adjust curriculum planning and plan effective targeted interventions.

Our assessment of the impact of the Pupil Premium strategic plan is outlined below:

Desired Outcome: To improve the number of disadvantaged pupils attaining greater depth in reading, Maths and writing.

Progress was affected by Covid disruption – however through the use of NFER assessments and the careful plotting of progress we have been able to identify key areas for further improvement following the return to school. There is a renewed focus on language development and scaffolded approaches to further improve writing. Several key concepts in Maths have been revisited to ensure pupils have been able to rebuild blocks of knowledge and concepts in order to make effective progress

Desired Outcome: Ensure all SEND pupils receive appropriate targeted support and make progress from their starting point.

As above, this has been affected by Covid – the SEND team has worked with external consultant support to effectively monitor pupil progress via NFER tracking and use of the Birmingham SEN Toolkit - monitoring has closely monitored the impact of targeted interventions with clear input and output measures. Good levels of attainment achieved in all year groups in Reading, Writing and Maths.

Desired Outcome: Monitor and track all disadvantaged pupils in each year group.

As noted above, NFER assessments (alongside existing assessment systems) have been used to identify learning gaps and ensure that curriculum and teaching are adjusted to enable all pupils to make progress.

Desired Outcome: Continue to monitor and improve the number of disadvantaged pupils attaining Expected+ in Reading, Writing and Maths in KS1.

To be aware that each cohort varies due to small percentages involved and issues are often cohort specific. Progress has been affected by Covid and therefore will be moved forward into the next academic year with a specific focus on language development as identified by Wellcomm screening.

Desired Outcome: Continue to monitor the attendance of all disadvantaged pupils and inform parents if their child is falling below.

Though this target was affected by the impact of Covid, considerable efforts were made to build and sustain communication with all vulnerable children and many attended school throughout the period of lockdown and all children and their families were offered practical support to sustain physical and mental wellbeing.

Desired Outcome: Improvement in pupils' opportunity to experience and enjoyment of wider life experiences and an enriched curriculum which they may not otherwise be able to access.

Considerable efforts were made to provide appropriate opportunities for pupils during the Covid period and this will now be an aspect of the new plan in 2022-23 in order to return to the wide range of opportunities enjoyed by our pupils. This will be reinforced by the further development of positive experiences. On return to school a 2-year recovery curriculum plan was put in place to enable pupils to quickly return to routines and rebuild social awareness. Through teaching and assessment tools like Wellcomm and Memory Fix, we developed a suite of teacher assessment and information to undertake a careful gap analysis in the core areas of language development, literacy and numeracy as well as the attitudes of self and school. This has provided evidence to enable us to adjust curriculum content and focus on enabling pupils to catch up through high quality teaching and targeted support. It has also allowed us to increase the broader curriculum offer again.