

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Georges C of E Primary
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	14.7% (14 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Simon Cowley
Pupil premium lead	Candida Hutchinson
Governor / Trustee lead	Naomi Grist C of G

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Deprivation PP £16,122
	Services PP £0
	Post-LAC £4,690
	Total £20,812

Recovery premium funding allocation this academic year	£2,030
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	£22,842

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to provide all children with the high quality teaching and learning that closes the attainment gap between disadvantaged children and their peers, despite this being a small cohort within our school. The overarching aim for our pupil premium funding is to provide our children with quality first teaching from all school professionals that engages, develops and supports key learning skills that will allow them to become confident learners. In addition to this, we aim to provide children with the values they need to become outstanding members of society and increase their ambition and social capital, especially those from a disadvantaged background.

Since the impact of the pandemic will take time to manifest itself within some children all staff will use skills and knowledge from Recovery Curriculum training to support children's well-being and intervene quickly with both catch up and keep up interventions when they become apparent. We will strive to support each child by quality first teaching and strong relationships with both children and parents to ensure timely intervention and support.

Challenges

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

Challenge number	Detail of challenge
1	Further gaps in learning due to school closures and lack of access to curriculum content.
2	Poor attendance and persistent absence during remote learning and not taking up vulnerable places in school when offered
3	High number of SEND children (27% of all pupils with over half of these also having an SEND marker)
4	Lack of real experiences in terms of trips, visitors combined with lack of experiences given by parents due to COVID restrictions
5	Lack of resilience amongst children and the negative impact on learning behaviours
6	Emotional stability, well-being and availability to learn

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
Gaps are narrowed between vulnerable groups	A higher percentage of the children achieve end of year age related expectations than the end of the previous year. All children are targeted where GDS can be achieved
Pupils are increasingly able to manage their emotional behaviours and self-regulate in response to challenges	Children can access their learning and focus more without being distracted by poor behaviour choices and personal barriers to learning
To provide a curriculum in order to address core learning gaps on return to school	<p>Pupils to be provided with a Recovery Curriculum in order to re-connect relationships with pupils/staff and pupil/pupil initially.</p> <p>Transition clearly identifies areas not yet taught due to school closure</p> <p>Planning is adapted to quickly assess and then fill gaps in Term 1</p>
Children experience a range of enrichment activities again to develop teamwork and resilience	No PPG child will miss a residential / trip/ after school curriculum through not being able to pay.

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed feedback from all staff	EEF toolkit states high impact low cost (+8 mnths) for feedback	1
Regular TA meetings – highlighting support and interventions to be used.	Ofsted The Pupil Premium reviewed successful use of Pupil premium and showed extending TA hours to allow planning and discussion time each day had high impact.	1
Continued focus on metacognition and growth mindset for all children.	EEF toolkit states high impact low cost (+8 mnths) for metacognition	2, 3, 4, 5, 6
Mastery Learning in maths – CPD for staff to embed new approach	EEF states moderate impact for very little cost (+5 mnths).	1
Reading comprehension strategies – whole class guided reading review to link to writing approach	EEF states moderate impact for very little cost (+6 mnths).	1

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

Budgeted cost: £ 2,000 + £2,030 Recovery Premium +£1,412.47 COMF (WCC)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Phonics support for children in years 2,3 and 4	Lost learning and not taught content for every year group since 20.3.2020.	1, 3
Intervention resources used e.g. Toe by Toe, Power of 2	Focus on key skills to help plug gaps in understanding and application.	1, 3
Focussed support for SEN PP children through TA deployment to close gaps from transition documents	Lost learning and not taught content for every year group since 20.3.2020.	2, 4, 5 and 6
Focussed support for years 4, 5 and 6 to ensure more achieve coincidence of 3	Lost learning and embed learning from previous year	3,5, 6
STUDENT LED TUTORING <ul style="list-style-type: none"> • SGE = 120hrs x £13.50 is £1,620 funding Year 6 SATS preparation	Closing gaps to support transition to year 7	1

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

Budgeted cost: £ 9,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of HLTA with ELSA training. Additional breakfast club support Plus resources to support from Outreach Teams	EEF states Social and Emotional Learning has moderate impact for moderate cost (+4 months).	2,3,5,6

Support offered to pay for enrichment / extracurricular activities.	Enabling children to access high quality enrichment activities that they might otherwise not have access to will support their learning through experiential learning and vocabulary development.	4, 5, 6
Incentives and rewards for attendance	Children in school all day and punctually to access all learning	2, 6

Total budgeted cost: £ 22,842

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

- To support all pupils, including PP children, focus has been on KPIs for each year group (and how those KPIs have been established).
- KPIs have been monitored robustly internally.
- Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020/21. Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.
- This can be ratified via internal assessment systems.
 - November 2021 will see out first data point since COVID 19 and will allow analyses of % groups at and on track for ARE and targets set for end of academic year 2022 for ARE and GDS

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:
Allocation for 2021-22 Services PP £0

Further information (optional)

The Pupil Premium funding will be used alongside the Recovery Premium and School Tutor led funding to further support children with learning gaps, progress and attainment. For children at this Seend this will be targeted to:

- Year 2,3,4 phonics gaps
- Year 5 Eng and Maths gaps preventing coincidence of 3 for ARE by the end of Year 6
- Additional nurture support