



## ST GEORGE'S CE PRIMARY & NURSERY SCHOOL

CHURCH STREET, HYDE, CHESHIRE SK14 1JL

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Headteacher: Mrs N Hewitt



*"Let all that you do be done in love."*

### Review of Pupil premium strategy outcomes for the academic year 2021 – 2022

Leadership have reviewed their disadvantaged pupils' learning in school, using a range of methods to triangulate their understanding.

This has led to the following:

- Action plans have been in place to support PP and disadvantaged pupils.
- Many of these actions were focused around the children's well-being and support with the addition of a 'well-being lead' nominated in school.
- Targeted learning activities to address the gaps left behind by Covid.
- Targeted interventions for Pupil Premium children based on termly assessments and reporting to meet the individual needs of these children – these are discussed at termly pupil progress meetings with senior leaders and monitored by the PP champion to ensure that children's needs are met in a highly personalised way and rapid progress is made.
- A dedicated teacher to support additional targeted teaching and deliver tutor led funding to address the needs of targeted children, bridging the gaps created by Covid.
- Layered learning opportunities developed within the curriculum, developing threads to link learning and help children embed ideas efficiently and effectively.
- Targeted enrichment activities to broaden experiences such as various visits to museums, nature parks, themed weeks, Year 6 residential visit and visitors to school.
- Arts, Sports and music specialist provision – bought in professionals and opportunities to learn and take part in art, music, sports and dance.
- Enhanced lunchtime support, developing children's wellbeing and social skills, in addition to promoting healthy lifestyles.
- Pastoral manager to work with individual pupils, groups and families to support them to overcome barriers and make progress.
- Structured approaches to the teaching of reading, writing and mathematics in school, that are scaffolded appropriate to age and progress.
- A developed curriculum, meeting the needs of all pupils - making learning relevant and meaningful.
- An increase in parental engagement activities to involve parents and improve their understanding of the curriculum to enable them to support at home
- Targeted interventions with pre and post assessment, including checks to ensure gains have been maintained e.g. Herts for Reading and Precision Teaching.
- Embedding of targeted Speech and Language interventions across school e.g. Word Aware, RWI, Black Sheep Press etc.
- Strategies that address mental wellbeing/welfare as well as academic success, e.g. School Inclusion, Learning Mentor / Pastoral Manager role.





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- Ambitious targets developed according to more specific cohorts for example, EAL disadvantaged and more able disadvantaged.
- Staff members allocated to promote activities that more specifically meet the needs of a wider range of learning needs such as the training of a Forest School lead and subsequent resources to support this learning and a staff member to develop enthusiasm for reading through the school library.

Key points that have been actioned:

- Embedded an assessment and tracking system that is accessible for all teaching staff.
- Identified disadvantaged pupils in need of additional support through the purple box tracking system.
- Recognised the barriers that are faced by disadvantaged pupils including those created by Covid and gaps in learning and social skills left by this experience.
- Incorporated gap analysis and moderation meetings for all year groups and additional opportunities throughout the Academy Trust.
- Raised the accountability of senior and middle leaders across the school through tracking and pupil progress meetings to ensure their focus is placed upon securing improved outcomes for all but specifically for disadvantaged pupils with their phase.
- Maintained a universal and targeted approach to meet the needs of disadvantaged pupils.
- Ensured pupil progress meetings rigorously identified the progress made by disadvantaged groups and adjusting interventions accordingly.
- Additional interventions targeting disadvantaged pupils.
- Created a strategic plan to address the welfare needs which impact on learning of disadvantaged pupils and targeted this group through the Local Matters project with Manchester University.
- Reported to governors.
- Additional trips and enrichment opportunities targeting disadvantaged pupils where appropriate.
- Increased parental engagement through learning showcases, classroom showcases and project based learning and outdoor activities where parents and carers have learned alongside their children.
- Identified and reviewed the curriculum and learning gaps in light of Covid gaps and developed the curriculum to ensure gaps are addressed and that future opportunities are planned to layer learning and revisit learning.

Richard Nuttall August 2022





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