

# Pupil premium strategy statement St George's CE Primary School 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 CE Primary School, Hyde
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	52% (109)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Nicola Hewitt
Pupil premium lead	Nicola Hewitt
Governor / Trustee lead	Kelly Wood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137, 460
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137, 460

# Part A: Pupil premium strategy plan

## Statement of intent

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils regardless of their differing circumstances.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Objectives for spending PPG

- Identify and remove/reduce barriers to learning for disadvantaged children.
- Accelerate progress and close the gap for attainment between PP and non PP children in all classes.
- Engage PP children in developing good learning behaviours & attitudes.
- Increase EYFS GLD and maintain good Phonics Screening score.
- Ensure good progress for PP children who are also on SEND register.
- Good Attendance for PP children is maintained.
- Provide additional TA support for small group work focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities aimed at increasing children's cultural capital.
- To close the gaps in reading, writing and maths between PP and all other learners.
- All work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Develop parent engagement through a home-school communication tool, supporting communication and language between disadvantaged groups. E.g. Class Dojo which has a translation tool.
- Pay for identified activities, educational visits and residential. Ensuring children have first-hand experiences and develop their cultural capital.
- Support the funding of specialist learning software and communication tools.
- To allow the children to learn a musical instrument with an external teacher.

- To enhance other areas of the curriculum to give the children first hand experiences of specialist teachers. Eg Art, PE
- Behaviour, social and emotional support during lunchtimes by providing activities to engage and promote values and enhancing learning.
- Pastoral support for families and children to allow equity and equality for all children whatever their circumstances.

## Challenges

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

Challenge number	Detail of challenge
1	Data analysis shows gaps between PP and non-PP children in reading, writing and maths. There is an increase in social and emotional needs of children across school and this has a direct impact on children's learning.
2	Writing – Attainment in writing does not match the attainment in Reading and Maths across all classes. Application of SPaG is not consistent across all writing and limits the children's ability to compose writing at ARE.
3	Vocabulary and language development – data analysis and observations show children have limited oracy skills and use of vocabulary. The majority of the children are EAL learners and early language skills are sometimes limited. Children are not always confident to speak in front of others and do not always have the language to explain or articulate ideas when speaking for a range of purposes and audiences.
4	There are an increasing number of children with SEMH needs in school which presents difficulties in their readiness to learn. TA support is becoming more directed towards children with SEN. Some of these children are also PP but some are not and still require a large amount of support.
5	Some of our children have limited access to life experiences and cultural capital in some families is a limiting factor. Cultural differences can also mean that some families do not have the same experiences as others which can create gaps in knowledge, values, experiences and behaviours. More children are exposed to large amounts of screen time reducing social connections and interactions with others.

## 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 in learning are closed and children make accelerated progress to meet ARE across subjects, through reading, writing and maths.	Progress tracking. Informed by consistent testing across school.
Identified children produce ARE writing independently.	Data shows accelerated progress in writing across all year groups.
Disadvantaged children will fluently use identified vocabulary, alongside subject specific vocabulary. Spoken language is developed and children become more confident to speak for a range of purposes and audiences.	Classes use a consistent approach (Word Aware) Vocabulary is evident within reading and writing across all subjects.
All staff receive appropriate training for children with SEMH needs. Pastoral Manager continues to support families and work with children. DHT/SENDCo supports teachers across school. Zones of Regulation and myHappyMinds programme supports children's mental health and wellbeing.	All children's needs are met – SEN/PP and PP. PP children show expected progress and are identified for interventions when expected progress is not made. Children are able to self-regulate and have strategies to manage their own mental health and wellbeing.
Children access opportunities to develop their cultural capital, closing the gap of their experiences compared with other more affluent areas.	Children are given the opportunities as part of their enhanced curriculum to provide them with access to life experiences. Hear and use new language linked to their knowledge and experiences. Visit new places. Increase their subject knowledge linked to a broad and balanced curriculum, evidenced through retrieval practice and POP tasks.

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, interventions and resources

Activity	Cost	Evidence that supports this approach
Pastoral Manager and additional support staff	£30,000	To work with individual pupils, groups and families to support them to overcome barriers and make progress.
TA in non class-based role: interventions and library	£10,000 Partial cost of TA being out of class	To provide direct support for PP children in classes across KS2 and support love of Reading & access to quality texts
Additional TA support in EYFS	£26,800	To increase level of support for children to increase progress towards GLD
Additional TAs support in KS1(Y1 & Y2)	£53,243	To support children to increase progress and close the gap by end of KS1 and Phonics screening checks by end of Y1
Chess in Schools (Y3)	£1500	Improve cognitive skills (including concentration, decision making, problem-solving, and critical thinking)
Trips and first-hand experiences, including Year 6 residential visit	£3,000	To ensure all children access enhancements to the curriculum and remove the cost barrier for PP children
Arts, Music & Sports – bought in professionals & opportunities to learn and take part in art, music, sports and dance	£12,000	To raise aspirations & encourage potential talent and interest in the Arts & Sports and remove cost barrier to further learning
PE – cost of PE kits & bags for reception children and additional equipment as needed for older children	£1,000	To ensure all children have the necessary clothing & equipment to take part in curricular and extra-curricular PE & sport, developing increased confidence levels
Staff development to support the delivery of phonics, language, spelling and word understanding throughout school, incl SPaG.	£1,000	Staff development and a programme to develop language awareness, including SPaG and Word Aware
<b>TOTAL</b>	<b>£138,543</b>	

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The percentage of children achieving ARE in all subjects is increasing and the majority of children continue to make expected progress. Some children make accelerated progress in maths and reading.

Attainment in writing does not match the attainment in Reading and Maths across all classes.

The national standard for writing in 2024 was 72%, school achieved 77% at the end of KS2. There has been a focus on writing for the past two years and an intensive support programme to improve standards across school. Standards have improved but are not yet consistent across school.

We are beginning to see some greater depth in writing but % are still low.

Overall PP and EAL pupils perform well as they move up school.

Children with SEND and the number of children with EHCPs across school is increasing and this is having an impact on data.

All teachers continue to target small groups of pupils to make accelerated progress to achieve ARE in reading writing and maths.

The Pastoral Manager and additional support staff focus on individual needs of Pupil Premium children. Children are more focussed and ready to learn. Teachers identify specific needs and interventions for PP children. These are discussed termly at Pupil Progress meetings and progress of children closely monitored.

The Pastoral Manager has a particular focus on attendance working with families and children to ensure highest possible attendance. Attendance has remained constant at 94%. Daily checks are made on every child and phone calls made to monitor absences. The pastoral manager is working with children who are persistent absentees to improve their attendance and overall performance in school. School is also working with families to minimise HITT. Holidays and visits to family abroad are discussed to reduce the amount of time children are absent from school.

The Pastoral Manager also carries out a wellbeing and welfare role to support individual children. The children have support systems in place and have strategies to regulate their feelings and emotions using the Zones of Regulation and myHappyMinds programme.

TAs across school support the learning of all children, in particular PP children. Data analysis identifies the needs of groups and individual children who are then supported to achieve their targets. Disadvantaged children are targeted to ensure they are able to access all areas of the curriculum. They are supported to achieve key learning in reading writing and maths and are given opportunities to flourish through a broad and balanced curriculum. TAs are trained to work with children in different areas to support their needs and to ensure they can meet their goals. Reading, writing and maths are prioritised and regular assessments track the progress of all children and groups of children including PP.

WordAware is embedded in all classrooms and vocabulary and spoken language are a focus to support and enhance language development. Evidence of improvement is shown in children's writing and oral presentations.

The majority of parents are signed up to Class Dojo and engage with communications posted through the school day. Parents were consulted about home learning and how they could best support their children. As a result, homework was very much simplified and stripped back to basic skills which parents felt able to practise and support their children. Homework club is well attended and helps children who need support from school.

Art, Music and sports provision gives children opportunities to work with specialist teachers and children's learning and outcomes are of a high standard.

Trips and enhancements remain a priority despite high costs of transport. Children value and benefit greatly from the different experiences which enhance their learning across the curriculum. However, the cost of transport is becoming a difficult factor in organising affordable trips.

Teaching Assistants provide some of the lunchtime provision helping support the social needs of some of the children at lunchtime. Positive friendships are reinforced with reference to values and ZoR to support positive behaviours. Incidents have been greatly reduced and children are taught how to play together and taught different games to play.