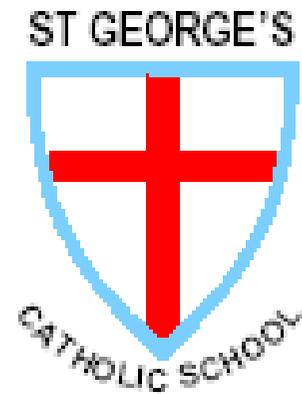


St. George's Catholic School

Pupil Premium Strategy Statement 2021-2022



Who is eligible?

Pupils eligible for this funding are identified in the different ways as follows:

- FSM-This refers to a child who is eligible for Free School Meals
- EVER 6 FSM - This refers to a pupil who is entitled or may have been eligible for Free School Meals (FSM) in the last 6 years.
- SERVICE CHILD- This refers to a pupil who is a child of a member of Service Personnel.
- LAC - This is defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority or children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.

Identification

- Pupil premium funding will be allocated following a termly needs analysis which will identify priority classes, groups or individuals.
- We will use our school assessment processes (progress grids) to enable us to identify need. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Children may move out of the group outside the normal assessment cycle if progress has been made and is likely to be sustained. Other children may move in to take their place.
- There may be children who are making expected or above expected progress whos needs will also be addressed throughout the year.
- The progress of all children will be monitored on at least a termly basis and children identified quickly if they start to fall behind. This may include children who have already received intervention.
- Depending on need some children may receive more than 1 intervention at a time, although the school is mindful of 'over intervening.

How can the Pupil Premium be spent?

Head teachers and school leaders decide how to use the Pupil Premium to meet the particular needs of their pupils and will also be held accountable for the difference it makes. At St George's Catholic Primary School we monitor the progress and attainment of all children along with particular groups so that we can adjust our curriculum and support to raise standards. We use our pupil premium funding to support the children in a number of ways relevant to the specific needs of the individual. The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this –including improving the quality of teaching – will also benefit other groups, which is good too. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need. The Pupil Premium will sit at the heart of our whole school effort, with all staff understanding the strategy and their role within it.

For some children the money is used to fund intervention support for English. For others extra support is provided in Maths. Some children are able to attend booster groups to ensure they are ready for the transition to secondary school. For other children we provide additional forest school provision which supports pupils in developing socially and emotionally. In addition to this, as a school we also identify and supply extra-curricular provision for targeted pupils.

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 George's Catholic Primary School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	10% (+2 LAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	M Braund
Pupil premium lead	A Weetch
Governor / Trustee lead	H MacConnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25830
Recovery premium funding allocation this academic year	£2755
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	£28585

Part A: Pupil premium strategy plan

Statement of intent

At St George's Catholic Primary School, we have high aspirations and ambitions for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Pupils in receipt of the Pupil Premium Funding may face specific barriers to reaching their full potential but these may be varied and there is 'no one size fits all' approach. We are determined to provide the support, guidance and targeted support to allow every child to flourish whilst providing access to a variety of exciting opportunities within a rich and varied curriculum.

Our priorities at St George's Catholic Primary School are:

- To narrow the attainment gap for those pupils not on track to achieve the expected standard at the end of EYFS, KS1 and KS2.
- To ensure early identification of additional needs and to promote early and effective intervention programmes.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- To use academic and local research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.

This provision will include extra-curricular learning and provision for higher attaining pupils to ensure they are challenged and unlock all of their potential. In addition to the above, our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils are working behind age-related expectations in Reading, Writing and Maths. We have identified children that need extra support in order to close this gap, which is also as a result of the various lockdowns from the last two academic years.
2	Observations and assessments identify a low baseline on entry to school in oral communication, language and Literacy. This impacts on the number of children achieving the ELG for Reading and Writing and has a longer term impact on attainment in Literacy.
3	There is evidence of low self-esteem and confidence/SEMH among some PP children. By raising esteem and confidence children can succeed and reach their true potential.
4	Costs for residential visits, trips outside of school and some after-school clubs put them outside reasonable expenditure for some of our Pupil Premium families, especially for families with other siblings.
5	Pupils who have a greater attendance at school have better opportunities to access the required learning to have higher attainment. Analysis of attendance data shows some instances of poor attendance from Pupil Premium children.

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
High quality first teaching and appropriate interventions ensure that disadvantaged children make accelerated progress and that their attainment is comparable to non-PP children.	KS2 outcomes for Reading, Writing and Maths in 2024/25 show that 65% disadvantaged children met the expected standard and that progress was at least expected or above average.
To improve oral language and communication skills.	Assessments (teacher assessments, NELI, speech & language reports) indicate significantly improved communication and oral language skills.
To achieve and sustain improved wellbeing and SEMH for all pupils in our school, particularly our disadvantaged pupils. They will be able to express their emotions more fully and feel more confident.	Sustained high levels of wellbeing/mental health are demonstrated by: <ul style="list-style-type: none"> Teacher observations, student/parent questionnaires and Lunch Bunch discussions. A significant increase in participation in enrichment activities.

All disadvantaged children will have had the opportunity to take part in external visits (including residential visits). These children will have regularly participated in an after-school club	Records kept by the school and the PE coach will show that all disadvantaged children have participated in external school visits and have attended at least one after-school club each academic year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.

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: £ 8,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality first teaching	Sutton Trust 2011 report, EEF High Quality teaching and learning should be prioritised over intervention. Pupil Premium should be used to ensure disadvantaged children access excellent teaching and learning every day.	1, 2, 3
Purchase of standardised diagnostic assessments and training to ensure they are administered and interpreted correctly.	Standardised diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support. (EEF Review June 2021)	1, 2
Purchase of a new phonics programme (DFE validated) to secure stronger phonics teaching for all pupils. This includes training and new decodable texts. Purchase of new high quality texts for reading that will support the development	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF toolkit +5 months Developing an understanding of vocabulary and a focus on reading comprehension strategies is key to developing pupil's understanding	1, 2

of vocabulary and comprehension in Yr2 and beyond.	of written text. Pupils will learn a range of techniques which will enable them to comprehend the meaning of what they read. EEF toolkit +6 months	
High quality staff CPD- looking at continuing to develop the quality of social and emotional learning. This includes previous work on Growth Mindset and SCARF (PSHE) training.	Developing children's social and emotional skills has a positive impact on children's outcomes at school and in later life. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF Improving Social and Emotional Learning in Primary Schools EEF toolkit +4 months	1, 2, 3, 4, 5

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

Budgeted cost: £12,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language intervention groups- NELI, Talking Groups.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. EEF toolkit +6 months	1, 2
1:1 targeted support (this will include phonics keep-up, extra SEN support above what is provided through SEN funding, Toe to Toe/Power of Two etc).	Dedicated additional one to one support can be an effective method in supporting low attaining pupils or those falling behind. This will help close the gap for disadvantaged pupils. EEF toolkit +5 months	1, 2, 3
Small group teaching (this will include keep-up phonics groups, Maths and English boosters).	Targeted, structured academic support can have a positive impact on children's learning. When used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment. EEF toolkit +4 months	1, 2, 3
Coordination group	Supporting physical development of gross/fine motor skills can have a positive effect on attainment. EEF toolkit +1 month	1, 2, 3

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

Budgeted cost: £7,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/Forest School support	<p>Social and emotional learning approaches have a positive impact on academic outcomes over the course of an academic year. We aim to support well-being, language development and enrichment, self-worth and self-confidence in learning.</p> <p>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools EEF toolkit +4 months</p>	3
Strategies to improve school attendance (with reference to DFE's improving school attendance advice). This will include attendance at breakfast club, taxis etc).	<p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions. Pupils that have 97% attendance and arrive punctually are far more likely to reach age related expectations. Being punctual is far less disruptive to the class and pupils.</p>	3, 5
Extra-curricular clubs/external visits	<p>All children receive and are part of a fully inclusive curriculum including residential, educational visits and music lessons/sports activities. Pupil Premium funding to be used to subsidise activities, e.g. educational visits including residential visits, after school sport clubs (x1 per child), music tuition, resources etc. where eligible parents have difficulties in managing the full cost. There is a small positive impact of physical activity on academic attainment.</p> <p>EEF toolkit 1+ month</p>	4

Total budgeted cost: £ 28,602

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.

OUTCOMES AND EVALUATION		
Desired outcomes.	Success Criteria	2020/21 outcomes
To continue to support PP children to make the same or better than expected progress as non-pupil premium children in Reading, Writing and Maths.	Pupil Progress Meetings and data scrutiny show that PP children are making progress that is at least in line with, or better than non-PP children. Pupil Passports will set out the provision made for these children and they will have been monitored termly.	COVID 19 has once again had an impact on attainment and progress. End of year data did highlight that the majority of PP children had made expected/above expected progress. PP passports have been created as one document which highlights any support given.
To increase attainment of PP children.	Children eligible for PP will perform at least in line with Non-PP children. Pupil Progress Meetings will include a focus on these children.	PPMs always include a focus on PP children. PP children are not yet working in line with non-PP children but the gap is closing for some children.
To increase the self-esteem and self-confidence among children that have low SEMH. Ensure that all pupils have high aspirations for themselves as learners and are 'ready to learn' and achieve their best at all times.	A 'Growth Learning Mindset' continues to be a strength of the school and supports improving outcomes and progress for PP children. Children with lower SEMH are monitored and receive ELSA, alongside PSED support within the class.	Several PP children received targeted ELSA sessions to support SEMH. The whole school approach to a 'Growth Learning Mindset' has continued to promote SEMH and support all children, including those with PP. This will be continued next year.
PP children with SEN and those who require extra support with Speech & Language make progress in-line with other PP children and non-PP children.	PP children with SEN will also have targets identified in their Learning Plan. They will receive appropriate extra support, including targets identified by a speech therapist where relevant.	Learning plans are reviewed termly. Children with SEN received extra adult support and made good progress.
Attendance of PP children will improve in line with attendance of non-PP children.	Attendance figure for PP children will improve and reach a level in line with other pupils.	Progress has been made to raise attendance for all PP children. For the majority of PP children attainment is in line with non-PP children. The Headteacher has monitored attendance and has been in close contact with parents/carers to support with this.

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
NELI	Nuffield
TT Rockstars	Maths Circle
Bug Club (ebooks for home)	Pearson

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