



Pupil premium strategy statement

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 C of E VA Primary School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021- July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Katy Aste, Acting Headteacher
Governor / Trustee lead	Anthony Moore, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,450
Recovery premium funding allocation this academic year	£3,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,712.39
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	£31,802.39



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and like the rest of our school community, '**Live Learning, Love Learning**'. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are classified as young carers. We will think about how vulnerable pupils in a small village school are supported to develop their cultural capital and life experiences as well as offering a wide range of learning experiences. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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



Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Internal assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	It has been identified that improved progress in reading, writing and mathematics for pupils who are combined Pupil Premium and SEND across all year groups is needed.
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths.</p> <p>This is also the case for vulnerable children who were able to access school as they struggled with the changes in routines and lack of peer support.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure and being able to mix with other children beyond their immediate peer group. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have increased during the pandemic, as have referrals for external support from specialist teachers/Education Psychologist. 11 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6	<p>Our attendance data over the past 3 years shows that the gap between disadvantaged pupils and non-disadvantaged pupils absences is decreasing but attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils.</p> <p>13% of disadvantaged pupils have been 'persistently absent' compared to 2% of their peers during 2020-2021. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>



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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved Maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • for any incidents of bullying to be resolved quickly.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, with a focus on persistent absenteeism.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 4% lower than their peers.
To further develop all pupil's personal development, particularly our disadvantaged pupils.	<p>Enrichment activities and a wide range of opportunities/experiences in place for all children with a focus on disadvantaged pupils.</p> <p>Evidence will show that there are significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes for teaching core subjects in Upper Key Stage 2 for the year 2021-2022	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,2,3,4
Improved reading comprehension teaching and purchase of books to support vulnerable pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3,4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2,3
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	5,6



<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2,3,4</p>

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

Budgeted cost: £ 9,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>To provide booster groups led by teachers which will include a blend of tuition and catch-up support for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>



including those who are high attainers.		
Additional Maths sessions targeted at disadvantaged pupils who require further support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4

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

Budgeted cost: £ 5,162.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5.6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Subsidising trips, after-school clubs, uniform for pupil premium children in order to enable them to have the same experiences/opportunities as their peers.	Vulnerable pupils are less likely to have had a wide range of rich opportunities in their trips and visits and families may struggle to pay for uniform, trips and after-school clubs.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have	

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	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £31,802.39



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.

One big success from the year 2020/21 is the intensive phonics tutoring that has been implemented for our disadvantaged pupils, which meant all children in year 2 and above had passed the phonics check. This included a Year 3 child, who joined the school at the end of year 2. They made a vast improvement on their phonics score, improving it from 4 to 34 in only a few months.

Despite the disruptions of schooling in 2020/2021, the vulnerable children working below expectations all received interventions for reading, through a range of methods including online Lexia interventions. Those who needed additional support in Maths also received addition intervention.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum, especially in Maths. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily due to Covid-19 impact, which disrupted all our subject areas to varying degrees, with Maths suffering the most disruption. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of our online learning provision taught by teachers using Teams.

Overall, attendance of disadvantaged pupils in 2020/21 was higher than in the preceding 2 years at 95.9%, which was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.8% higher than their peers and persistent absence 15% higher. These gaps have shrunk than in previous years, but attendance, particularly persistent absences should continue as a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The



impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our ELSA (Emotional Literacy Support Assistant) is used to provide emotional wellbeing support to any service children. The support is available all year round but is more heavily invested should any periods of deployment take place.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children.



Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- continuing to develop Quality First Teaching (QFT) provision
- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- within the next 3 years, utilising a [DfE grant to train a senior mental health lead](#). The training we will select will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate, and will also have discounted fees to attend these clubs.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupil voice and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours. Over the next three years, we plan to visit other small schools who have proven outstanding practise in supporting disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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We plan to ensure there is a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.