

Pupil premium strategy statement

This statement details our school's use of pupil premium 2022 to 2025 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 Infant & Nursery School
Number of pupils in school	22 / 116
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years (2023-24, 2024-25, 2025-26)
Date this statement was published	30/12/22
Date on which it will be reviewed	30/12/23 30/12/24
Statement authorised by	Phil Lewis
Pupil premium lead	Phil Lewis (Headteacher)
Governor / Trustee lead	Sheila Bloomfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Recovery premium funding allocation this academic year	£0
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	£37,830

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils develop a love for learning that will stay with them as they progress through their lives. Irrespective of a child's background or challenges that they may face on a daily basis, it is our ultimate goal that all children will make good progress across the entire curriculum. We intend for all children to engage with their learning; to take ownership of their learning experiences and make meaningful links across their learning which will help to reinforce understanding and where it fits in the wider world. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to make good progress across the curriculum.

Our Pupil Premium Strategy also shows our commitment and consideration to vulnerable pupils. This document will show a consideration of the challenges faced by pupils and will outline activities that we have implemented in order to support these children to make good progress.

At the centre of our Pupil Premium Strategy is Quality First Teaching, in line with the most recent EEF research (2021). This is proven to be the most effective when closing the disadvantage attainment gap and has been the focus of staff development for the past two academic years. Quality First Teaching enables teachers to design lessons and organise learning environments to meet the needs of all children in their class. We are using this approach to ensure that disadvantaged and vulnerable children are at the forefront of teacher's minds when implementing Quality First Teaching strategies. Quality First Teaching enables all children within our classes to progress – attainment for all children within the class (both disadvantaged and non-disadvantaged) will be sustained throughout our curriculum progression.

Our Pupil Premium Strategy is integral to school-wide developments throughout this year. The implementation and development of 'The Dunes', along with revisions to the behaviour policy have enabled our disadvantaged children to access provision that has enabled them to progress following the challenges of the COVID pandemic.

Our approach is underpinned by an ethos of attainment for all pupils. The high ambitions that we have for all children are reflected in the ambitious design and delivery of an engaging curriculum that will inspire and engage. The impact of this provision is supported by effective assessment that is rooted in the expectation that all children will progress and achieve.

Our approach will be responsive to ongoing challenges and individual needs, rooted in diagnostic assessment, staff observations and a robust nurture programme. To ensure they are effective we will:

- act early to intervene at the point any need is identified through an assess, plan, do review cycle;
- ensure all children will have equal access to enrichment activities regardless of home circumstances;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- continue to support family needs as and when they arise;

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the school/nursery, maths and literacy skills and significantly lower than expected language skills, often due to a lack of pre-nursery life experiences and family support.
2	Speech, language and oracy skills in the foundation stage and Key Stage 1 are lower for disadvantaged pupils than for non-disadvantaged pupils. Disadvantaged pupils often present with limited vocabulary and life experiences which in turn, impact on their learning progress and attainment.
3	A significant number of our disadvantaged children display SEMH difficulties including a lack of resilience and low self-esteem.
4	For some of our disadvantaged pupils, attendance continues to be lower than that of their peers and the expected national figure.
5	Supporting socio-emotional needs of disadvantaged children to ensure that they are 'Ready' to learn. Assessments, learning observations and pupil conferencing have shown that children can sometimes not be ready to learn due to barriers that are being caused by their feelings.

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.

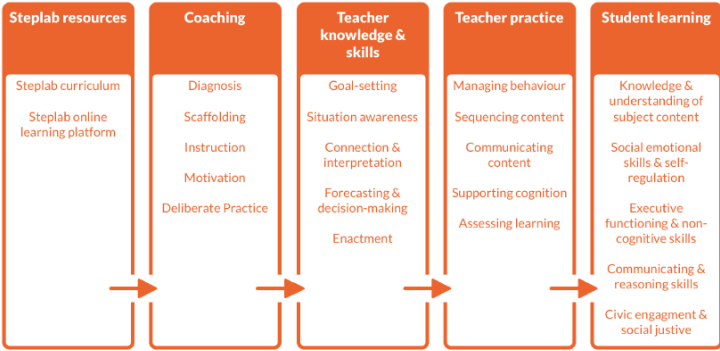
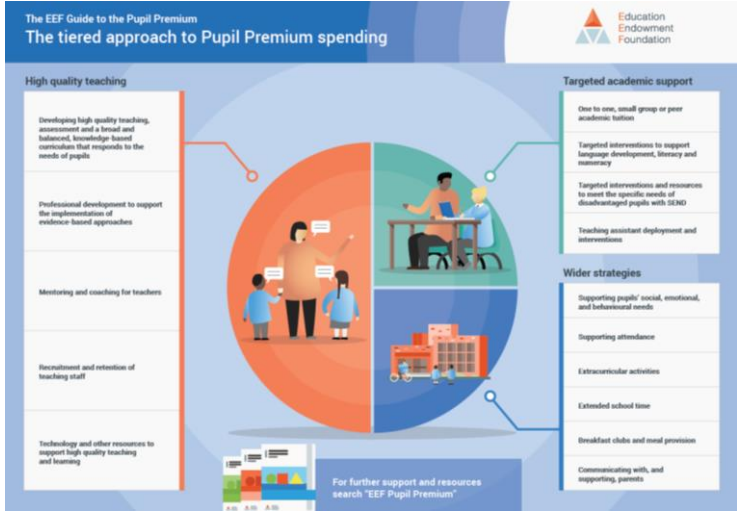
Intended outcome	Success criteria
Improved attainment particularly in maths, reading, and writing by the end of primary for all learners	<ul style="list-style-type: none"> • From below average on entry data, all pupils will make at least expected progress, achieving ARE (except for SEN pupils), by the end of Key Stage 1. • Outcomes at the end of KS1 will be at least in line with national expectations. • Ongoing assessments for all year groups will show good progress through use of developed PAG sheets and iDash.
Most children will be able to regulate their emotions, even when challenged	<ul style="list-style-type: none"> • Suspensions will continue to reduce. • Pupil conferencing with disadvantaged pupils will record positive wellbeing. • Through parent surveys and workshops, the majority of parents will report that their children feel safe and happy at school generally. • Children will communicate their knowledge and understanding of the Zones of Regulation and how it improves their learning. • The development of our pastoral team will lead to improved outcomes of wellbeing for all pupils.
Disadvantaged pupils with SEN will make good progress at their level according to their needs	<ul style="list-style-type: none"> • My Plan and EHCP targets will be achieved. • Robust interventions will demonstrate impact. • Specialist teaching will ensure that those with the most complex needs will be included. • Outside agencies will report progress. • Staff will feel empowered to teach disadvantaged pupils with SEN due to greater confidence.
The attendance of disadvantaged pupils will increase year on year	<ul style="list-style-type: none"> • Working with our AIO, the Ventrus Attendance Network and the new attendance policy and procedures will result in greater progress and attainment. • Three weekly attendance analysis will show an improving picture.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Steplab: use of the platform to deliver effective professional development to teachers using instructional coaching to</p>	<p>Whitepaper Evidence and Rational Behind Steplab</p>  <p>Figure 4. Steplab's theory of change.</p>	<p>1, 2, 4</p>
<p>Making the Difference for Disadvantaged Pupils</p>	<p>Making the Difference for Disadvantaged Pupils</p> 	<p>1,2,3,4</p>
<p>improve Quality first teaching Plymouth Oracy Project</p>	<p>Cambridge Assessment Network and Research</p>	<p>2</p>

<p>Walkthru CPD for teachers and senior leaders</p>	<p style="text-align: center;">Effective Professional Development</p>	<p>1, 2, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Programme.	Speech and Language has a large impact on levels of engagement within the classroom. Due to our focus on dialogic learning, our children continue to learn in a collaborative manner, meaning that individual improvements in speech and language interventions continue to be a priority.	2
Small group support within class	As Quality First Teaching continues to be a focus across the school, it is vital that children spend as much time in class as possible. Using Support Staff to work with small groups within the class setting enables reinforcement of understanding along with a scaffolded approach to tasks.	1,2,4
Phonic Intervention (Keep up and Catch up)	It is vital for our children that they develop key early reading skills. Our current phonics screening outcomes are inline with National averages. Our internal monitoring shows the impact of our interventions.	1,2
Enhanced and specialist social, emotional, and mental health support	<u>Promoting and supporting mental health and wellbeing in schools and colleges</u>	3

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working alongside the AIO to ensure attendance procedures and policy are embedding principles of good practice set out in the DFE improving school attendance advice	Guidance Improving school attendance: support for schools and local authorities	4
Funding support for all educational visits including residential	Using Pupil Premium – Guidance for School Leaders. Using your Pupil Premium Funding Effectively - EEF	1, 2, 3
Continued development of the Zones of Regulation through training and monitoring: a social, emotional learning and pathway to regulation	Zones of Regulation Research	3
Fund for Play therapy and other counselling initiatives available to meet the needs of our children	Play therapy and other counselling sessions have a profound impact on a child's ability to be ready to learn.	2,

Total budgeted cost: £37,000.

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 2022 to 2023 academic year.

The impact of our pupil premium strategy demonstrates strengths in our approach to reading, particularly outcomes at the end of KS1.

We believe we have seen a marked improvement in our disadvantaged attainment gap since 2019:

	% PP at Expected Standard or above 2022 (10 pupils)	% PP at Expected Standard or above 2023 (12 pupils)
Reading	60%	58%
Writing	50%	42%
Maths	60%	33%

Learning walks and lesson drop-ins have reported improved behaviour, wellbeing and mental health. The senior leadership team have noticed the increased pupil engagement in all subjects and year groups with oracy starting to improve. Approaches for reading are now consistent.

The fund has supported experiences and offering such as our Pinkery Pond, Rosemoor Gardens, The Eden Project and Skern Lodge, improved access to a wider range of literature and books as well as the development of a nurture classroom for pupils called 'The Dunes'.

Another issue that we have found challenging is that of attendance. With parental anxiety around illness being higher, the likelihood of children being kept at home has increased. We continue to have a relational approach towards attendance, with the development of positive relationships with all households the key element in improving attendance. We have seen a steady rise in our attendance but it has not returned to pre-Covid levels yet.

	2021 - 2022	2022 - 2023
All Pupils	92.1%	92.5%
Pupil Premium	86.7%	87.5%

Review of Aims and Strategies

We are on track to meet the targets as set out with the creation of this document.

Outcomes 1 and 2 are being met through our development of nurture provision and keen focus on our relational approach.

Outcomes 3 and 5 are developing and will be met due to the work that we have completed on our curriculum. A curriculum based around developing greater emotional literacy, more engaging content and broader lifelong learning skills, needs a longer implementation time before the impact can be measured.