

# St George's Catholic Primary Voluntary Academy



## *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 Catholic Primary Voluntary Academy
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Deirdre Monaghan
Pupil premium lead	Sarah Pitkeathly
Governor lead	Stefan Scicinski

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625.00
Recovery premium funding allocation this academic year	£4,860.00
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	£39,485.00

# 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 have equal access to opportunities that enhance well-being and education. The focus of our pupil premium strategy is to close the gap between these pupils and their peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We use the Education Endowment Foundation guide to pupil premium, based on high-quality teaching, targeted academic support and wider strategies to develop social and emotional skills. 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 is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Disadvantaged pupils are a regular key focus in leadership team discussions and in termly pupil progress meetings. We keep a detailed provision map to ensure that teaching and additional opportunities meet the needs of these pupils.

We implement our strategy by ensuring that targeted support is effective and we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Strategy plan for all disadvantaged children:

- ✚ Ensure that more able disadvantaged pupils are supported to reach the higher standard.
- ✚ Ensure pupils who lack confidence or self-esteem have a variety of support in place to build up resilience, therefore improving their access to learning.
- ✚ Enable pupils to have access to a broad offer of academic and enriching opportunities to ensure they develop high aspirations.
- ✚ Ensure pupils have good attendance and punctuality so that gaps in learning are not widened.
- ✚ Ensure that parents are supported to engage and confidently support their children to achieve their full potential.
- ✚ Ensure that pupils' social and emotional needs are met.

## Challenges


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

Challenge number	Detail of challenge
1	Targeted provision which supports home learning
2	Targeted academic support for pupils who have fallen behind to achieve expected in maths at the end of KS2.
3	Targeted oracy skills building support
4	Challenging behaviour difficulties
5	Support for families with child care and educational trips and experiences.
6	Access to digital technology
7	Emotional Support for our Looked After Children and Post-Looked after 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
Identify pupils where both they and parents require support with home learning.	<ul style="list-style-type: none"> <li>✚ Quality home learning support from a teacher to ensure that class learning is consolidated.</li> <li>✚ Pupils have opportunities for pre- teaching</li> <li>✚ Pupils &amp; parents are supported with home learning</li> </ul>
Identify pupils in yr6 who require to catch-up in maths based on prior attainment and gaps in their learning. Most pupils to reach age related expectations or better during 2022-23.	<ul style="list-style-type: none"> <li>✚ Summative and formative diagnostic assessments in maths to set teaching groups.</li> <li>✚ Pupils have additional sessions with a HLTA.</li> <li>✚ HLTA liaising with teachers to ensure progression of skills to continue into the classroom.</li> <li>✚ Termly assessments &amp; pupil progress meetings will track progress</li> <li>✚ End KS2 maths results will be higher than national.</li> </ul>
Identify UKS2 pupils who require confidence and oracy skills building	<ul style="list-style-type: none"> <li>✚ Pupils will have access to drama lessons 1 x per week.</li> <li>✚ Confidence and oracy skills are improved.</li> <li>✚ Pupils are able to approach transition with confidence</li> </ul>
To work with children and the parents/ guardians of LAC and post LAC recognising their individual emotional needs and how we can support. Provide support for families with child care.	<ul style="list-style-type: none"> <li>✚ Pupils &amp; parents will have access to School Counselling Services - Play Therapist.</li> <li>✚ Pupils &amp; parents will have access to the school learning mentor.</li> <li>✚ The DA families and pupils will be better equipped and have raised self-esteem through therapeutic services and enrichment activities during and after school.</li> <li>✚ Pupils will access and experience residential trips and educational visits through funding.</li> <li>✚ Wrap around care will be provided for pupils so some single parents can access work.</li> </ul>

<p>Disadvantaged children access digital technology for hybrid and blended learning to enable school and home learning.</p>	<p> All children have access to a digital device to support home learning and have access to laptops at school if required.</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: £4,196.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional maths booster lessons yr 6 outside of the school day for 17 weeks.</i></p> <p><i>Additional reading booster lessons target group yr 6 17 weeks.</i></p> <p>£1,275.00</p>	<p>Year 6 staff will teach additional lessons to pupils outside of the school day. Evidence suggests that if additional teaching is carried out by personnel who know the children that pupils will benefit more.</p> <p>Year 6 pupils have the opportunity to catch up with gaps in their learning.</p>	2
<p><i>Home Learning support booster group outside of the school day.</i></p> <p><i>22 weeks 1 x per week</i></p> <p>£440.00</p>	<p>Teacher will supervise home learning support group for KS2 targeted pupils.</p>	1
<p><i>Laptops x 5</i></p> <p><i>1 I pad</i></p> <p>£2,481.88.</p>	<p>Access to technology has proven benefits such as:</p> <p>Access and inclusion</p> <p>High engagement in an activity</p>	4 & 6

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £8,868.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engage with National Tutoring Programme to provide tuition for writing for pupils in yr2-5.</i></p> <p>£8,868.00</p>	<p>Providing 1:1 tutoring to targeted children alongside in school provisions to aid them in meeting the end of year target.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p>	3 & 4

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

Budgeted cost: £26,421.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1-1 for child with behavioural difficulties</i> £12,819.00	4 days per week – Spring & Summer terms.	4
<i>Wrap around care facilities for targeted families</i> £2,275.00	The benefits of quality care for children and living with working parents is proven to enhance life chances and opportunities. Provision of care enables parents to work and have consistent employment. Wrap around care safeguards children. Provide space in After school club for children to undertake homework tasks.	5
<i>Drama teacher for UKS2 pupils – weekly lessons March – July</i> £1,827.50	Oral language interventions emphasise the importance of spoken language & verbal interaction. Drama lessons benefit a wide range of social, emotional and interpersonal skills, including self-confidence, self-awareness and speaking skills.	3
<i>To work with parents of children who are LAC and post LAC. Recognising their individual emotional needs.</i> <i>Play therapist &amp; learning mentor support children who are having difficulty accessing learning due to emotional issues.</i> £9,500.00	It is proven that if families of Looked After Children and Post-Looked after children have effective emotional and therapeutic support, then they will thrive. Learning Mentor access in school for pupils and families Access to School Counselling Services – weekly play therapy sessions.	7

**Total budgeted cost: £ 39,435.00**

## 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 2021 to 2022 academic year.

KS2 progress for disadvantaged pupils 2022			
	Disadvantaged	Not Disadvantaged	National
% Expected standard+ Reading	7	8	1
% Higher standard Reading	21	13	1
% Expected standard+ Writing	-25	4	2
% Higher standard Writing	8	-4	1
% Expected standard+ Maths	-5	14	2
% Higher standard Maths	35	21	2

Our assessment of the reasons for these outcomes in writing, points primarily to the impact of the pandemic particularly on this subject, which is also reflected nationally.

Wellbeing and mental health can be significantly affected due to family circumstance for disadvantaged children. At St George's our long term aim is to provide pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

In 2022 Yr 1 phonics results are higher than national at 93%

11% of PP pupils availed of BC / ASC

### 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?	Not Applicable

What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable
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