

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 CE Bickley Primary School
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	8.3%
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	December 2023
Statement authorised by	Mrs E Peyton
Pupil premium lead	Mrs M Fahey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,705
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	£

Part A: Pupil premium strategy plan

Statement of intent

At St George's CE Primary School we target the use of Pupil Premium Grant Funding to ensure that all pupils, irrespective of their background, receive the highest quality of education to enable them to achieve emotionally, socially, physically, creatively and academically.

St George's CE Primary recognises that disadvantaged children can face a wide range of barriers which may impact on their learning. We are committed to ensuring that disadvantaged children receive support and resources they need in order to make good progress in their learning and to ensure that their outcomes are commensurate with those of their non-disadvantaged peers. It is our aim that there is no barrier to any child availing to the wider opportunities our school offers, including access to extra-curricular opportunities and instrumental tuition. We recognise the importance of parents and partnership and work very closely with our families in order to create a caring, loving community in which all children are able to flourish and reach their academic potential.

The past two years have had a big impact on the children's emotional wellbeing and the staff have identified more children that need support. We continue to provide a full-time family worker and counselling support once a week, ELSA sessions and listening ear sessions.

We have a strong ethos of inclusion. There is a collective understanding of the impact of disadvantaged of pupil's learning and staff at every level speak with one voice about our ambition for all our pupils and they understand the part they play in addressing educational disadvantage.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantage pupils require the most support. Research shows that this has the greatest impact on closing the attainment gap whilst also benefitting the non-disadvantaged

Our strategies are based on evidence from our experiences in school and on education evidence from the Education Endowment Foundation Teaching and Learning Toolkit

Challenges

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

Challenge number	Detail of challenge
1	Communication and interaction: assessments, observations and discussions with pupils indicate a vocabulary gap and under developed oral language skills among many disadvantaged pupils. These are evident from reception through to year 6. This is more prevalent, in general among our disadvantaged pupils than their non- disadvantaged peers.
2	Partial school closures as a result of the pandemic have impacted on the children's social, emotional and mental health. Observations, conversations with

	teachers and families show that our disadvantaged children have been impacted greatly by this. These findings are supported by national studies.
3	For gaps in knowledge to be addressed supporting the education and wellbeing of our disadvantaged pupils: Our assessments and observations show that the education of our disadvantaged pupils has been impacted by the partial school closures to a greater extent than for other pupils and this has resulted in gaps in knowledge leading to children falling further behind age related expectations.
4	Records show that regular and punctual attendance figures are lower for some of our disadvantaged children compared to our non-disadvantaged.
5	Multiple barriers to learning : Some disadvantaged pupils also have SEND, or CAF/CHIN/CP needs.

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, writing and maths attainment amongst disadvantaged pupils	Achieve outcomes in line with National outcomes by the end of KS2 2024/25. Those who have a cognitive SEND need will make at least expected progress from their individual starting point. This could include access to family worker/counsellor etc.
Disadvantaged children attend school regularly so that there is no detriment to their learning.	Attendance of children eligible for PP is in line with that of their non-disadvantaged peers. Persistent absenteeism will have reduced
For children's social, emotional and mental health needs to be better met and for improved wellbeing to be sustained for all pupils, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2024/25. This will be demonstrated by: <ul style="list-style-type: none"> - Qualitative data from pupil voice, pupil and parental surveys - Greater engagement and improved behaviour for learning - A reduction in behaviour incidents.
Disadvantaged children to have access to a broad range of enrichment opportunities	All PP children attend at least one extra-curricular sports or performing arts activities.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when looking at triangulated data (observations, book looks PPR meetings).

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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for all staff members – new phonics scheme implemented September 2022. Additional training on new phonics scheme (validated systemic synthetic phonics programme) for key staff. Release time for these staff to complete the training. Purchase of resources to support new scheme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF Teaching and Learning Toolkit The Rose Report DFE reading framework	1,2 and 3
Dyslexia training for all staff.	EEF Teaching and Learning Toolkit	1,2 5
Speech and language training for all staff.	EEF Teaching and Learning Toolkit Oral language approaches have a high impact on pupil outcomes – EEF toolkit – oral language	1,2
Core subject leaders to support improved subject knowledge and curriculum delivery through staff training. Release for subject leaders to embed key elements of guidance.	EEF Teaching and Learning Toolkit	1,5
Walk throughs to be used to support effective ongoing teacher professional development.	EEF Teaching and Learning Toolkit.	1,5
Purchase of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional	1,2 and 5

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost as an early language intervention running in EYFS	A programme proven to be effective in raising outcomes for reception -age children's early language, communication and speech skills- particularly those who need the most support to overcome the disruption of the pandemic. EEF toolkit – early years interventions	1,2
Speech and Language support for specific children- speech and language therapist employed by school to deliver sessions to individuals and small groups. More individual assessments purchased for those who require a much more tailored approach.	Speak for change report EEF toolkit – oral interventions	1,2 and 5
Teaching assistant lead interventions	Teaching assistants can provide a large positive impact on learner outcomes. EEF Toolkit – teaching assistant interventions	1,2 3, and 5
Access to extra-curricular activities and instrumental tuition	EEF Teaching and Learning Toolkit.	

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

Budgeted cost: £ 5,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional learning skills taught as part of whole class teaching. Continuing with regular PSHE and Restorative Justice approaches to continue	Evidence suggests that children from disadvantaged backgrounds have on average weaker SEL skills at all ages than their affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower	4

<p>to develop emotional literacy and support the behaviour policy within school.</p> <p>Social and emotional learning skills taught specifically through structured programmes such as i-heart and mindfulness</p>	<p>academic achievement.</p> <p>Behaviour programmes such as RJ do improve SEL skills and therefore, likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic achievement.</p> <p>EEF toolkit – improving social and emotional learning in primary schools.</p>	
<p>School counsellor and Family worker/ELSA's to work with specific children whenever it is needed at a higher level.</p>	<p>Children with SEN benefit from the promotion of positive relationships and wellbeing.</p> <p>EEF – special education in mainstream schools</p>	1,4
<p>EWO to support the school in monitoring attendance and meeting with families.</p> <p>Regular monitoring and reporting of attendance for disadvantaged pupils by Inclusion leader/Family Worker & EWO.</p> <p>Regular meetings with the parents/carers of pupils being monitored to review progress and identify the support needed.</p>	<p>DFE – Improving school attendance – support for schools and local authorities.</p>	6
<p>Parental engagement through the mental health trailblazer</p>	<p>EEF – Teaching and learning Toolkit.</p>	

Total budgeted cost: £45,700

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.

Our internal and external assessments during 2021-22 show that the performance of disadvantaged targeted pupils, have made expected or better progress but attainment is lower than average with some pupils.

Our assessment of the reasons for the outcomes points primarily to the ongoing impact of the COVID 19 pandemic. As evidence in schools across the country, school closure was most detrimental to our disadvantaged pupils.

Teachers demonstrated a good subject knowledge through quality CPD. This was reflected in the children's learning. Teachers confidence and delivery of content improved as a result of leaders coaching and team teaching/observing each other teach. Teachers used assessment to inform provision at all levels. Supportive PPR meetings were held and children were identified who needed extra support or challenge. Barriers to learning for children were understood and planned for by teachers and staff who ensured individualised support was given when needed. Pupils who received targeted support made good or better progress than their starting points and this support and approach will continue.

To support children where financial constraint might be an issue we put in place a system of support for parents so children could access trips etc.

Our observations and assessments indicate that pupil behaviour, wellbeing and mental health has been significantly impacted by the effects of the COVID-19 pandemic. The wellbeing support that was in place last academic year has had a positive impact on behaviour and mental health. Behaviour incidents have reduced, children are actively engaged in lessons and are developing their emotional self-regulation. This continues to be a focus of our plan.

The school works in collaboration with the EWO to ensure the attendance was closely monitored and any potential causes for concern were quickly identified and supported with early intervention. There was a reduction in persistent absenteeism in the Pupil Premium group. Our overall attendance was 95.8%, this was lower than previous years but above National Average for the same year. We will continue to work with the EWO and families to ensure consistently high attendance.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.