

Pupil premium strategy statement 2021-22

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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	150
Proportion (%) of pupil premium eligible pupils	29% (45 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-20 2020-21 2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Saunders
Pupil premium lead	Kate Saunders
Governor / Trustee lead	Laura Billington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47334
Recovery premium funding allocation this academic year	£8632
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

School Context

St. George's is an 'edge of town' primary school serving the town of Warminster, Wiltshire, with a catchment area that includes surrounding villages, Westbury town and a local housing estate. Over half the school come from the two most disadvantaged backgrounds as shown by Mosaic Statistics from 2019 census.

Our aim is to provide the highest possible standards for the children in our care. The whole child is important to us and we aim to develop our children intellectually, emotionally, socially, physically and spiritually. We help every child to reach his or her potential, whether it be academically, in sport or in the performing arts such as music, drama, art and as a good citizenship in society.

Principles

- At St George's Catholic Primary School, we aim to ensure that high quality teaching and learning opportunities focus on the needs of all pupils.
- We seek to ensure that pupils who belong to vulnerable groups receive appropriate provision for their needs and this includes socially disadvantaged children. We will act early to intervene at the point need is identified.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify free school meals.

At St George's School, we allocate parts of the Pupil Premium funding to support any pupils or groups of pupils the school has identified as being socially disadvantaged. Pupil Premium funding is allocated following a needs analysis which identifies key year groups, groups or individuals and as a result, this means that not all children receiving Pupil Premium funding will receive interventions at one time.

Ultimate Objectives

- To narrow and ultimately eliminate the attainment gap between disadvantaged and non-disadvantaged pupils within the school.
- To ensure that all disadvantaged pupils have full and rich learning experiences to raise self-esteem and aspirations now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in essential skills or learning e.g. basic number skills, limited vocabulary or lack of spelling knowledge can prevent children from working at the expected levels or greater depth.
2	High speech and language needs in EYFS, children entering EYFS with lower levels of speech and language than previously seen and a more limited vocabulary. Difficulties listening, understanding and communicating which impact on all areas of children's progress and development.
3	Some parents are hard to engage or find it difficult to support their children at home.
4	Emotional wellbeing/children not being in a learning frame of mind/ready to learn or be resilient.
5	For some pupils, there are complicated special educational needs in addition to disadvantage.
6	Poor attendance for some pupils including persistent absence.

Intended outcomes 2020-23

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
The attainment of our disadvantaged non-SEND pupils is at expected levels or higher in reading, writing and maths.	Data shows that accelerated progress is made over the three years. Attainment shows that there is an increase in the percentage of our disadvantaged non-SEND pupils working at expected levels in reading, writing and maths increases year on year to close the gap with non disadvantaged pupils.
Language to provide early language intervention and support for PP children in Foundation stage and Key Stage 1.	To ensure that PP children receive language support as necessary in EYFS and KS1 to enable 100% non-SEND pupils to achieve ARE in Communication and Language in EYFS and to close/narrow the gap between PP pupils and others by the end of KS1.
Y1 Phonics screening test to be passed by pupils who are disadvantaged non-SEND.	100% of FSM non SEND pupils to pass the phonics screening test.
Phonics screening test to be passed by pupils who are disadvantaged and SEND.	At least 75% of FSM SEND pupils to pass the phonics screening test with the exception of some SEND children with complex needs.
Pupils who are disadvantaged EHCP will make excellent progress from their starting points.	100% of disadvantaged EHCP pupils will have made better than expected progress from starting points evident in books and data even if they are not able to reach the expected level by the end of KS2.

<p>Our disadvantaged pupils are engaging with mastering early number and times table practice.</p>	<p>Times table tracking data will show increased progress over time for our disadvantaged pupils. 100% of our disadvantaged pupils (non-SEND) in Year 4 will pass the multiplications check.</p>
<p>Attendance of our disadvantaged pupils is above 97% and pupils are on time to school.</p>	<p>Attendance is 97+% for disadvantaged pupils and lateness not an issue. Any individual genuine COVID related/illness absence is accounted for within the context of this.</p>

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: £ 20,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	<p>High quality staff CPD is essential to follow EEF principles. Staff meetings are used followed up during staff meetings.</p> <p>We work with our Emmaus (Catholic) cluster, working with others to reflect upon and shape good practice and delivering best practice around PP leadership and teaching to other schools.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1,2,4
Marking for Impact Project (Feedback)	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1
<p>Purchase of standardised diagnostic assessments.</p> <p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
Speech and language trained TAs to screen all children on entry to EYFS and provide in house tailored Speech and language programmes.	<p>EEF - Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. We also collect in house evidence of the successful impact of our Talk Boost speech and language support and programme used with our pupils following early assessment in EYFS. 	1,2,4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Early reading training and phonics training whole school	English lead to deliver training on early reading. The school continues to roll out training for Sounds Write phonics across the whole school staff to support all pupils to read https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
SEND training on working memory, dyslexia, de-escalation and autism	Training for all staff from and via SENDco to support all SEND pupils and particularly those who are also Pupil Premium	1,5
Ensuring access to and understanding of curriculum specific vocabulary	Exposing children to a wider range of subject specific vocabulary and ensuring understanding. Exposing them to a wide range of rich and high quality texts across the curriculum. Use of vocabulary ninja to raise the profile of vocabulary across the school. Vocabulary will be prioritised and specifically taught. Children will use knowledge organisers to remember and reuse learnt vocabulary and subject glossaries within their books. Creating glossaries at the start of new learning in subjects and building these into writing for application- staff training and expectation https://www.chrisquigley.co.uk/product/infusing-rich-vocabulary-throughout-the-primary-curriculum/	1
Training for staff on mental health of pupils	Designated Mental Health Lead (Qualified) to lead training on mental health and strategies with staff to be ensure they are aware of, can identify, support and work with pupils with mental health needs in order to support them and enable them to continue to fully access learning. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	4
DA lead monitoring time with SENDco	Dedicated time for the Disadvantaged lead to work with Pupil premium pupils to collect pupil voice and views on learning and the curriculum, parents feedback/ contact, look in books do a learning exploration, prepare training, look at research, update case studies and measure impact of interventions. Additional time for Disadvantaged lead to jointly monitor with SENco for pupils who are both disadvantaged and SEND and work together on strategies and impact measuring.	5

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

Budgeted cost: £ 22396

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring	Small group tuition has an average impact of four months' additional progress over the course of a year.	1

	<p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Structured interventions	<p>The school use Rising Stars, PUMA, PIRA and GAPs assessments to help identify gaps in learning and to track progress. These assessments then link to SHINE interventions which are specifically designed to close the identified gaps.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
Oral Language Interventions (e.g. Talk Boost and Neli programmes, etc.)	<p>Early screening in EYFS and support in place from trained professionals in Speech and language. Use of Talk Boost/Neli (Nuffield Early Language Intervention) programmes to support with early identification and targeted support.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2
Parental Engagement.	<p>Developing relationships- supporting with attendance and lateness by breakfast club provision, checking in with wellbeing of families, support with school arrival, engagement in clubs, support meetings for families to discuss any issues arising. Signposting family and parent support for early intervention Engaging disadvantaged and vulnerable parents: An evidence review Early Intervention Foundation (eif.org.uk)</p> <p>Use Timetables Rockstars and Doodle to provide support for Children to work online at home in a competitive and collaborative way to reward, praise and encourage participation which needs little adult support</p>	3,4

	<p>at home. We link this with challenges in school to support with Year 4 multiplication check.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA Family Support Worker Wellbeing</p>	<p>It is essential that we know our children and their families and can spot any 'triggers' that may affect their learning.</p> <p>We are then able to support children though ad hoc (for a one off incident) or regular 1:1 or small group ELSA sessions with our trained ELSA staff.</p> <p>Our family support worker who is ELSA trained is additionally able to offer support to individual families when we have identified a particular need.</p> <p>Staff are all aware of the importance of pupil wellbeing and the programme 'Nip in the Bud' is being used to help staff promote this. Nip in the Bud works with mental health professionals to produce short films and fact sheets to help parents, primary school teachers and others caring for and working with children to recognise potential mental health conditions. The goal is to increase the prospects of early intervention and to reduce the risks of those conditions becoming more serious in later years.</p>	3,4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	6

officers to improve attendance.		
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Total budgeted cost: £ 55966

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.

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 . Despite being on track during the first year (2019/20), 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 to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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 our live delivery of lessons using google classrooms and use of online resources such as those provided by Oak National Academy and

The school revised its attendance strategy in the academic year 2020/21 and rewrote the attendance policy, which was shared with all parents. As a result of the new strategy, attendance was higher and above national at 96.7% although attendance for disadvantaged pupils were lower at 93.7% and 7 out of 8 of our persistent absentees were pupil premium pupils which is why attendance continues to be a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues and 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
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Times Tables Rockstars	https://trockstars.com/
Doodle English and Maths	https://www.doodlelearning.com/
Risings Stars Assessments – New PUMA, New PIRA, GAPs Rising Stars SHINE interventions	https://my.risingstarsassessment.co.uk/login?ReturnUrl=%2F https://www.risingstars-uk.com/subjects/intervention-and-sen/shine-targeted-interventions-for-primary-reading

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?	Service pupil premium is used in a variety of ways including ELSA support when there is an identified need; music lessons and for contributions towards residential outdoor activities.
What was the impact of that spending on service pupil premium eligible pupils?	ELSA had a positive impact on children's mental wellbeing and ability to be ready to learn and developing their chance to talk about their emotions and feelings, especially when parents are posted away. Music tuition broadened opportunities for our service families. Attendance on outdoor activity programmes fosters teamwork, resilience, leadership and confidence.

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Appointing a mental health lead who will attend a DfE approved course, suitable for senior mental health leads, with responsibility for coordinating the school's approach to mental health and an interest in improving the mental health and wellbeing of learners and staff. This course is for schools in Wiltshire, B&NES and Swindon and forms part of the DfE offer of funded training from 2021. <https://www.wiltshirehealthyschools.org/partnership-projects/dfе-senior-mental-health-lead-training-bsw/>

The content of this course aligns with national guidance "Promoting children and young people's emotional health and wellbeing. A whole school and college approach" developed by Public Health England and the Children and Young People's Mental Health Coalition.

- offering a range of 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. <https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment>

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, students and teachers in order to identify the challenges faced by 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.

Through robust evaluation and monitoring, we will adjust our plan over time to secure better outcomes for pupils.