

This statement details our school's use of pupil premium 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 School
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	9.2.% Pupil Premium (3.4% Service Children SPG)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	LGC
Pupil premium lead	Jill Farndale/ Hayley Shears
Governor / Trustee lead	Harriet Ridout

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,820 (FSM £13320, Service £1.360, LAC £5,140)
Recovery premium funding allocation this academic year	£0
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	£19,820

# Part A: Pupil premium strategy plan

## Statement of intent

At St George's we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in our school. One of our key aims as a school is to ensure that there are no ceilings to achievement. We have high expectations for all, regardless of background or current ability, and crucially, it is about helping pupils develop high expectations of themselves. Our approach to teaching builds in the expectation that pupils apply themselves and make visible progress in every lesson. Our key pupil premium investment is in quality first teaching which we see as the most effective tool we have for raising the achievement of all pupils. A significant part of our work is around developing an inclusive culture for learning; one that promotes language, aspiration, and independence. We also invest in a series of interventions for targeted children and when appropriate, families to help them overcome the barriers to learning that economic disadvantage can bring.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to our School Development Plan (SDP).

Overcoming barriers to learning, working with parents and carers, and ensuring that all children have access to a wide range of experiences and extracurricular activities is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

## Challenges

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

Challenge number	Detail of challenge
1	Some PPG children have low prior attainment in reading, writing and maths in some cases resulting from gaps in schooling. (Due to the small number of eligible pupils for PPG trends are difficult to measure. Our focus is on individual children and meeting their needs.)

2	Emotional and Social needs which effect their learning including Self-regulation & underdeveloped work behaviours present pupils with barriers to learning. (This includes pupils attaining at a deeper level.)
3	Increased attendance for Pupil Premium children whilst on average there is not a significant gap between PPG attendance and non PPG attendance, some individual pupils attendance falls below what would be expected
4	Disadvantaged pupils make slower progress in developing their phonics knowledge and consequently have slower reading progress and poorer spelling knowledge and strategies as they move through the school.
5	Lack of opportunity to widen their life experiences beyond the local environment at home. For some a limited language rich environment at home.

## 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
Through targeted intervention, all children will make at least the same amount of progress in writing as their advantaged peers.	<p>PP children make above average progress towards and beyond their academic targets.</p> <p>Pupils enjoy writing for a purpose; their progress is at least in line with other learners. Progression documents are in place to support teaching and learning.</p> <p>Regular opportunities for writing are planned by class teachers to help build up children's writing stamina.</p> <p>Teachers in all classes can identify underachieving pupils using INSIGHT.</p> <p>All teachers can demonstrate systematic approaches to improving pupil outcomes as discussed in termly Pupil Progress meetings.</p> <p>Clear allocation of resources, including identified adult support, which demonstrates "different to" support (where necessary) for children in receipt of PP funding.</p>
Continue to implement appropriate intervention programmes and support packages for those children who are both eligible for PP and classed as having SEND so that they continue to make good progress from their starting points in writing and phonics.	Provision for pupils with SEND is well targeted in order that those children make good progress from their starting points.
Disadvantaged children to make expected or better progress in Phonics and early reading.	End of year outcomes show that 100% of Disadvantaged pupils make expected progress in phonics and that by 2025 the percentage of disadvantaged pupils making

	the expected standard for phonics has improved.
Increased attendance rates for those pupils eligible for PP to over 96%	<p>100% of PP children attendance to be in line with and above 96%</p> <p>Families spoken to regularly when attendance is an issue. Attendance letters sent home.</p> <p>Class attendance awards and information added to newsletter.</p> <p>Office staff contact parents if pupils do not arrive in school.</p> <p>Communication and work with families is consistently strong to address any barriers to regular attendance.</p>
Social and Emotional needs for PP children supported via ELSA and Mental Health team to ensure they can achieve to the best of their abilities.	<p>Parents and children feel supported in school and beyond the school gates, having more resilience to deal with issues which arise.</p> <p>Focussed pastoral intervention ensures clear identification of and support for, pupils where external factors act as a barrier to learning. Access and referrals to Family Partnership support workers to support families where necessary.</p> <p>All staff making appropriate referrals to ELSA sessions and Nurture group through consultation with the SENDCo</p> <p>Sessions are in place to support children.</p> <p>The PLAC and PEP process meets the needs of children who are in care or post care.</p> <p>Pupil voice and parent voice will show sustained high levels of wellbeing.</p>
Create an opportunity for children to experience a wide range of initiatives such as music lessons, residential, trips and visits to widen their life opportunities.	<p>PP children exposed to a wide range of experiences.</p> <p>Evidence of increased uptake</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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To deliver an engaging curriculum</b>  1. Phonics training 2. Therapeutic Thinking training 3. Curious City and non-contact training 4. National College subscription 5. Precision Teaching training 6. Drawing Club and Curious Quest training (Writing) 7. Pupil Premium lead release time	<p>Children need to experience and be exposed to good quality text in order to raise expectations and improve their language skills.</p> <p>Children need to experience and be exposed to good quality writing opportunities in order to raise expectations and improve their writing skills.</p> <p>An enriched curriculum is vital to ensure all children are motivated by school. Motivation is vital in ensuring children attend school and want to be the best they can ever be.</p>	1,2, 4
<b>Improved language skills for pupils eligible for pupil premium in specific year groups</b>  1. New Guided reading resources used in Key Stage 2 aimed at improving vocabulary. 2..New classroom text purchased which has enriched our library and children access good quality texts 3. New texts purchased for Drawing Club	<p>Children need to have exposure to good role models, peers and adults, in order to raise expectations of themselves</p>	1,4
<b>Often pupils who are eligible for pupil premium and are not making good progress, are also classed as having Special Educational Needs.</b>  1. Additional TA support in every class Is partially PP funded 3. Forest School implemented weekly	<p>Children with Special Educational Needs need extra support in order to be able to access the National Curriculum. This support is not always academic support.</p> <p>These children may need regular referrals to outside agencies in order to gain expertise in certain areas.</p>	1, 2

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Through targeted intervention, all children will make at least the same amount of progress in writing as their peers in order to at least work towards reaching ARE.</b></p> <p>1. TAs lead regular intervention groups: Nussy (spelling), phonics tutoring, fine motor skills.  2. Use of scaffolding and resources such as talking tins and ipads  3. TA support in every class  4. RWinc 'hold a sentence' work introduced in KS1  5. Purchase books for RWInc so interventions run effectively (or tier 1)</p>	<p>Children need to have exposure to good role models, peers and adults, in order to raise expectations of themselves</p> <p>Children enjoy writing for a purpose; their writing is at least in line with other learners.</p> <p>Progression documents are in place to support teaching and learning.</p> <p>Regular opportunities for writing</p> <p>Precision teaching and interventions such as Nussy are evidence-based interventions</p> <p>Children need to experience and be exposed to good quality text in order to raise expectations and improve their language skills.</p>	1,2,4
<p><b>Often pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.</b></p> <p>1. Small group work (Nussy spelling, RWI phonics tutoring)  2. Individual interventions (targeted reading and writing sessions)  3. Outside agency programmes such as physio exercises and speech and language support  4. Transition support to secondary school- extra transition visits, work with ELSA  5. 1:1 SENCO time working on YARC/BNST assessments to track progress of this group of pupils.</p>	<p>Working with children in smaller groups ensures that their needs are more fully met.</p> <p>Often PP children thrive on this attention.</p> <p>Providing the correct intervention and support ensures they make good progress.</p> <p>Evidence-based interventions ensure good progress is made.</p>	1,2

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

Budgeted cost: £4,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pupils develop socially and emotionally supporting self-</b>	Taking a coordinated approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional	2, 4, 5, 6

<p><b>confidence and positive learning behaviours.</b></p> <ol style="list-style-type: none"> <li>1.Nurture pod set up in redeveloped Caravan</li> <li>2.ELSA and Nurture sessions weekly for identified children</li> <li>3.ELSA to attend supervision session with EP</li> <li>4.Well-being resources and mental health resources bought for school including worry monsters and books.</li> <li>5. Forest School sessions throughout the year</li> <li>6. Subscriptions to Stormbreak Shine package to support specific learners.</li> <li>7.</li> </ol>	<p>health and wellbeing which can help readiness to learn.</p> <p>To provide children with opportunities to develop self-esteem and confidence in social groups, which is known to have a positive impact on learning.</p> <p>Children will feel happier being in school we will see an increase in their self-esteem and self confidence in class and school activities.</p>	
<p><b>Increased attendance rates for those pupils eligible for PP.</b></p> <ol style="list-style-type: none"> <li>1. Registers monitored regularly</li> <li>2. Agreed letters sent home if attendance falls below 95%, 90% and 85%</li> <li>3. meetings held with parents and attendance challenged</li> <li>4.Class good attendance awards every half term at school</li> <li>5. Work closely with parents if an issue arises</li> </ol>	<p>Children are motivated to be in school and love the competition of the attendance awards.</p> <p>EEF research found that poor attendance is linked to poor academic attainment across all stages.</p>	3, 5
<p><b>Support to ensure forces families have a network of help</b></p> <p>SENCO attending Family Link Worker sessions</p> <p>SENCO and ELSA are available for our forces families to ensure we are aware of any changes in their circumstances and how we can help</p>	<p>Families can often struggle when a parent is away, and it is important that they feel they have network of support</p>	2
<p><b>Ensure finances are not a barrier to actively taking part in all the school has to offer.</b></p> <ol style="list-style-type: none"> <li>1. Financial help with individual music lessons and after school Forest School clubs</li> <li>2. 50% contribution towards school trips, including residential in Years 3-6</li> </ol>	<p>Children and families can feel isolated if not able to take part in all school events</p>	4, 5, 6

**Total budgeted cost: £ 19.820**

# 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 2023 to 2024 academic year.

*The Overall attendance of disadvantaged learners at the end of 2023/2024 was 94.6% broadly in line with the national average of 94.1% (and slightly above the whole school average of 95.7%)*

Results for disadvantaged learners 2024 (only 1 pupil):  
KS2  
Reading - GD  
Maths - GD  
Writing ARE+  
As numbers of DL are so low, data can be unreliable. Progress is also evident from intervention data and evidence from book scrutinies.

The use of PUMA and PIRA (purchase with PP) assessments ensured that gaps in disadvantaged learners learning were clearly identified and subsequently targeted. This resulted in expected or more than expected progress being made.

Interventions for phonics, as well as other subject areas enabled the children to be further supported and make expected progress in KS2. Teachers were able to use formative assessments within lessons to target specific areas for catch up with informed same day interventions.

Allocating pupil premium funding to support the running of wellbeing sessions including ELSA, nurture and Stormbreak Shine sessions, ensured that disadvantaged learners were able to express their feelings. 94% expressed an increase in their wellbeing and mental health due to the activities provided in school (pupil voice).

Allocating pupil premium funding to support school trips, residentials and to provide Peri Music Lessons for individuals or groups and additional after school Forest School sessions, ensured that disadvantaged learners were able to access the same opportunities and benefits as their non disadvantaged learners.

## 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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White Rose Maths	White Rose Maths
Mastering Number	White Rose Maths
Times Table Rockstars	TT Rockstars
Purple Mash	Purple Mash
RSE and PSHE curriculum materials	Life Education – Corum Scarf
Charanga Music	Charanga – Dorset Music Hub
RWInc	RWInc – Ruth Miskin
Nessy	Nessy Learning

## 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?	