

St. George's Church of England Academy Newtown.

Pupil premium strategy: Pupil premium strategy statement 2021/22 and 2022/23

- Reviewed – 26/7/2022
- Amendments made are in red

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

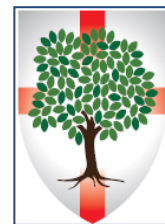
School overview

Detail	Data
School name	St. George's C of E Primary academy Newtown
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	195 (63%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Mrs Francis
Governor / Trustee lead	Matt Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£297,775
Recovery premium funding allocation this academic year 2021-2022 Recovery premium funding allocation this academic year 2022-2023	£30885 £31175
Pupil premium funding carried forward from previous years (enter £0 if not applicable) 2021-2022	£40000
Pupil premium funding carried forward from previous years (enter £0 if not applicable) 2022-2023	£450

<p>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</p>	<p>£329400</p>
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Part A: Pupil premium strategy plan

Context

In 2011-2012 the Government introduced the Pupil Premium Grant (PPG), which is additional to the main school funding. Schools are held accountable for how they spend the PPG to support pupils who receive this extra funding. For the current academic year (2021-2022) primary schools will receive a sum of £1345 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who have been in care (LAC) are supported by a grant of £2345. Numbers eligible for support may change through the year but funding does not necessarily change.

The Department for Education states that: “schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.”

Statement of intent

At St. George’s, we believe that a happy, safe child is a successful one. We aim to ensure that every child leaves St. George’s as a well-rounded, confident and responsible individual who aspires to achieve their full potential. This is best summarised by our school vision and values:

Growing Together in Newtown

The needs of our disadvantaged pupils are a focus when planning for teaching and learning at St, George’s Newtown. Data and findings from sound research are used to identify the needs and to find solutions to diminish the difference that can occur in progress and attainment between disadvantaged and non-disadvantaged pupils. We continue to look for opportunities that will support our disadvantaged learners. Some of our chosen strategies are not specifically targeted at disadvantaged learners because they are whole-school strategies that impact on all pupils. We look to the best evidence available when making decisions about using Pupil Premium funding to overcome challenges.

The challenges are varied and there is no ‘one size fits all’, so we provide a varied range of support for our pupils depending on the need. Pupil premium funding enables us to provide additional educational support to improve progress and raise the attainment of pupils in receipt of pupil premium as well as narrowing any gaps between these pupils and those who are not in receipt of pupils premium funding. Pupil premium funding also enables the school to address wider issues that may be a barrier to academic achievement for example, through the use of pastoral support.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Phonics</u> - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
2	<p><u>Impact of COVID</u> - Our assessments, observations and pupil voice indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in large knowledge gaps leading to pupils falling further behind age-related expectations</p>
3	<p><u>Social and emotional need</u></p> <p>Social and emotional need - Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to changes in circumstances and ongoing challenges at home. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic and post pandemic.</p> <p>A high number of children facing barriers to their learning. Demand for mentoring is very high. A greater number of families are facing financial hardship due to the national energy and food crisis and have dealt with extremely difficult personal, emotional challenges. Parents are increasingly reliant on school for high levels of pastoral support. Safeguarding and child protection is an ongoing concern.</p>
4	<p><u>Communication and language Barriers</u></p> <p>There are a high number of students in Key stage 1 experiencing communication and language barriers. These students have fallen further behind due to COVID 19. We are currently witnessing a significant delay in child development for our current pupils who were 3 years old during the first lockdown.</p> <p>Many of these pupils have significant delays in the following universal core aspects of early child development: communication and language, physical development and personal, social and emotional development.</p>
5	<p><u>Curriculum enriching experiences</u></p> <p>Improving the quality of Teaching and Learning in the Foundation subjects – embedding a culturally rich curriculum, extending the students learning by attending field trips at a subsidised rate.</p>

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
<p>1, 2,4</p> <ul style="list-style-type: none"> • To ensure high quality first teaching in Reading, Phonics, Writing and Mathematics and develop the practise of ECTs/new to YG staff in these areas. • (EEF – preparing for Literacy) (EEF – Reading Comprehension strategies) (EEF - Mathematics EYFS, Y1 and Y2 – developing practitioners’ understanding of how children learn Maths; integrate Maths throughout the day) • Careful planning of CPD. • Rigorous monitoring cycle • Senior Leaders timetabled to work 1:1 with identified staff • Senior leaders to work with groups of staff to improve provision in all areas impacting upon pupil progress and 5 outcomes: subject knowledge, planning, teaching, environment Pupil progress tracking and monitoring. • Employ the extended services of the Speech and Language Team to support with Communication and Language development. 	<p>All teaching will be consistently good for experienced teachers by July 20023 and al ECTs are on track to reach career expectations.</p>
<p>1,2,4)</p> <ul style="list-style-type: none"> • To provide targeted interventions and additional support for identified children in Reading and/or Phonics. • To further develop support staff’s impact in delivering high-quality Reading and/or Phonics interventions (EEF – Guide to Pupil Premium) To provide targeted interventions and additional support for identified children in Writing To further develop support staff’s impact in delivering high-quality Writing interventions (EEF – Guide to Pupil Premium) Designated staff to target specific individuals and groups. • NTP – tutors will work with selected students three times per week for 10 weeks, in KS1 and KS2. LTE will receive 1st Class maths training https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition <p>Mathematics</p> <p>To further improve the Mathematic provision at St. George’s by investing £15,000 into staff training and resources. We aim to ensure that via:</p> <ul style="list-style-type: none"> • Precise planning for interventions • Careful progress tracking to monitor the impact of interventions on disadvantaged pupils and other pupil groups. • Investment in appropriate resources that support the delivery of interventions. Ongoing high quality CPD (from the Maths Hub training). <p>Ensuring children are developing the learning behaviours that will enable them to make good progress.</p>	<p>An increased percentage of disadvantaged children are on track for their end of year target.</p> <p>An increased percentage of disadvantaged children reach the expected standard in reading , writing and Maths.</p> <p>Strategically planned interventions alongside additional staff training has accelerated progress and improved attainment in Reading, Maths and Writing.</p>

<p>Children requiring support within a whole class context can receive additional adult support. They will receive pre and post tutoring in identified areas and work in a smaller group where this can be facilitated.</p>	
<p>3) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
<p>3) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations

<p>3. To provide mentoring and pastoral support, as well as support for staff, to develop effective learning behaviours in pupils</p> <p>EEF – Improving behaviour in schools</p> <p>To ensure that attendance is improving with persistent absence rapidly addressed so that it decreases (EEF – Working with parents to support learning)</p> <p>To significantly reduce the frequency of lateness to schools for disadvantaged pupils (EEF – Working with parents to support learning)</p> <ul style="list-style-type: none"> • Specific interventions and support from the Pastoral Team is provided to those children with challenging home circumstances: financial hardship, safeguarding concerns, bereavement. • Senior leaders in school are all DSL trained and this training is maintained. The school has a pastoral team who work across the school with identified pupils and groups. All school staff receive extensive training in all aspects of safeguarding. • Parental workshops are used to support parents with engaging in school-life and supporting their children’s learning. • Children who are regularly absent are fully supported to attend school regularly. Working with parents to ensure that children’s attendance and punctuality is good, and learning is not missed. 	<p>Consistent improvement in attendance for all year groups.</p> <p>Increased parental engagement has a significant impact over time on student attainment in all year groups</p> <p>Ongoing for this year</p>
<p>4. To embed the ARK plus foundation subject curriculum to further improve the curriculum provision and subsequently improve attainment in the foundation subjects .</p>	<p>Improved provision in all areas impacting upon pupil progress</p> <p>Foundation subject knowledge is improved leading to effective planning for the attainment of foundation subject key performance indicators , quality first teaching of the foundation subjects, effective use of the environment and the resources.</p> <p>Effective use of IT systems support Pupil</p>

	<p>progress tracking and monitoring</p> <p>Reduced rate trip cost for Topic enrichment trips budgeted</p> <p>Increase in cost to reflect cost of living crisis</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: £ 10500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD attendance in the Teach First Leading together programme</p> <p>Release time for Middle leaders to attend additional CPD training</p>	<p>Increase the % of quality first teaching in the school https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	1,2,4

	<p>Speech and Language Support focused on improving vocabulary across the school, https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over school-based Speech and Language Therapist. Early identification followed by early intervention leads to improvement in communication skills.</p> <p>Throughout the academic year all children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Increased and consistent use of manipulatives across all year groups We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidencebased approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 (Recommendation 2)</p>	2
<p>Embedding oral language activities and interventions across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Funding of ongoing teacher training and release time and facilitate TAs for specific interventions</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2,4
<p>Improve the quality of social and emotional (SEL) learning . SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	1,2,3

Mental Health training for PSHE Lead		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [£51,103.10]

Activity	Evidence that supports this approach	Challenge number(s) addressed
UKS2 Support We have assigned an additional teacher to Year 2 and Y6 via the NTP programme for 3 days per week. In Year 6 there is a three teacher model in mornings. Both strategies allow a 3 teacher model in both classrooms for alternate lessons. This will run alongside the implementation of reading, writing and maths intervention programmes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.	1, 2
Reading Recovery & Daily Supported Reading for Year 2 and	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or	2 1, 2

<p>Year 1 pupils. Accelerated progression in their reading and comprehension skills through the support of our experienced Recovery funding - Reading teacher. Other pupils throughout the school are also supported according to their requirements. Delivered daily for all year 1 and Year 2 pupils and for pupils who are new to English. This guided reading approach has proved to be successful at supporting reading and comprehension.</p>	<p>both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborativelearning-approaches</p> <p>Ongoing for 2023</p>	
<p>Flash academy</p> <p>Increase the percentage of EAL students achieving the national average for reading and writing</p>	<p>This interactive EAL teaching resource helps students accelerate their rate of progress in the acquisition of the English language skills. The programme caters for 45 different language and will be remotely accessible for parents and students to use. Improved oracy has a significant gap in narrowing the attainment gap between EAL</p>	<p>2</p>
<p>Online tuition club and 11plus tuition</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>3,2</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspirationinterventions</p> <p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Aspiration interventions tend to fall into three broad categories: interventions that focus on parents and families; interventions that focus on teaching practice; and out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.</p> <p>Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests.</p> <p>Our definition also includes activities such as ‘homework clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and ‘flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks.</p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Breakfast Club is free for all pupils as we realise the importance of starting a day with a healthy meal and the impact that this can have on children.	3
Afterschool clubs	Dance club – providing additional opportunities for social and emotional development	3

<p>Pioneer centre residential Year 6 Extra activities Pioneer centre Year 6</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>£12,000 budgeted</p>	<p>3</p>
<p>Malachi student and family counselling</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy and ultimately improve attainment and accelerate progress.</p> <p>Ongoing £3000 budgeted</p>	<p>3</p>
<p>Enrichment Projects Exciting and varied learning opportunities allow disadvantaged pupils to have a wider range of experiences.</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning</p> <p>These experiences can be drawn upon in crosscurricular learning and improve the quality of teaching and learning in the classroom.</p> <p>Birmingham is an exciting location with much to offer; by taking advantage of this, we can our learners a way of overcoming one of many barriers to their learning. The financial burden of visiting places or participating in projects is lifted from disadvantaged households and enables children to feel like an integral part of their wider community.</p> <p>Increased attendance on school trips for all students enabling the students to draw on real life experiences and use these in their learning.</p> <p>£6,000</p>	<p>3</p>
<p>Parent workshops – to improve</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4</p>

parental engagement	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p style="text-align: center;">Parent Guides</p> <p style="text-align: center;">Phonics</p> <p style="text-align: center;">Early reading workshops</p> <p style="text-align: center;">SATs workshops Key stage 1</p> <p style="text-align: center;">SATs workshops Key Stage 2</p> <p style="text-align: center;">Mathematic workshops – all year groups</p> <p style="text-align: center;">Learning together workshops – parents in class learning with their child</p> <p>The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>EYFS and New starter jumpers with school logo</p>	
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Total budgeted cost: £ 140000 + £ staffing costs = £297,775

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 2021-2022 academic year.

Due to COVID 19 some elements of the previous years Pupil Premium strategy have been carried forward and tweaked slightly in order to create a strategy that can ensure a continued educational provision in the event of another lockdown.

Staff received training on how to deliver lessons virtually using TEAMS, the DFE IT project ensured that every family had a laptop and were able to access the virtual lessons. We used our pupil premium funding to; implement wider strategies, promote social, emotional wellbeing counselling services for our students and their families. In the final half of the summer term, we were able to take the Year 6 students on a Residential Adventure trip. This was an invaluable experience for our students and their families who had experienced significant hardship due to the lockdown restrictions.

Impact Internal data for Reading, shows that 72% of PP students achieved the Expected Standard. Lesson observations show evidence of quality first teaching and support for PP children. Monitoring by subject Leader shows daily reading is taking place for all lowest 20% readers by class teacher and/or TA. Daily story time sessions are now taking place in all year groups, Reading challenges promoting a love for reading. Interventions, including Little Wandle Phonics Booster, Whole class reading training, 1:1 and small group Tutoring Sessions, have been delivered successfully across the school. Regular assessments and Pupil Progress Meetings with SLT have informed next steps.

Impact Internal data for writing, shows 75% of PP children reached the Expected Standard with 72% reaching their end of year target. In comparison to (2019) data of 70%. Lesson observations evidence quality first teaching and support for PP children. Writing standardisation sessions, including whole staff, subject leader and SLT, show evidence of impact of interventions. Interventions, including Writing booster, Fine Motor Skill sessions, no-nonsense Spelling and Year 1 of the Talk for writing project have been delivered successfully across the school. Children have completed pre-teaching activities to prepare them for English with a focus on grammar and writing skills. This has effectively supported targeted children when engaging in new class-based learning. Regular assessments and Pupil Progress Meetings with SLT have informed next steps

Impact Internal data for Maths, shows that 47% of PP children reached the expected standard. This is a significant reduction (21%) in comparison to the 2019 data. Lesson observations evidence quality first teaching and support for PP children. Monitoring sessions, carried out by subject leader and SLT, including pupil interview and work scrutiny, shows evidence for the need to embed basic Maths fluency in all year groups. Interventions, including Maths Booster, pre-teach sessions, First Class at Number 2, Maths Hub development programme, small group tutoring Sessions and TT Rockstars are being gradually implemented across the school. The planned completion of a basic skills fact fluency assessment for all year groups will effectively provide a baseline for all targeted children when engaging in new class-based learning. Regular assessments and Pupil Progress Meetings with SLT have informed next steps.

Impact Family Support Worker has supported a number of children and families throughout pandemic and beyond. Feedback from parents has been very positive. Family Support worker support through weekly sessions, including positive body image has shown a high impact and feedback from the children around these sessions has been very positive. Pupil Survey Data (November 2021) shows that:

- 99% of children enjoy school
- 95% of children enjoy learning at school
- 100% of children feel safe in school
- 100% of children know who they can talk to if they are worried.

Food Bank referrals and food parcels were provided for families in need of support alongside technical assistance when applying for the local authority cost of living grant for all families.

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
Little Wandle	English Hub
Maths Hub	Mastering Number Part 1 only Mastery readiness Part 1 only
Talk for Writing	St Matthews Research school part 1

All of the above will be ongoing for academic year 2022-2023

Further information (optional)

Extra- curricular clubs will be available for the students for 5 days per week during the academic year **2022-2023**. The hope is to enable the students to spend less time in the local parks and to provide **healthy, positive activities for our students**, increasing their health, wellbeing, aspirations, and engagement levels.