

Pupil premium strategy statement – St George’s C of E Primary Academy Newtown B19 3QY - 2024- 2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	31 st October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	BDMAT
Pupil premium lead	Mrs Francis
Governor / Trustee lead	Matt Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 293040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 293040

Part A: Pupil premium strategy plan

Statement of intent

At St. George's, we firmly believe that a happy and safe child is a successful one. Our aim is 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 encapsulated in our school vision and values: *Growing Together in Newtown*.

The needs of our disadvantaged pupils are a primary focus when planning for teaching and learning at St. George's Newtown. We utilise data and findings from robust research to identify these needs and devise solutions to bridge the gap in progress and attainment between disadvantaged and non-disadvantaged pupils. We continually seek opportunities to support our disadvantaged learners. Some of our chosen strategies are not exclusively targeted at disadvantaged learners but are whole-school strategies that benefit all pupils. We rely on the best available evidence when making decisions about the use of Pupil Premium funding to overcome challenges.

Recognising that challenges are varied and that there is no 'one size fits all' solution, we provide a diverse range of support tailored to the needs of our pupils. Pupil Premium funding enables us to offer additional educational support to enhance progress and raise the attainment of pupils receiving this funding, as well as to narrow any gaps between these pupils and those not receiving Pupil Premium funding. Additionally, Pupil Premium funding allows the school to address broader issues that may impede academic achievement, such as through the provision 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. Phonics	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally face greater difficulties with phonics compared to their peers. This lack of early reading skills and phonetical knowledge significantly impacts their ability to access the curriculum, hindering their overall development as readers.
2. Widening Attainment gaps	The number of children facing barriers to learning is increasing, presenting a significant challenge for our school. Demand for mentoring is high, and a greater number of families are experiencing financial hardship and dealing with extremely difficult personal and emotional challenges. As a result,

	<p>parents are increasingly reliant on the school for high levels of pastoral support.</p> <p>Our assessments, observations, and pupil voice indicate that the education of many of our disadvantaged pupils has been severely impacted by the widening attainment gap due to COVID-19, to a greater extent than other pupils. These findings are supported by national studies. This has resulted in large knowledge gaps, causing pupils to fall further behind age-related expectations. Addressing these issues is crucial for our school.</p>
<p>3. Social and emotional need</p>	<p>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. To address these issues, we are focusing on self-regulation strategies, improved parental and child communication, and fostering high resilience and emotional intelligence.</p>
<p>4. Communication and language barriers</p>	<p>We are currently facing several communication and language barriers that are significantly impeding pupils' progress. The primary challenges include:</p> <p>Non-English-Speaking Homes: A substantial number of our pupils come from households where English is not the primary language. This situation often results in difficulties with understanding instructions, participating in class discussions, and completing independent tasks.</p> <p>Limited Vocabulary and Language Skills: Pupils in the early years frequently join our school with limited vocabulary and language skills. These limitations hinder their ability to express themselves clearly, comprehend complex instructions, and engage effectively with the curriculum.</p> <p>Parental Communication: Language barriers can also obstruct communication between the school and parents, complicating efforts to engage parents in their children's education and provide the necessary support.</p> <p>Social Isolation: Pupils who struggle to communicate effectively with their peers may experience social isolation, which can adversely affect their social development and overall well-being.</p> <p>These barriers can hinder progress by:</p> <p>Reducing Engagement: Pupils who struggle with language may be less likely to participate in class, ask questions, or seek help, leading to lower engagement and understanding.</p> <p>Affecting Academic Performance: Language difficulties can result in misunderstandings of key concepts, leading to gaps in knowledge and lower academic performance.</p> <p>Increasing Anxiety and Stress:</p>

	<p>Pupils who cannot communicate effectively may experience higher levels of anxiety and stress, which can further impede their learning.</p> <p>Addressing these barriers requires targeted support, such as language development programs, translation services, and strategies to engage parents and build a supportive learning environment.</p>
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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. Phonics</p> <p>To improve phonics skills and early reading abilities among disadvantaged pupils, enabling them to access the curriculum more effectively and enhance their overall development as readers.</p> <p>-</p>	<p>Disadvantaged pupils demonstrate measurable improvement in phonics assessments.</p> <ul style="list-style-type: none"> • Increased engagement and participation in reading activities. • Enhanced ability to understand and follow the curriculum. • Positive feedback from pupils, parents, and teachers regarding reading progress. • Reduction in the attainment gap between disadvantaged pupils and their peers in reading-related subjects.
<p>2. Widening attainment gap</p> <p>To reduce the attainment gap between disadvantaged pupils and their peers.</p> <p>To provide targeted support that addresses the social, emotional, and academic needs of disadvantaged pupils.</p> <p>To enhance parental engagement and support for families facing challenges.</p>	<p>Measurable improvement in academic performance and attainment levels of disadvantaged pupils.</p> <ul style="list-style-type: none"> • Increased participation and engagement in mentoring and support programs. • Positive feedback from pupils, parents, and teachers regarding the effectiveness of support measures. • Reduction in the number of pupils falling behind age-related expectations. • Enhanced resilience, emotional intelligence, and self-regulation skills among pupils.
<p>3. Address Social and Emotional Needs: To provide targeted support that addresses the social, emotional, and academic needs of disadvantaged pupils.</p> <p>Enhance Parental Engagement: To improve communication and support for families facing challenges, fostering better parental involvement in their children’s education.</p>	<p>Measurable improvement in academic performance and attainment levels of disadvantaged pupils.</p> <ul style="list-style-type: none"> • Increased participation and engagement in mentoring, counselling and support programs for pupils and parents. • Positive feedback from pupils, parents, and teachers regarding the effectiveness of support measures.

	<ul style="list-style-type: none"> • Reduction in the number of pupils falling behind age-related expectations. • Enhanced resilience, emotional intelligence, and self-regulation skills among pupils
<p>4. Improve Language Proficiency: Enhance the English language skills of pupils, particularly those from non-English speaking homes.</p> <p>Increase Parental Engagement: Strengthen communication and engagement between the school and parents, especially those facing language barriers.</p> <p>Reduce Social Isolation: Foster a more inclusive environment where all pupils can communicate effectively with their peers.</p> <p>Boost Academic Performance: Improve pupils' understanding of instructions and key concepts, leading to better academic outcomes.</p> <p>Lower Anxiety and Stress: Reduce anxiety and stress levels among pupils by improving their communication skills and providing a supportive learning environment.</p>	<p>Language Proficiency: Measurable improvement in pupils' English language assessments and vocabulary tests.</p> <p>Parental Engagement: Increased participation of parents in school activities and better communication between parents and teachers.</p> <p>Social Inclusion: Positive feedback from pupils and teachers regarding social interactions and reduced reports of social isolation.</p> <p>Academic Improvement: Higher engagement in class, better understanding of instructions, and improved academic performance in assessments.</p> <p>Well-being: Lower levels of reported anxiety and stress among pupils, as indicated by surveys and observations</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £243547

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Boosting Student Success: Investing in Quality Teaching and Targeted Support with Pupil Premium Funding</p>	<p>Investing £243,547 from the Pupil Premium grant on staffing can be justified with several evidence-based reasons:</p> <p>Quality First Teaching</p> <p>Impact on Learning: High-quality teaching has the most significant impact on pupil outcomes, especially for disadvantaged students. By investing in skilled teachers, we can ensure that all students receive effective instruction, which is crucial for closing the attainment gap</p> <p>https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2024/</p>	1,2,3,4

Professional Development: Continuous professional development for teachers enhances their skills and effectiveness, leading to better student outcomes

<https://governorsforschools.org.uk/app/uploads/2022/12/Govs-for-Schs-Mon-impact-of-PP-spending-March-2023.pdf>

Smaller Group Teaching:

Personalised Attention: Smaller group sizes allow for more personalised instruction, which can address individual learning needs more effectively. This approach has been shown to improve academic performance, particularly for students who may struggle in larger classes.

<https://www.gov.uk/government/publications/pupil-premium>

Targeted Interventions: Teachers can provide targeted support and interventions in smaller groups, which can help to accelerate progress for disadvantaged pupils

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Success from Previous Year's Results (2023-2024):

Improved Outcomes:

Data from the previous academic year demonstrates the positive impact of investing in staffing. For example, schools that have allocated Pupil Premium funds to staffing have seen improvements in student attainment and progress

https://my.chartered.college/impact_article/optimising-pupil-premium-evidence-based-strategies-for-narrowing-the-attainment-gap/

Sustained Progress: Consistent investment in quality teaching and smaller group sizes has led to sustained improvements in pupil outcomes over time.

Evidence from the Education Endowment Fund (EEF):

Research-Based Strategies:

The EEF provides extensive research on effective strategies for using Pupil Premium funding. Their findings support the use of funds for quality teaching and targeted interventions as highly effective methods for improving educational outcomes for disadvantaged pupils.

Toolkit Recommendations:

The EEF's Teaching and Learning Toolkit highlights the positive impact of smaller class sizes and high-quality teaching on student achievement.

	By focusing on these areas, we can ensure that our Pupil Premium spending is both effective and evidence-based, leading to better educational outcomes for all students.	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space learning	<p>Using Pupil Premium funding for Third Space Learning can be a highly effective way to support disadvantaged pupils, particularly in mathematics. Third Space Learning offers personalized one-to-one online tutoring, which can help close the attainment gap and boost confidence in pupils who need it most.</p> <p>Here are some key benefits of using Pupil Premium for Third Space Learning:</p> <p>Personalized Support: Each pupil receives tailored lessons based on their individual needs, identified through diagnostic assessments https://thirdspacelearning.com/programmes/pupil-premium/</p> <p>Cost-Effective: Third Space Learning provides tutoring at a fraction of the cost of traditional one-to-one tutoring, making it accessible for more pupils https://thirdspacelearning.com/tutoring/pupil-premium/</p> <p>Proven Impact: Independent trials have shown that pupils receiving tutoring from Third Space Learning make significant progress, with some achieving 7 months' progress in just 14 weeks</p>	1,2,4

	<p>https://thirdspacelearning.com/tutoring/pupil-premium/</p> <p>Flexible and Scalable: The online platform allows schools to support multiple pupils simultaneously, freeing up staff time and resources</p> <p>https://thirdspacelearning.com/programmes/pupil-premium</p> <p>Comprehensive Resources: Schools gain access to a library of high-quality maths resources and ongoing professional development for staff</p> <p>https://thirdspacelearning.com/tutoring/pupil-premium/</p> <p>By investing in Third Space Learning, schools can ensure that their Pupil Premium funding is used effectively to improve educational outcomes for disadvantaged pupils. If you need more details or have specific questions, feel free to ask!</p>	
<p>Phonics targeted support</p>	<p>Here are some key benefits and strategies for using Pupil Premium funding on phonics:</p> <ol style="list-style-type: none"> 1. Early Intervention: Phonics is particularly beneficial for young learners, especially those aged 4-6. Early intervention can help close the literacy gap before it widens¹. 2. Targeted Support: Schools can use Pupil Premium to provide additional phonics sessions, either one-on-one or in small groups, to ensure that pupils who are struggling receive the support they need¹. 3. High-Quality Resources: Investing in high-quality phonics programs such as Read Write Inc, Little Wandle Letters and Sounds, or Monster Phonics can lead to significant improvements in reading skills¹. 4. Professional Development: Training teachers and teaching assistants in effective phonics instruction ensures that they can deliver high-quality lessons and interventions². 5. Monitoring Progress: Regular assessment and monitoring of pupils' progress in phonics can help identify those who need additional support and measure the impact of interventions². 6. Using Pupil Premium funding in these ways can help improve literacy outcomes and close the attainment gap for disadvantaged pupils. If you have any specific questions or need further details, feel free to ask! 	<p>1</p>

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

Budgeted cost: *residential, Malachi, contingency fund,*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential Trip	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>The Education Endowment Foundation (EEF) has conducted research on the impact of outdoor adventure learning, including residential trips. Their findings suggest several positive outcomes:</p> <p>Improved Academic Outcomes: While the direct impact on academic performance can vary, there is evidence that outdoor adventure learning can enhance students' engagement and motivation, which can indirectly support academic achievement¹.</p> <p>Development of Key Life Skills: Residential trips and outdoor learning experiences help students develop important skills such as teamwork, resilience, self-regulation, and problem-solving². These skills are crucial for their overall development and can positively influence their behavior and performance in school.</p> <p>Enhanced Self-Efficacy and Motivation: Participating in challenging outdoor activities can boost students' confidence and self-efficacy. This increased confidence can lead to better engagement in school and a more positive attitude towards learning¹.</p> <p>Strengthened Relationships: These experiences often help build stronger relationships between students and teachers, as they work together in new and challenging environments. This can improve the classroom dynamic and support a more positive learning environment².</p> <p>Support for Disadvantaged Students: The EEF's research highlights that outdoor adventure learning can be particularly beneficial for socio-economically disadvantaged students, providing them with opportunities they might not otherwise have³.</p> <p>1.</p>	3. £9,000
Malachi Family Counselling	<p>The EEF's resources highlight that addressing social and emotional barriers through counselling can improve pupils' well-being and academic outcomes. This aligns with the Department for Education's (DfE) menu of approaches, which encourages evidence-informed activities to raise the educational attainment of disadvantaged pupils³.</p> <p>Would you like more detailed information on how to implement these strategies effectively?</p>	3 £8,226

<p>Staffing and set up of Breakfast club</p>	<p>Breakfast clubs in primary schools have shown numerous positive impacts on pupils, particularly those from disadvantaged backgrounds. Here are some key benefits:</p> <ol style="list-style-type: none"> 1. <u>Improved Attendance and Punctuality:</u> <u>Breakfast clubs encourage pupils to arrive at school on time, reducing lateness and absenteeism.</u> 2. <u>Enhanced Concentration and Readiness to Learn:</u> <u>A healthy breakfast helps pupils start the day with the energy they need, leading to better concentration and engagement in lessons</u> 3. <u>Better Behaviour:</u> <u>Regular attendance at breakfast clubs has been linked to improved behaviour in the classroom, as pupils are less likely to be distracted by hunger.</u> 4. <u>Nutritional Benefits:</u> <u>Providing a nutritious breakfast ensures that pupils receive essential nutrients, which can positively affect their overall health and well-being</u> 5. <u>Social and Emotional Development:</u> <u>Breakfast clubs offer a safe and supportive environment where pupils can interact with peers and staff, fostering social skills and emotional resilience</u> 6. <u>Academic Achievement:</u> <u>Studies have shown that pupils who attend breakfast clubs tend to perform better academically, particularly in literacy and numeracy.</u> 	<p>£20,000</p>
<p>Contingency fund</p>	<p>Here are some ways this fund could be utilized:</p> <p>Emergency Supplies: Covering costs for essential items such as school uniforms, stationery, or PE kits for pupils in need.</p> <p>Educational Resources: Purchasing additional learning materials or resources that may be required throughout the year, such as books, software, or specialized equipment.</p> <p>Trips and Activities: Funding for educational trips, extracurricular activities, or workshops that arise unexpectedly, ensuring all pupils can participate regardless of financial constraints.</p> <p>Technology Access: Ensuring pupils have access to necessary technology, such as laptops or tablets, especially if their personal devices fail or are unavailable.</p> <p>Parental Engagement: Supporting initiatives that involve parents in their children’s education, such</p>	<p>£2267</p>

	<p>as workshops or family learning sessions, which may require additional funding. By maintaining a contingency fund, we can be more flexible and responsive to the needs of their Pupil Premium pupils, ensuring that no child is left behind due to unforeseen circumstances</p>	
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Total budgeted cost: £243040

Part B: Review of the previous academic year 2023-2024.

Outcomes for disadvantaged pupils

The review of pupil premium spending for the academic year 2023-2024 highlights the significant impact of targeted funding on narrowing the attainment gap. The dedication and hard work of the teaching staff, coupled with the strategic use of pupil premium resources, have yielded positive outcomes. Below is a summary of the attainment data for pupil premium pupils:

- **Foundation Stage (GLD):** 50%
- **Year 1 Phonics:** 85%
- **Year 2 Phonics Retake:** 69%
- **Year 4 Multiplication Tables Check (MTC):** 37%
- **Year 6 Reading (R):** 83%
- **Year 6 Writing (W):** 68%
- **Year 6 Maths (M):** 80%
- **Year 6 Spelling, Punctuation, and Grammar (SPaG):** 87%
- **Year 6 Combined:** 67%

While the foundation stage data reflects challenges, particularly due to additional needs and staffing issues, the Year 6 outcomes demonstrate substantial achievements in reading, mathematics, and SPaG

For Year 6 students, several effective interventions were used to support their learning and help them achieve Age Related Expectations

1. [**Mastery Learning:** Ensuring students achieve a high level of understanding before moving on to the next topic](#)
2. [**Reading Comprehension Strategies:** Techniques to improve understanding and analysis of texts](#)
3. [**Extra Support Activities:** Targeted support for small groups, often led by the deputy head teacher focusing on pre-requisite skills.](#)

These interventions were selected to provide additional support where needed, ensuring that all students have the opportunity to succeed.

The Year 1 phonics assessments yielded good results, showcasing the effective use of pupil premium funding. Investments in the Little Wandle programme and the appointment of an interim Assistant Head Teacher have been effective. Additionally, the substantial training provided to teaching assistants throughout the year is evident in the impressive end-of-year attainment results.

- [**Support for Teachers:** The programme offers extensive guidance, lesson plans, and training to help teachers deliver high-quality phonics instruction³.](#)
- [**Assessment and Intervention:** Regular assessments help identify students who need additional support, and the programme includes “keep-up” sessions to ensure no child falls behind³.](#)

The results of the Year 4 Multiplication Tables Check (MTC) indicate that 37% of pupils achieved the expected standard. This outcome reflects challenges in securing consistent quality first teaching, primarily due to recruitment and retention difficulties.

To address these issues, the academic year 2024-2025 will implement a whole-school focus on improving pupils' ability to fluently and accurately recall their multiplication tables. This initiative will include the use of TT Rock Stars and weekly maths challenges to enhance engagement and proficiency in multiplication.

To address recruitment and retention challenges, the school plans to implement several strategies:

1. [**Mentorship Programs:** Establishing mentorship programs for new and early-career teachers to help them acclimate and thrive in their roles.](#)
2. [**Workload Management:** Reducing unnecessary workload to prevent burnout and improve job satisfaction](#)
3. [**Positive School Culture:** Fostering a supportive and inclusive school culture where teachers feel valued and appreciated.](#)

By focusing on these areas, the school aims to create a more attractive and sustainable working environment for teachers, ultimately improving recruitment and retention rates.

By prioritizing these strategies, the school aims to significantly improve the MTC outcomes in the coming year, ensuring that all pupils develop strong foundational skills in mathematics.

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider