Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. George's Junior School
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	66 pupils 18%
Academic year/years that our current pupil premium strategy plan covers	2022-2025 (year 24/25)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Kelly Lee
Pupil premium lead	Charlotte Worley/Clare Smallwood
Governor / Trustee lead	Robin Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,430
NTP School led funding allocation this academic year (50%) of the costs	£1293 – will be 0 now?
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 85,430

Part A: Pupil premium strategy plan

Statement of intent

- The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is lower than the national average (22.5%) for primary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Grant 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 Pupil Premium Grant. 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.

- Our key principle is to maximise the use of the Pupil Premium Grant. Our priorities are as follows:
  - Ensuring all pupils receive quality first teaching for each lesson
  - Closing the attainment gap between disadvantaged pupils and their peers
  - Providing targeted academic support for pupils who are not making the expected progress
  - Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
  - Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge	Detail of challenge
1	Accessing the curriculum and closing attainment gap. PPG combined with SEND and low attainment
2	Access to specialist support for those pupils also on the SEND register Social, emotional and behavioural needs impacting on learning
3	Family/home related issues eg. Emotional and relationship difficulties Behaviour expectations/both lower academic aspiration & higher expectations to achieve
4	Parental engagement and support at home

5	Attendance and punctuality impacting on progress and engagement in learning. Social pressures/reluctance from to access support services
6	Increase wider development opportunities and pupil participation

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
1. All disadvantaged pupils to who did not reach the expected standard in phonics check by end of KS1 to access consistent phonics linked to reading. Improved phonics knowledge.	All staff have received quality training to teach high quality phonics through RWI and ensure that children practise their reading from books that match their phonics knowledge. Systematic Synthetic Phonics programme is introduced and used with fidelity to meet the national expectations. Effective use of Teacher and TA intervention.
2. End of KS2 attainment is above the national expectations July 2023 in reading, writing, GPS and mathematics. Increasing number of disadvantaged pupils achieve GD combined across RWM.	Staff are confidently applying progressively planned lessons which are rich in the use of metacognitive and self-regulatory strategies. Pupils demonstrate and articulate application of taught metacognitive strategies enhancing learning. CPD resources and support from NCETM Click4Teaching strengthens quality first teaching of English and Mathematics, focused on evidence based research.
3. All pupils demonstrate emotional health and well-being, increasing resilience and positive growth mindset.	Levels of tiered support develop the social and emotional learning for pupils at varying levels. Play therapy sessions attended by pupils requiring high level targeted support. School dog support to develop students' reading skills, improve behaviour, attendance and academic confidence, as well as increasing student understanding of responsibility and develop empathy and nurturing skills. Regular mindfulness sessions and application of Zones of regulation to support emotional wellbeing
4. Opportunities are available to disadvantaged pupils to engage in wider opportunities and life experiences	All pupils participate in school trips, an after-school club/residential visits-through subsidised trips and are equipped for school in order to fully access the whole curriculum
5. Pupils engage in high levels of attendance and demonstrate behaviours appropriate to the values of the school	The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly through the application of 'The St. George's way'. The learning powers are reflected in pupils' positive behaviour and conduct. There is demonstrable improvement in the behaviour

	and attendance of pupils who have particular needs. Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
5. Parents actively engage in children's learning activities	Communications and approaches encourage parents to support their children with reading/homework/number facts/multiplication speed and accuracy Additional programmes are sort for families requiring further support

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: £22,710

Activity	Evidence that supports this approach	Challenge addressed
Phonics check Ensure staff, are delivering RWI phonics programme with fidelity to the scheme to those pupils not yet achieving required phonic levels. Use assessment to identify gaps, addressing them quickly. Parent phonics workshops. School tutoring to support phonics catch up Access to continued training and Phonic resources for delivery Staff training and release for delivery of programme	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Teaching of Phonics EEF Choosing a phonics teaching programme	1
KS2 Attainment in Maths *CPD:* The Expert Reasoner Kate Burton CPD and Click4Teaching:Improving recall and arithmetic, and Holding a line of thought: Strengthening reasoning and enquiry and proof	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. The evidence indicates that groups of 3–5 is most effective for collaborative learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group. There is also some evidence that collaborative learning approaches are particularly promising when used to teach science	1

Click for teaching maths moderation Number talks training and facilitation Training and application in high quality Mathematical resources: White Rose, LBQ; Sumdog Using teacher knowledge to support Parental workshops and support at home School improvement across the trust		
CPD to develop and embed pupils' use of meta-cognition & self-regulation to support learning across the curriculum	The potential impact of metacognition and self-regulation approaches is high (+7 month) EEF evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. progress	1
Work with Click4Teaching consultancy to strengthen the quality first teaching of English based on evidence based research. Ensure staff use evidence-based whole-class teaching interventions and quality first teaching.	Consultancy built on evidence based material/CPD The reading framework (Jan2022) Improving Literacy in KS2 EEF Improving Maths in KS2 EEF QUALITY FIRST TEACHING The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. EEF SEN Code of Practise : High quality differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEN; high quality teaching should be targeted at their areas of weakness Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from TAs. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. The National Curriculum Inclusion Statement - Set high expectations for every pupil, whatever their prior attainment -Use appropriate assessment to set targets which are deliberately ambitious -Identify and address potential areas of difficulty from the outset -Plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement	1

CPD for whole school approach to MISP Mindfulness in Schools Project and restorative practice	MISP -Mindfulness trains us to direct our attention to whatever is happening in the present moment: our breathing, other physical sensations, thoughts, emotions, or even everyday activities like walking and eating. This awareness means we can respond more skilfully to whatever the present-moment throws at us. This meta-analysis reinforces the efficacy of using MBIs for improving the mental health and wellbeing of youth as assessed using the gold standard RCT methodology	1

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

Budgeted cost: £ 42,740

Activity	Evidence that supports this approach	Challenge addressed
RWI & *Stretch It/ Fix It* Target children in year 3/4 for rapid recap on phonics, closing any gaps Target children in year 2 for rapid recap on phonics, closing any gaps so that they are ready for the phonics screening check Targeted phonics intervention to ensure that the gap closes rapidly for those children who have fallen behind.	Small group tuition has an average impact of four months' additional progress over the course o a year. 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 **EEF: Small group tuition**	1
Precision Teaching *(Reading/Phonics/Maths) Teacher/HLTA/TA led* Use assessment to identify targeted support. PP progress meetings are used to identify gaps in teaching and learning and inform intervention groups for reading and mathematics to narrow the gap for disadvantaged pupils; ensure that these are targeted and time focussed – use of Insight for intervention tracking. Audit interventions; Embed engagement model to all staff for pupils with SEND.	One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Small group tuition has an average impact of four months' additional progress over the course of a year. 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. EEF: Small group tuition	1

Quality curriculum for all, regardless of background. Literacy intervention – Year 3-6 focus (use of School led NTP funding) Tutoring: School led NTP 50% = £3172 PP funding 50%=£1586		
Beanstalk Reader	One to one tuition is very effective at improving pupil outcomes. One to one tuition can be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1
LbQ (Learning by Question)	Providing feedback is well evidences and has a high impact on learning outcomes. **EEF** Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback delivered by technology also has positive effects. Studies of verbal feedback show slightly higher impacts overall (7+months).	1
Reading & Mathematics interventions	Evidence-based intervention programme. Small group tuition has an average impact of four months' additional progress over the course of a year. 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	1

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

Budgeted cost: £19,980

Activity	Evidence that supports this approach	Challenge addressed
Emotional Wellbeing Levels of tiered support to develop social and emotional learning for pupils at varying levels, whole class, through to targeted support e.g. play therapy. Levels of **tiered support** for pupils at varying levels, whole class, through to targeted support.	*ELSA/Learning Mentor* Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. *EWO* Parental engagement has a positive impact on average of 4 months' additional progress. Evidence of personalised messages linked to learning can promote positive interactions.	1, 3, 4 and 5

Tier 1 Mindfulness whole class, Restorative Practice; The Learning Powers; Growth Mindset Tier 2 Wellbeing support: Pastoral support – ELSA; Learning Mentor Behavioural support; EWO – attendance support, School dog Tier 3 Wellbeing support: Play Therapy intervention; BEAM, Educational Psychologist	**ATTENDANCE:** Attendance has been proven to correlate with attainment. One of the Strengthening Families criteria is around school attendance. It is based on engaging families, programs and communities in building five protective factors: • Parental resilience • Social connections • Knowledge of parenting and child development • Concrete support in times of need. Social and emotional competence of children Improving school attendance: support for schools and local authorities (DfE July 2021): This document gives guidance to schools and local authorities to support them to improve school attendance. School attendance Guidance for maintained schools, academies, independent schools and local authorities (DfE May 2022) *Behaviour Support – Restorative Practice CPD* The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective. BEHAVIOUR SUPPORT (EEF): Overall, the evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues, than they are for universal interventions or whole -school strategies. Moderate impact for moderate cost. *Play Therapist* Specialised programmes which are targeted at pupils with specific behavioural issues EEF Behaviour Interventions +4months Evidence-Based Practice Statement: Play Therapy Children between the ages of 3 to 12 years old should participate in play therapy as an intervention to alleviate symptoms related to behavioural and emotional problems, as well as contribute to overall wellness and healthy development.	
Mindfulness in Schools Project	Mindfulness trains us to direct our attention to whatever is happening in the present moment: our breathing, other physical sensations, thoughts, emotions, or even everyday activities like walking and eating. This awareness means we can respond more skilfully to whatever the present-moment throws at us. Brain imaging studies show that mindfulness practice reliably and profoundly	1

	alters the structure and function of the brain to improve the quality of thought, feeling and concern for others.	
Parental engagement Inclusion team Parent workshops Understanding your child Targeted early help	EEF research shows that 'The association between parental involvement and a child's academic success is well established, but evidence on how to actually improve attainment through parental involvement is limited - and existing evidence suggests that it is a considerable challenge.' EEF research that suggests 'parental involvement in learning may have wider benefits beyond boosting attainment outcomes.' NFER Research (2013) This guide sets out key messages from research and practice on how to engage parents from disadvantaged groups. SOLIHULL APPROACH – UNDERSTANDING YOUR CHILD (2019) The Solihull Approach has a rich mixture of both quantitative and qualitative studies carried out by independent teams across the UK and by the Solihull Approach. Currently all research, except one, has been carried out in the UK, so it could be said that the research does reflect the British population…given the range of studies and the fact that all have produced significant results, it is possible to suggest that it is likely that the research supports practitioners' and parents' experience; the Solihull Approach works	4
Wider opportunities	SUPPORTING CHILDREN TO HAVE WIDER EXPERIENCES (e.g. trips, visits, music). EEF: Collaborative learning is described as having a +5 months impact on progress, so even limited experience of this approach should be beneficial.	6

Total budgeted cost: £85,430

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.

All disadvantaged pupils to who did not reach the expected standard in phonics check by end of KS1 to access consistent phonics linked to reading. Improved phonics knowledge.

All staff have continued to access RWI training and have worked with Infant school staff to support delivery.
All pupils have made progress
Significant reduction in pupils accessing phonics (showing reducing the gap)
Fluency and speedy reading developed for pupils post phonics completion

Reading attainment in Year 3 67% EXS+ of the remaining not at EXS, 13% also SEND)

- 100% pupils have made progress over the year.
- 73% of pupils (year 3 and 4), who did not pass at KS1, have come off phonics.

End of KS2 attainment is above the national expectations July 2024 in reading, writing, GPS and mathematics.

	PP Reading		PP Maths		PP writing	
	Aut	sum	Aut	sum	Aut	sum
Year 3	54%	67%	66%	73%	14%	20%
Year 4	37%	63%	42%	47%	32%	31%
Year 5	53%	46%	54%	61%	62%	69%
Year 6	55%	70%	20%	55%	35%	65%

2024 data shows St. George's to be either above or in line with national expectations

Reading 80% (33% higher) (national 74% + 6)

Writing 80% (12% higher) (72% +8)

Maths 69% (22% higher) (73% - 3)

GPS 73% (34%) (national 72% +1)

Combined 64% (8%) (national 61% +3)

The Expert Reasoner Kate Burton CPD and Click4Teaching: Improving recall and arithmetic, and Holding a line of thought: Strengthening reasoning and enquiry and proof has supported teachers in the delivery of effective reasoning teaching. 100% of staff report effective CPD to enhance teaching.

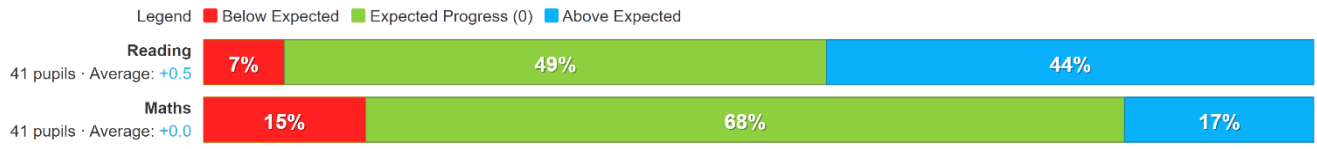
Click for teaching maths moderation and school to school trust support has verified Maths moderation and evidence of assessment of teacher judgements to support next steps.

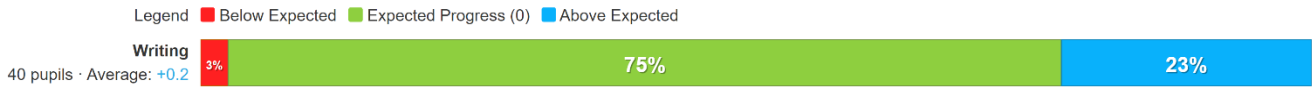
Training and application in high quality Mathematical resources: White Rose, LBQ; Sumdog have enabled teachers to deliver a quality mathematical curriculum.

Internal maths tracking showing increased attainment and progress from starting points.

Fresh start, speedy reading, small group and 1:1 tuition has improved and evidenced increase in reading outcomes.

NFER progress from Year 3 to Year 5 (autumn to summer comparison)





All pupils demonstrate emotional health and well-being, increasing resilience and positive growth mindset.

In recent safer schools survey, 92% of pupils report feeling safe at school. Behaviour and bullying survey shows 93% of pupils are happy in school; 86% feel they can talk to someone in school or use a worry box.

Increased capacity of key pupils access time with school dog; reduction in behaviour due to reduced anxiety. 100% of pupils report enjoyments and calmness after working with school dog.

Communication with parents around mental health and wellbeing; delivery of mindfulness workshops to support regulation at home. Additional parental support, communication and signposting having a positive impact upon w relationships.

Mindfulness built into the curriculum and delivered by expert trained teachers. Extended Mindfulness offered thro lunchtime clubs and bespoke to pupils with support plans to support regulation.

Type of SEMH Support (23-24)	Non PPG		PPG		LAC		PLAC	
	22-23	23-24	22-23	23-24	22-23	24-24	22-23	23-24
ELSA	TOTAL= 1	TOTAL = 3	TOTAL= 1	3- TOTAL =3	TOTAL =0	TOTAL= 1	TOTAL= 0	TOTAL= 1
CBT (Approaches)	TOTAL= 3	TOTAL= 6	TOTAL= 2	TOTAL = 1	TOTAL= 0	TOTAL= 1	TOTAL =1	TOTAL =0
Drawing and Talking	TOTAL= 3	TOTAL= 0	TOTAL= 2	TOTAL=0	TOTAL =0	TOTAL= 0	TOTAL= 1	TOTAL=0
Think Bricks	TOTAL =0	TOTAL= 2	TOTAL = 0	TOTAL = 4	TOTAL = 0	TOTAL= 0	TOTAL= 0	TOTAL= 0
Social Games	TOTAL =0	TOTAL= 5	TOTAL=2	TOTAL= 7	TOTAL= 0	TOTAL= 2	TOTAL= 0	TOTAL = 2
Play Practitioner	TOTAL =0	TOTAL= 0	Total=0	TOTAL =1	TOTA= 0	TOTAL=1	TOTAL= 0	TOTAL= 2
No Worries	TOTAL= 12	TOTAL= 23	TOTAL= 3	TOTAL= 9	TOTAL =0	TOTAL= 2	TOTAL= 1	TOTAL= 1

Opportunities are available to disadvantaged pupils to engage in wider opportunities and life Experiences.

Through the use of targeted use of PPG funding, all disadvantaged children access all visits and visitors alongside their peers. Access to extended school provision and music tuition is also encouraged in order to develop their life experiences.

Additional sporting events and coaching targeted for pupils who do not uptake a physical enrichment Club. Additional curriculum enrichment.

Pupils engage in high levels of attendance and demonstrate behaviours appropriate to the values of the school

	2022/2023 attendance	2023/2024 attendance
Pupil premium	**95%**	**94%**
Non pupil premium	**96%**	**96%**

Close liaison with EWO and working closely with families to improve attendance has had a positive impact with increased attendance across both PP and non PP. Various support for medical needs and school attendance has positively impacted upon increased attendance for key groups.

Parents actively engage in children's learning activities

Workshops for the following have taken place; e-safety for parents; maths and times tables, reading and spelling and mindfulness. Resources and clips shared for parents unable to attend.

Regular updates through weekly newsletters and news updates through website and regular assemblies and parental engagement opportunities throughout the school year 95+%.

Reading engagement with parents and high up-take of parental participation for World Book Day and Pjarmaram High engagement and attendance at St. George's Day; class assemblies; Sports day and the increased commun events.

Parents supporting school with careers and wanting to support enrichment of the curriculum offer.

Parent lunches – a high uptake and positive feedback received from parents.

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
Play therapy	
Behaviour Support	Educational Psychology Service Inclusion Team
National Tutoring Programme	White Rose
Snip Spelling intervention	SNIP Literacy
IDL Literacy	IDL
Sumdog	Sumdog
MISP	Mindfullness in Schools Programme