

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 Church of England Primary School, Wrotham
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Elizabeth Rye, Headteacher
Pupil premium lead	Matthew Jones, Deputy Headteacher
Governor / Trustee lead	Nicholas Castell, Governor Lead for disadvantaged learners

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£5,800
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	£54,220

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. For this to take place, the disadvantaged children at our school must achieve accelerated progress across the curriculum.

We have identified key challenges that are preventing our disadvantaged pupils from attaining well: identifying speech and language need early, parental support and expectations of what our disadvantaged pupils can achieve. We will support the disadvantaged children at St George's individually as we know that all children are different and have different needs in order to succeed.

Our expectation at St George's is that all pupils, irrespective of their background or the challenges they face, become strong readers. This will enable them to read to learn and broaden horizons. We want all children to enjoy school and have a want to come to school. We must ensure that all pupils receive an outstanding primary school experience.

We have adopted a whole school approach to tackle the challenges that these children face. Every member of staff will take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve. It is vital for our disadvantaged children to be challenged in the work they are set and also receive early intervention when needed.

Challenges

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.</p> <p>Our baseline assessments on entry to Reception class demonstrate that 100% of disadvantaged children are below age related expectations for English and 86% are below age related expectations for Maths on entry. Compared to our non-disadvantaged which was 41% for English and Maths (below age expectation).</p>
2	<p>Internal and external assessments show that our disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers. This has been over the previous two years.</p> <p>2021 – PP = 33% achieved, Non PP = 69%</p>

	2020 – PP = 20% achieved, Non PP = 91%
3	<p>Our assessments, observations and discussions with families shows that many of our disadvantaged pupils' education has been disproportionately impacted by the school closures which took place last year. Our after school English and Maths sessions produced some accelerated learning for our disadvantaged pupils but progress still needs to be made.</p> <p>Booster sessions showed impact however with 98% of children showing at least 1 steps progress and 35% of children showing 2 or more steps progress (accelerated progress).</p>
4	<p>Internal assessments show that there is a significant data gap between our disadvantaged and non-disadvantaged children in Reading, Writing and Maths (particularly in KS1).</p> <p>Assessments show that within KS1 there is currently a 63% gap in Reading and Writing, and a 78% gap in Maths. Even though there was accelerated learning from our after school booster sessions, the gap has widened since pre-school closure.</p>
5	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>20% of our PP children are in danger of falling into the 'persistent absenteeism' category.</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
Improved attendance for disadvantaged pupils (Challenge 5)	Attendance figure for disadvantaged pupils in 2020/21 was 92.04%. This must be raised to our target percentage of 97%.
Improved speech and language for disadvantaged pupils (Challenge 1, 2, 3, 4)	Children in EYFS and KS1 who are in need of speech and language intervention identified earlier and support put in place to aid in their development. A greater percentage of children in need of speech and language support achieving the expected standard in Reading, Writing and Maths,
All disadvantaged pupils leaving school as strong readers (Challenge 1, 2, 3, 4)	End of Key Stage outcomes displaying that our disadvantaged pupils are

	<p>performing well against non-disadvantaged pupils nationally.</p> <p>The attainment gap in Reading between disadvantaged and non-disadvantaged pupils reducing in every year group.</p>
<p>Difference between disadvantaged and non-disadvantaged pupils diminishing in Reading, Writing and Maths across the school (Challenge 4)</p>	<p>End of Key Stage outcomes displaying that our disadvantaged pupils are performing well against non-disadvantaged pupils nationally.</p> <p>The attainment gap in Reading, Writing and Maths between disadvantaged and non-disadvantaged pupils reducing in every year group.</p>
<p>Increased percentage of children attaining in the phonics screening assessment in 2022 (Challenge 2)</p>	<p>Last year 33% of disadvantaged pupils attained pass mark for the phonics screening test. This percentage must increase.</p>
<p>Raised self-esteem and aspirations for disadvantaged pupils – ensuring that parents value the importance of education (Challenge 4, 5)</p>	<p>Pupil voice shows disadvantaged children enjoying school displaying high expectations for themselves and a positive attitude to learning.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of immediate feedback given to children through staff meetings.	EEF identifies that immediate feedback has a +6 months impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3, 4
Encourage teachers to plan English and Maths lessons using the outdoor area.	EEF is currently identifying the impact of outdoor learning on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning EYFS teacher currently undertaking Forest School training which will allow forest school to take place throughout the school	3, 4
Embed the use of mastery learning led by ER, JS and LD. Maths lead attending Maths hub sessions.	EEF identifies that mastery learning has a +5 months impact on progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 3, 4
Ensuring consistency of teaching of early reading and phonics. English lead attending English hub sessions.	EEF identifies that quality phonics teaching has a +5 months impact on progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identifying children early for speech and language interventions and ensure that this takes place each week	EEF identifies that oral language interventions have a +6months impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3, 4
Raising the attainment of disadvantaged pupils in the early years of primary school	EEF identifies that Early Years intervention has a +5 month impact on progress https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years	1, 2
Identify children for support and interventions and track the progress of these children throughout the school year	EEF identifies that small group work/interventions have a +6months impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4
Support sessions for targeted children (50% will be disadvantaged) in Maths	EEF identifies that small group work/interventions have a +6months impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3, 4
Nuffield Early Language Intervention	https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	1, 2
Trinity theatre group (Year 1 and 2)	https://www.trinitytheatre.net/wp-content/uploads/2021/05/Speech-Bubbles-overview-2020-21.pdf	1, 2

NESSY dyslexia support	https://www.nessy.com/uk/	3, 4

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

Budgeted cost: £24,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Draw and Talk intervention	https://drawingandtalking.com/	3, 4, 5
Speech bubbles intervention	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/speech-bubbles	1, 5
SENCO being ELSA trained	https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/	5
Wellbeing Champion being a Mental Health First Aider	https://www.sja.org.uk/courses/workplace-mental-health-first-aid/	3, 4, 5
Extra support such as free school uniform, breakfast club and transport	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413222/The_Pupil_Premium.pdf	5
Organising Parental involvement in school events (Early Years in particular). This includes	EEF identifies that Parental Engagement has + 4 months impact on progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4, 5

workshops and coffee mornings		
Ensuring children have access to forest school throughout the school	<p>Currently Forest School takes place in KS2 but EYFS teacher is currently undertaking Forest School training so all classes will have access to it.</p> <p>https://forestschoolassociation.org/what-is-forest-school/</p>	3, 4, 5

Total budgeted cost: £54,220

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcome

Last year, due to the COVID 19 restrictions, many of our planned strategies, including interventions and support sessions, were not able to take place.

Although the national assessments were cancelled in 2020/21, we still assessed the children at St George's Church of England Primary School internally. Assessments show that disadvantaged pupils have made accelerated progress in Reading, Writing and Maths in Key Stage 2. This has caused the difference between disadvantaged and non-disadvantaged children to have diminished in each subject. This has happened due to a number of reasons. Increased parental engagement during school closures had a positive impact on progress. Children were engaged with the curriculum that was provided and completed a large number of tasks each day. The after school booster sessions, which were run by the class teachers (providing pre and post teaching opportunities) built on learning and caused accelerated progress in Key Stage 2.

Performance in EYFS and Year 1 Phonics Screening was lower compared to previous years, partly due to the impact of partial school closures and remote learning.

Externally provided programmes

Programme	Provider
Dyslexia Support	Nessy
NELI	Nuffield Foundation

Further information

During our planning time for our Pupil Premium Strategy, we first looked at what strategies were having a positive impact on the progress and attainment of the children at St George's Church of England Primary School. The booster sessions which were planned in the summer term had a big impact on the progress of our disadvantaged children with a number of children achieving two or more steps progress in one term.

There was also a number of strategies/interventions which we have had to adapt because they weren't having the desired impact on the children. The Early Years curriculum is something that we know needs a huge focus. We have adapted practices that we have used previously and will monitor their impact.

We looked at a number of reports, studies and research papers about effective use of Pupil Premium and the Pupil Premium Champion discussed different strategies with other local Champions about what has worked well in other schools with similar contexts.

We have used the Education Endowment Fund's Toolkit to set our plans. We did this because the time – cost impact shows what has worked well in other schools and gives us a good baseline on how our children will make progress over the year. We want to ensure that the disadvantaged children are provided a curriculum that is not narrowed and that they receive an outstanding education.