

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St George's VC Academy
Number of pupils in school	87
	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	A Krlic/ G Olsson
Pupil premium lead	E White
Governor / Trustee lead	D Laws

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57839
Recovery premium funding allocation this academic year	£5764
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	£63,603

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is informed by our extensive knowledge of the community we serve and the barriers that some of our children face. It is underpinned by trusted research.

Although the plan will never remove all barriers, we aim to alleviate the issues within our power, to ensure educational outcomes for disadvantaged and vulnerable children are improved. Our teachers have a sound understanding of our deprivation level and the barriers that some of our children face. These barriers are faced by some children who are not classified as pupil premium but who are, due to other factors, vulnerable.

Our school is ranked in the highest level of deprivation and the income, employment, health, education and crime deprivation indicators are all very high. These factors combine to make a community faced with hardships, further impacted by the pandemic.

We are acutely aware that disadvantaged children often face barriers to their learning including:

- ❖ Underdeveloped language and communication skills
- ❖ Attendance and punctuality issues
- ❖ Complex family situations
- ❖ Emotional and behavioural difficulties
- ❖ Lack of readiness and confidence to learn

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we allocate the Pupil Premium funding to support *any pupil or groups of pupils* the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives:

- ❖ To improve educational outcomes for disadvantaged children at St George's.
- ❖ Support our children academically, socially and emotionally in the challenges they face to achieve their full potential.
- ❖ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- ❖ To ensure that all children have equal access to the school curriculum and wider learning opportunities.

Achieving these objectives:

Our Pupil Premium Plan considers a range of strategies to provide the best provision for our pupils to make progress. These approaches are informed by national research, previous experience and knowledge of our community. The strategies are underpinned by a collective commitment to ensuring all our pupils have the opportunities they deserve to be the best they can be.

Approaches considered will include, but are not limited to:

- ❖ Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- ❖ Reducing class sizes, thus improving opportunities for engagement and effective teaching.
- ❖ Small group provision focused on overcoming gaps in learning.
- ❖ Allocation of experienced additional adults to deliver quality assured, targeted interventions.
- ❖ Emotional wellbeing support.
- ❖ Utilising outside agencies to support our children and their families.
- ❖ Funding for enrichment and wider opportunities e.g. music, visits.

- ❖ CPD for staff in specific teaching and learning approaches.
- ❖ Support the funding of specialist services e.g Seaside SALT & Emotion Switch
- ❖ Provision of nurture and behaviour support throughout the school day including before school and break/lunchtimes.

Provision will be constantly reviewed and adapted to ensure that improving outcomes from individual starting points remains at the core.

Challenges

Challenge number	Detail of challenge
1	Very low starting attainment when entering EYFS in all areas but particularly in Language & Communication; Personal, Social, Emotional Development and Understanding of the World.
2	Low levels of language, communication and vocabulary throughout the school.
3	Limited access to the world beyond the local community and the impact this on the acquisition of knowledge.
4	Engagement, capacity and waiting times for outside agency support.
5	Readiness for learning – working memory, opportunities to practice and revise learning beyond the school building.
6.	Low level attendance and punctuality.

Intended outcomes

Intended outcome	Success criteria
Progress in reading, writing and mathematics shows an upwards trajectory particularly by the end of KS2.	Consistently achieve at least national average progress score in KS2. Consistently diminish the gap in attainment between PP and non-PP children as they move through the school. Increase number of PP pupils reaching greater depth by the end of KS2 by 2025.
Children have a rich vocabulary which enables them to access the KS1 curriculum with ease and narrow the gap to their more affluent peers.	All children ready for Yr1 will be able to articulate in sentences. All children ready for Yr1 will be able to announce clear sentences. All EYFS and KS1 staff are experts in supporting the development of Speech and Language Low staff to child ratio ensures lots of language rich opportunities take place with each child.

	Increased numbers of PP pupils, and those who the school class as vulnerable, achieve ELG for Language and Communication.
Despite low starting points, increase pass rate in Phonics Screening Check in Yr 1, so they are in line with National norms.	High-quality synthetic phonics teaching is in place through RWI and support from the Literacy Hub Phonic results remain consistently close to national. Achieve above 90% in Phonics Screening Check
Increased attendance of PP children.	Attendance is above 95% for PP children
Widen pupil gaze beyond the local environment and community, thus counterbalancing the aspirational poverty they may experience.	Enrichment opportunities successfully extend experiences beyond school. Acquisition of knowledge is supported by real-life, hands-on opportunities.
Establish a sanctuary for all with clear procedures to support children with SEMH issues, thus ensuring these barriers are removed and learning potential is achieved.	Evidence of children willing and ready to learn as their emotional and well-being needs are catered for and a focus on learning can happen.

Activity in this academic year:

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

Teaching (for example, CPD, recruitment and retention):

Budgeted cost: **£57,839** (includes specialised CPD from New Options, Teaching assistants to run planned programmes)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Seaside SALT Targeted support for speech and language £5,000 TA S&L specialist programme delivery time and resources 1 HTLA (5 hrs x week) 1 TA (5 hrs week = £16 456	Identified and targeted language and communication need in EYFS. Majority of pupils working in the 22-36 age band will not have the breadth of vocabulary that is typical on entry to FS1/2. Historic concern that many of our children do not have the breadth of knowledge, language and skills required to access the EYFS and primary curriculum. Our whole curriculum has been adapted to meet this need. This is supported by the findings of Anne Longfield the Children's Commissioner, 'Best beginnings report' which	1,2, 4 & 5

<p>Additional adults in Y1 delivering SP and Lang £8345 £8980 (TA every morning) £10,716 (HLTA every morning)</p>	<p>suggests high-quality speech and language / language-rich interventions in EYFS are needed to alleviate the impact that deprivation and disadvantaged home life has on speech and language</p> <p>A higher-than-average request for NHS SALT intervention EYFS has led to a very long waiting list on the Coast with a severe shortage of SALT</p> <p>One to one intensive support works best when a trained TA delivers the programme daily and revisits in both learning and play. New Options support ensures that children move rapidly through the programme ensuring that 98% have moved to advice on request by KS2.</p> <p>Developing language and communication is a priority.</p> <p>Further embed CPD on language development from Applied Psychologies through additional CPD sessions. Vocabulary non- negotiables established for each phase including lesson plans having focus on vocab.</p> <p>High staff to child ratios to ensure rich language and opportunities for modelling spoken language are frequently exploited</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention for high needs pupils</p> <p>Targeted interventions – Mastery Number, RWI 1:1 , Fresh start to begin this academic year</p>	<p>Historically the % of pupils achieving the expected standard has not reach national and, although this is an improving picture, it must remain a priority</p> <p>Sutton Trust identifies: Small group teaching could be re-teaching gaps/ misconceptions addressing or vocabulary-based work (EEF toolkit)</p> <p>Planning of regular reviews with SENDCo will ensure delivery and impact are good to ensure progress.</p> <p>The EEF A School's Guide to Implementation (Dec 19) highlights the 'important use of</p>	<p>2 & 5</p>

<p>Bespoke support to pupils with high level of need in SEND Hub via SENDCO and teaching assistants -</p>	<p>expert coaching/ mentoring with structured peer to peer collaboration and implantation data to actively tailor and improve the approach'</p> <p>Early Bird readers – Targeted group last year saw an increase in fluency and understanding. Children made accelerated progress through RWI because of the additional support.</p> <p>EEF Toolkit – Social and Emotional learning Support from within the school helps reinforce positive views of the school through an open and supportive network. Children with complex SEN needs thrive better within a bespoke areas with limited sensory overall and underpinned by the key principles of Nurture (Holmes and Boyd)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£68 306**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DSL/ELSA to deliver both support for families and bespoke and group support for vulnerable pupils -including support with attendance</p> <p>Wider communities Lunchtime resources and adult support - £12,000 per year from NYCC to create community links and provide out of school activities for families</p>	<p>More identified SEMH issues with PP children because of lack of resilience.</p> <p>Cpoms analysis shows us that PP children are more likely to be 'in red' and struggle with their behaviour on the playground. This then impacts both on academic progress and character development. Existing interventions are in place and ELSA support is received by high need PP children.</p> <p>Dr Laura Grahamslaw's report on ELSA support in Northumbria found that children who had identified ELSA support-built resilience were able to create their own self-help actions. Along with these findings we have also seen an increase in resilience due to the support and self-help strategies our ELSA provides for the children.</p> <p>We have seen a reduction in behavioural incidents both in and outside the classroom and a reduction in teaching time lost as restorative work is completed by the ELSA with the targeted children. Consequently, we have set up a lunch time retreat led by experienced adults (DSL and ELSA) which help to resolve issues with the restorative approach.</p> <p>EEF research shows the positive impact on school building trusted relationships with families. Low-challenge drop-in meeting allows communications to be shared in positive manner. Consequently, we have set up a lunch time retreat led by experienced adults (DSL and ELSA) which help to resolve issues with the restorative approach.</p>	<p>1,2,3,4,5,&6</p>
<p>Subsidised school trips/experiences - £6000</p>	<p>In order to support our children to know more, do more and remember more we need to provide them with cultural capital through enriching experiences. We know the majority of our children do not have the opportunity to undertake a wide-ranging experience outside of school so we see it as our job to counterbalance this disadvantage. Research and experience show that children from lower economic households are less likely to visit culture-related sites or attend sporting events, these pupils also had lower reading and mathematics</p>	<p>1,2,3,5 & 6</p>

	scores compared to their counterparts. Taken from <i>Family trips and Academic Achievement in Early Childhood</i> .	
Subsidised breakfast club 45p per day per child All children	<p><i>Providing children with breakfasts that are rich in fibre, whole grains, and protein can help to boost their attention span, concentration, and memory. Health4schools</i></p> <p>We are growing increasingly concerned that a number of our children are coming to school without breakfast and aim to offer a free breakfast club for all regardless of PP status as many of our parents are only just above the cutoff point of PP and with the increase in NI costs we believe this will plunge some into poverty. Hunger should not be a limiting factor for children in St Georges.</p>	2,5 &6

Total budgeted cost: £63,000 & £12,000 of wider community grant from NYCC

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.

	Impact
Improve oral language skills for pupils eligible for PP in EYFS classes. Pupils developing a greater grasp of language and apply this in their reading and writing, thus diminishing the difference throughout their primary school journey. Thus, diminishing the gap by Yr6	<p>Bespoke support from the external speech and language provider Seaside SALT has been invaluable. This ensures continued early Identification supporting high need S&L concerns in EYFS meaning that children were targeted immediately with one-to-one support with additional support offered to parents/carers to accelerate their progress. The therapist puts together a plan for each child that can be delivered within school</p> <p>RWInc. delivered in F1 showed that children were accessing phonics and recognising letter sounds from 3 years old increasing their readiness for learning.</p> <p>Additional adults are utilised effectively for 'Pinny Time' interventions ensuring children keep up.</p> <p>Despite very low on entry to EYFS data, the impact of the school's focus on development of communication and personal and social skills is reflected</p>
	<p>in how calm, settled and engaged the children are within the environment. 60% of the early years pupil premium achieved a Good level of Development which reflects strong progress from very low starting points.</p>

<p>Attendance of pupils eligible for PP diminishing the difference with other pupils.</p>	<p>ELSA and DSL support for anxious PP families helped increase attendance and progress accelerated. Work with Kevin Lister Trust engagement led to marked improvements for Targeted Pupils 'Attendance Challenges'</p> <p>Inclusion team meet weekly to discuss attendance and concerns and are proactive in their responses with immediate support put in place which limited the children's time out of school. Minutes lost have reduced because of this timely support which will continue.</p> <p>Attendance continues to be a concern, due to complexities within the community we serve.</p> <p>Attendance for PP children was just below that of the whole cohort; this was impacted by year 5 who were historically poor attenders with 2 PAs who were PP</p>
<p>Widen gaze beyond their local environment and community</p>	<p>8 clubs are now established meaning that children from Yr1 to year 6 can access extra-curricular activities ranging from sports, to sewing. These provide our pupils with access to learning opportunities outside of the curriculum and narrow the gap to their more affluent peers.</p> <p>Increased school's offer for visits and experiences - in and out - had a positive impact on pupils' personal development as well as supporting the pupils to know more and remember more.</p> <p>We have ensured all year groups have had at least one trip/experience to build on raising aspiration and building cultural capital. Trips and experiences to local places of interest such as The Deep and local museums, but also to further afield including a Magna, Eureka and London</p> <p>This not only supports the children in learning key knowledge but also allows them to see the exciting and diverse world which lies beyond the local estate on which they live.</p> <p>All of our Y5/6 PP children were able to go on our residential to East Barnby. This was a fantastic and highly - memorable experience from which children gained valuable opportunities to develop and pursue new interests and build skills for life.</p>

	<p>Our participation in the Children's University project has allowed our KS2 children and their families to experience and understand career and further education options that are available to them on leaving school.</p>
<p>Establish a sanctuary for all with clear procedures to support children with SEMH issues. Ensuring these barriers are removed and learning potential is achieved</p>	<p>Having additional adults available ensures that a pro-active approach is utilised, with de-escalation successfully ensuring that children in crisis are supported to self-regulate.</p> <p>The 'Team around the child' approach means that target pupils have a key mentor to check-in with and to seek out when they become overwhelmed.</p> <p>Use of DSL office provides a safe space for children and/or parents to discuss their feelings or just experience 'calm' alongside a supportive adult.</p>

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
Speech and language specialist support	Seaside SALT
Emotion Switch	Emotion Switch Lead Steven Gardner

Further information (optional)

All aspects of the school have improved. Not least amongst these, our Year 6 results which were on an upwards trajectory and approaching national norms prior to the Pandemic in 2019, representing very good progress from starting points that are well below those typical of their age. This is also reflected in our internal data from 2020 to 2023, despite the negative impact of school closures.