

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 academic years) 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 Beneficial CE Primary School
Number of pupils in school	360 337 YR – Y6
Proportion (%) of pupil premium eligible pupils	53% Y1+ 47% N2 – Y6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
<i>Date this statement was published</i>	<i>September 2021</i>
Date on which it has been reviewed	December 2022
Date to review second year	July 2023
Statement authorised by	Chair of Finance and Resources
Pupil premium lead	Sandra Gibb
Governor / Trustee lead	Bella Ansell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 225,755
Recovery premium funding allocation this 22-23 academic year	£14463
School led tutoring	£21612
PPG funding carried forward from previous years	£0
Total budget for this academic year	£261830

Part A: Pupil premium strategy plan

Statement of intent

We are part of Charles Dickens Ward which has high deprivation and many local factors causing complex barriers for our families. Over half of our community are disadvantaged and in receipt of some sort of financial support. Worryingly, many of our families are in poverty or are in low-paid work and are 'just about managing'. The present cost of living crisis is adding to their difficulties. The majority of families live in rented, housing association properties. Child poverty impacts on children's ability to enjoy their childhoods and achieve their aspirations.

St George's Beneficial CE Primary School aim for all our pupils to achieve their full potential by overcoming these barriers to learning. The long term aim is to give pupils experiences they lack due to deprivation. Thus when making decisions about use of pupil premium and the challenges faced, we use research such as EEF but also contextual data: weak language and communication skills, lack of confidence and resilience combined with behaviour difficulties and attendance issues. These plus the family household, lack of home support, and poor housing also prevent children from thriving.

Our PPG plan has 3 parts linked to our school development plan: academic, enrichment and social emotional targets:

- narrow the gap between those disadvantaged and those who are not – the bottom 20% of children – through capping class sizes and high quality teaching
- improve our children's cultural capital, providing them with opportunities, experiences and events to enrich the curriculum
- keep year groups at NOR 50
- use support staff for interventions including academic, same day maths interventions, attendance and Thrive
- subsidise trips and visitors to school
- reduce unauthorised absences
- provide emotional support
- provide support to parents

We will consider the challenges faced by our pupils; all pupils in Y6 last year, 2021-22, had at least one barrier to learning. This was combined with high turbulence during their school journey. We have a high number of vulnerable pupils such as those who have a social worker and outside agency support. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy includes use of recovery and school led tutoring funds with interventions and programmes taking place with targeted pupils. This does include non-disadvantaged too.

The strategies employed will benefit all children as we aim to improve outcomes for all.

We have regular, robust and rigorous monitoring of progress to ensure our approach is responsive to needs.

Key statements from our last Ofsted June 2018

- All at the school work hard to overcome pupils' many barriers to learning, secure pupils' well being, and enable them to make good progress.
- Staff engage rigorously with parents and pupils to reinforce the importance of being in school everyday. This has a positive impact on the levels of attendance, including disadvantaged pupils and those with SEN and /or disabilities.
- The curriculum is wide and varied, providing pupils' with a range of memorable experiences. (*PPG used to fund such events/ activities*)

Challenges

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

Challenge number	Detail of challenge
1	Children enter school from low starting points – EYFS below national for reading, writing and maths. This has been compounded by the effects of Covid 19. 2022 30% attained GLD StGBS is experiencing higher numbers of children who are not 'school ready'
2	Lacking in oracy & language skills (poor vocabulary). Some children find social interaction challenging and many are lacking in communication and comprehension skills. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	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.

4	<p>Our attendance data is generally below national and last academic year was 91.4%. Our disadvantaged pupil attendance was low at 90.2% which was 0.4% lower than national. Our non disadv. were at 93.6% which was 0.1 % lower than national.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Many children have one or more barriers to learning, using the 3 most common barriers at StGBS: PPG, SEND, EAL</p> <p>11 chn have all 3 barriers to learning</p> <p>23 chn are EAL and PP</p> <p>58 are EAL and SEND</p> <p>60 are PP eligible and SEND</p> <p>Only 80 children do not show any of these barriers – however, 15 are new to England and thus different culture and accent. Plus 4 further children have CSC or outside agency involved with the family. Leaving only 57, just 15.8%, without any barriers to learning.</p>
6	<p>Lacking in experiences and enrichment activities impacts on knowledge, vocabulary as well as social and emotional needs. As well as enhancing the curriculum we offer Thrive & ELSA style activities to support social emotional needs in small group and 1:1 interventions.</p>
7	<p>Turbulence / stability within year group and school.</p> <p>The change in pupils in a year group annually has an impact on those who remain at St George's for their school journey. DFE state that Y6 2021-22 had 85% non mobile but only 22 have been present since YR. The cohort has had 81 pupils join at some point from YR-Y6.</p> <p>Each year on average sees 4/5 children leave and 4/5 children join .</p>
8	<p>Gender differences – observations and assessments show girls generally out perform boys and more so since Covid. Thus teachers identify not only our PP eligible children but target the PP boys for interventions.</p>
9	<p>Many disadvantaged pupils have complex needs due to living in poverty; many have poor housing & chaotic lifestyles. Home support can be lacking. This is being compounded this year by financial constraints and the increased cost of living. Increasing there are more parents with medical and mental health concerns. All these factors impact on pupils' attitudes, behaviour, ability to learn and ability to retain knowledge. We have a parent partner who supports our community. We also work closely with outside agencies who can help i.e signposting to John Pounds Centre for financial health and mental health advice and guidance. The Learning and Pastoral support team support many children and families.</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
<ul style="list-style-type: none"> Improve the attainment at KS1 ensuring all eligible pupils make sufficient progress. Eligible EYFS to make expected + progress by end of KS1 as measured by teacher assessment supported by KS1 test data. <p>Eligible EYFS pupils achieving GLD attain KS1 ARE To improve on the significantly low statistics from 2020-2022</p>	<p>Eligible children from EYFS through KS1 make similar progress to 'other pupils' in reading writing and maths. Specific focus on prior attainment as there was significant dip in achieving expectations between EYFS & KS1. KS1 reading to meet the national figure for expected+ (Ex+) for those attaining expected in EYFS for reading.</p>
The importance of talk is key to children building a cultural capital. Children develop learning behaviours based on the DR behaviours: support and actively listen to others, discuss and explain ideas and take responsibility for their learning.	<p>Engagement and focus is evident. Learning behaviours are applied across the curriculum. Children feel supported and accept feedback. This builds resilience and confidence.</p>
Phonics focus not just in EYFS, KS1 but also Y3 and SEND KS2 target children due underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.	Y1 will be in line with national expectations. Y2 and Y3 continue to develop their phonological skills and apply to their written work.
Attendance improves which impacts of learning and supports closing the gaps.	StGBS attendance rate increases to be in line/ better than similar schools.
<p>Writing</p> <p>End of KS2 the eligible pupils progress scores in writing will increase to in line with national, with focus on lower achievers</p>	All PP children in groups, low/mid/high achievers, make the required progress- evidence from StGBS's in-house tracking system, pupil progress meetings and pupil's books.
Thorough high quality teaching, and assessment to identify needs of pupils, increase the progress of eligible pupils especially PP boys.	<p>The gender gap will reduce. Eligible boys will not be significantly below national progress scores.</p>
Appointed in-house Speech and language specialist to complete a targeted SAL programme for our EYFS & KS1 children with language difficulties.	<p>Children speaking clearly and have more conversations with peers and adults are at an age appropriate level. Children are more easily understood and they are able to express themselves with more confidence. Improved social skills to communicate with their peers.</p>

Improved socio emotional outcomes Increase in % of families of eligible children engage with the school family learning programmes and family support services so that basic needs are met	Increased % of families engaging with the school: participation in additional events and experiences Measured by number of vulnerable families being stepped down from PLO, child protection and child in need
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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: £ 149567

Activity	Evidence that supports this approach	Supports	Challenge number(s) addressed
School PAN is 50 but organisation is based on 2 form entry – allowing an extra teacher per phase StGBS can vary how the year group is split depending on needs of children. A year group split for writing will have fewer pupils in the less able group if required.	High quality teaching combined with smaller classes reducing the impact of those who struggle with schooling and making an environment more conducive to children learning. Autumn Y4 year group split so a teacher could hone in on lower level pupils and boost in reading and writing. Y3 do the same and have a learning mentor lead specific daily phonics sessions. EEF findings - +2 months	Adult to pupil ratio higher. Targeted children meeting specific needs.	1-6, 8

Feedback with the child – giving additional information on performance aiming to improve the outcomes.	Enables the child to refocus to achieve the goal. This can be at any point in a task- during the process not just as an outcome. EEF findings very high impact for low cost based on extensive evidence - +6	Individuals and groups within the class base	1-3, 8
Oracy in class – applying the DR learning behaviours across the curriculum; actively listening to others and explaining ideas.	Verbal interaction and discussions in class encouraging new vocabulary, articulation of ideas and spoken expression. Oral Interventions (EEF +6 months)	Children have poor vocabulary on entry to StGBS. This focus supports all children.	1-3, 8
To develop learning behaviours building communication, resilience and independence. Activities such as taking the children out of their comfort zone in class by probing for reasons.	The DR programme has shown impact as the children are explicit when applying the learning behaviours. These are to be applied across the curriculum. EEF findings – metacognition +7 months	Pupils think explicitly about how they learn.	1-3, 5, 7, 8
Digital strategy – train staff on skills progression for computing; develop a curriculum to encourage computational thinking and basic skills; purchase hardware to support curriculum plans; develop links with other subjects.	To support digital learning upper juniors have a chrome book each. The rest of the school Y1-4 have half a set per class. These are readily available to use within any relevant lesson. This overcomes financial constraints which reduce access at home to devices . It is also a strategy to encourage boys and learning. StGBS participating in the DfE ‘Connect the Classroom’ project.	This generation are living in a digital world and learn how tools support learning.	1-2, 5, 6, 8, 9
Ensuring high quality teaching – observations and performance management - CPD areas for improvement are noted and guidance given.	DHT supporting some KS2 teachers in class to model strategies of best practice in various subjects: English, less able maths. Plus DHT oversees the development and training of our ET and students. AHT mentoring a student in Y2	Best practice is shared with staff. High quality teachers benefits all children	1-3, 6, 8

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

Budgeted cost: £ 68367

Activity	Evidence that supports this approach	Supports	Challenge number(s) addressed
Use of support staff for interventions and to narrow the gap of the bottom 20% of children	<p>Education Endowment Fund (EEF) shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively</p> <p>We have used same day interventions for core subjects previously and there is clear evidence of progress in their books when using this approach so will continue.</p>	TA interventions to take place focusing on misconceptions in lessons/ same day interventions and special programmes	1-6
<p>Reading interventions: NELI, DSR and DR</p> <p>Resources, training and delivery of these programmes. Plus regular, rigorous and robust assessment of progress</p>	<p>StGBS have noticed the impact on KS2 reading using the DR programme. The programme ensure children read aloud daily, comprehension skills are explicit and the big picture exercise prepares pupils for written comprehension.</p> <p>KS2 NFER data in the summer term.</p> <p>Hackney Learning Trust – DSR & DR .</p> <p>EEF findings – NELI +4 months additional progress</p> <p>EEF findings – reading comprehension strategies +6 months</p>	<p>Targeted groups –NELI, phonics 10</p> <p>Training staff with interventions</p>	1-6, 8
Daily phonics sessions in EYFS, KS1 and less able Y3 group.	<p>Leslie Clarke SSP – uses the ethos of StGBS. We use a variety of publishers following the validated programme with week by week text.</p> <p>Resources around the classroom which children refer to when applying phonics.</p> <p>EEF findings – high impact based on extensive evidence +6 months</p>	EYFS, KS1, SEND and EAL pupils.	1-3, 5

After school club for literacy support – Portsmouth Sailors	<p>The club is held at the dockyard, offering new experiences on historic and new ships and motivates the boys especially.</p> <p>As an after school club it offers additional support which possibly the home environment couldn't.</p> <p>Literacy hub have their own data for their programme</p>	15 Year 5 children who need a boost	1- 6, 8, 9
<p>SEND support – SALT 1 day a week to assess and plan programmes for our younger children in EYFS & KS1. She also works with parents and offers advice to staff</p> <p>EP – 10 days to assess those who require additional support</p> <p>MABS – behaviour support for staff and parents.</p>	<p>Communication and oracy is poor, and in the past having dedicated SALT time with specific children has improved children's communication and vocabulary as seen in their reading assessments and by their teachers.</p> <p>Children with complex needs require EP support. Majority of our EP time is for EHCP assessments for pupils who have complex needs and an important factor being poverty.</p> <p>Many of our disadvantaged children have high emotional need. MABS support in working with staff and parents to offer guidance to meet the child's needs. Also to plan and review Pastoral Support Plans.</p> <p>The use of MABS and part time timetables has reduced the amount of suspensions.</p>	<p>Target children across the whole school.</p> <p>SALT approx. 30 cases</p> <p>MABs approx. 20 cases</p>	2, 5, 9

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

Budgeted cost: £ 55996

Activity	Evidence that supports this approach	Supports	Challenge number(s) addressed
Having profiled class and individuals Thrive interventions are delivered by support staff.	<p>Increase in numbers of children finding it difficult to connect with others and manage emotions.</p> <p>We have increased numbers of children who are</p>	Approximately 3 / 4 children per class require quite intensive mental health support	5, 6, 9

Mental Health lead to be trained	hyper vigilant, lacking of trust and self-worth, anger, and a need to be in control. In every year group we have children easily become distressed. They may push others away, ignore them, or even act out aggressively when others try to get close.		
Nurture unit – resources	Nurture unit helps those who are dysregulated in an environment conducive to supporting emotional needs. Staff have seen the benefit of this space to help heightened children manage their emotions		5, 6, 9
Co Jos - opportunities which improve learning behaviours and increase talent, self – esteem and confidence	Through the missions children develop resilience and problem solving.	All phases	2, 5, 6
Subsidise school trips, visitors and workshops in school. Enrichment encourages attendance at school	Our children lack experiences due to deprivation – many can not afford the cost of trips or theatre productions etc.	All phases	4, 5, 9
Safe environment outside of school hours – Sunrisers and Sunsetters	To support parents with childcare facilities to enable them to access work or training	30 families	9
Attendance, turbulence			4, 5, 7, 9
Parent Partner –support, offering links to other agencies and courses	Parents requiring support but feel too uncomfortable to talk to other agencies, or needing guidance	15 cases	5, 9

Total budgeted cost: £ 255972

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Academic Year 2021-22 - Final	Academic Year 2022-23 FFT early results service			
KS2 Children responded well to Destination Reader learning behaviours				
Phonics Y1 – 66% Y2 - 21% (3/14 retake) 36/48 Y2 present July 22 - 75%	Phonics Y1 - 49 pupils 79.6% Y2 – 18 pupils 55.5%	FFT Nat – 80.5%		
EYFS:- GLD – 30% R- 50%, W- 40% M – 68%				
	EYFS St GBS data	Total 50 pupils	PPG eligible 15 pupils	Non PPG eligible 35 pupils
	Achieved GLD	36%	4/15 27%	14/35 40%
	Communication and Language	56% - listening 54% - speaking	8/15 53% 7/15 48%	20/35 57% 20/35 57%
	PSE	76% self regulation 82% managing self 82% building relationship	11/15 73% 11/15 73% 13/15 87%	27/35 77% 30/35 86% 28/35 80%
	Physical Development	82% gross motor 74% fine motor	10/15 67% 8/15 53%	31/35 87% 29/35 83%
	Literacy	54% comprehension	9/15 60%	18/35 51%

		46% word reading 44% writing	6/15 40% 5/15 33%	17/35 49% 17/35 49%			
	Numeracy	52% Number 48% Numerical Patterns	7/15 47% 7/15 47%	19/35 54% 17/35 49%			
KS1 All – 47 pupils PP 26/47 R – 49% R – 68% Wr 26% Wr 56% Maths 27% Maths 60%	KS1 - RWM – 36% FFT early results service– Nat 57%						
	KS1 TA	Total 50 pupils	PPG eligible 20 pupils	Non PPG eligible 30 pupils			
	RWM	18 – 36%	3 – 15%	15 – 50%			
	R	28 – 56%	9 - 45%	19 - 63%			
	Wr	20 - 40%	4 - 20%	16 - 53%			
	Ma	24 - 48%	6 - 30%	18 - 60%			
KS2 <ul style="list-style-type: none">TA data for Y6 – boys out perform girl in R & Ma. They are equal in Wr.Girls outperform boys in the other year grpsNon PPG out perform PPG Groups have made progress	KS2 61% FFT early results service						
	KS2	Total 42 pupils	FFT Value added 2023	PPG eligible 20 pupils SS	FFT Value added 2023	Non PPG 22 pupils SS	FFT Value added 2023
	RWM	50%	+7%				
	R	60%	+2%	99.7	+0.1	104	+2.3
	Wr	60%	+5%	97.7	+0.5	100.5	+2.3
	Ma	71%	+16%	99.5	+1.5	106.1	+5.6
	This data includes two EAL new to country boys						
Parent Partner – 15-20 families MHST – 21 families put forward only 13 families assigned but 3 refused support	MHST 11 referrals As of July 2023 Vulnerable children - 57 EHPT - 11 CIN - 8 CP - 1 LAC - 4 PLAC – 2 2 ongoing assessments RTT – 3						

Vulnerable Children EHPT 22 CIN 3 CP 5 (3 PLO) LAC 5	
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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
Portsmouth Sailors	Literacy Hub
DSR & DR	Hackney Learning Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding a naval sports event for the two boys and generally put towards the strategies for PPG.
What was the impact of that spending on service pupil premium eligible pupils?	The boys mixed with other service children for a fun event. As with all our children the PPG benefits not just the disadvantaged but the strategies promote academic success, enrichment and well being.