

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 School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	13.3% Pupil Premium (2.5% Service Children SPG)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	FGB
Pupil premium lead	Jill Farndale
Governor / Trustee lead	Harriet Ridout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,800
Recovery premium funding allocation this academic year	£2,209
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	£19,009

Part A: Pupil premium strategy plan

Statement of intent

At St George's we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in our school. One of our key aims as a school is to ensure that there are no ceilings to achievement. We have high expectations for all, regardless of background or current ability, and crucially, it is about helping pupils develop high expectations of themselves. Our approach to teaching builds in the expectation that pupils apply themselves and make visible progress in every lesson. Our key pupil premium investment is in quality first teaching which we see as the most effective tool we have for raising the achievement of all pupils. A significant part of our work is around developing an inclusive culture for learning; one that promotes language, aspiration, and independence. We also invest in a series of interventions for targeted children and when appropriate, families to help them overcome the barriers to learning that economic disadvantage can bring.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to our School Development Plan (SDP).

Overcoming barriers to learning, working with parents and carers, and ensuring that all children have access to a wide range of experiences and extracurricular activities is at the heart of our PPG 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 PPG. 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.

Challenges

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

Challenge number	Detail of challenge
1	Some PPG children have low prior attainment in reading, writing and maths in some cases resulting from gaps in schooling. (Due to the small number of eligible pupils for PPG trends are difficult to measure. Our focus is on individual children and meeting their needs.)

2	Emotional and Social needs which effect their learning including Self-regulation & underdeveloped work behaviours present pupils with barriers to learning. (This includes pupils attaining at a deeper level.)
3	Increased attendance for Pupil Premium children whilst on average there is not a significant gap between PPG attendance and non PPG attendance, some individual pupils attendance falls below what would be expected
4	Disadvantaged pupils make slower progress in developing their phonics knowledge and consequently have slower reading progress and poorer spelling knowledge and strategies as they move through the school.
5	Family circumstances for some of our more vulnerable children has become worse since COVID lockdown; financial concerns, separations, DV, contact with both parents.
6	Lack of opportunity to widen their life experiences beyond the local environment at home. For some a limited language rich environment at home.

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
Catch up initiatives are accessed by our vulnerable children. Through targeted intervention, all children will make at least the same amount of progress in writing as their peers in order to at least work towards reaching ARE.	<p>PP children make above average progress towards and beyond their academic targets.</p> <p>Pupils enjoy writing for a purpose; their progress is at least in line with other learners. Progression documents are in place to support teaching and learning.</p> <p>Regular opportunities for writing are planned by class teachers to help build up children's writing stamina.</p> <p>Teachers in all classes can identify underachieving pupils using INSIGHT.</p> <p>All teachers can demonstrate systematic approaches to improving pupil outcomes as discussed in termly Pupil Progress meetings.</p> <p>Clear allocation of resources, including identified adult support, which demonstrates "different to" support (where necessary) for children in receipt of PP funding.</p>
Continue to implement appropriate intervention programmes and support packages for those children who are both eligible for PP and classed as having SEND so that they continue to make good progress from their starting points.	Provision for pupils with SEND is well targeted in order that those children make good progress from their starting points.

Disadvantaged children to make expected or better progress in Phonics and early reading.	End of year outcomes show that 100% of Disadvantaged pupils make expected progress in phonics and that by 2025 the percentage of disadvantaged pupils making the expected standard for phonics has improved.
Increased attendance rates for those pupils eligible for PP to over 96%	<p>100% of PP children attendance to be in line with and above 96%</p> <p>Families spoken to regularly when attendance is an issue. Attendance letters sent home.</p> <p>Class attendance awards and information added to newsletter.</p> <p>Office staff contact parents if pupils do not arrive in school.</p> <p>Communication and work with families is consistently strong to address any barriers to regular attendance.</p>
Social and Emotional needs for PP children supported via ELSA and Mental Health team to ensure they can achieve to the best of their abilities.	<p>Parents and children feel supported in school and beyond the school gates, having more resilience to deal with issues which arise.</p> <p>Focussed pastoral intervention ensures clear identification of and support for, pupils where external factors act as a barrier to learning. Access and referrals to Family Partnership support workers to support families where necessary.</p> <p>All staff making appropriate referrals to ELSA sessions and Nurture group through consultation with the SENDCo</p> <p>Sessions are in place to support children.</p> <p>The PLAC and PEP process meets the needs of children who are in care or post care.</p> <p>Pupil voice and parent voice will show sustained high levels of wellbeing.</p>
Covid pandemic lockdown and not being in school has had an adverse effect on our children	Through regular Forest School session each week the children in receipt of PPG (as well as all other children) develop the important skills such as resilience which can be transferred to the classroom. The children
Create an opportunity for children to experience a wide range of initiatives such as music lessons, residential, trips and visits to widen their life opportunities.	PP children exposed to a wide range of experiences.

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Some children eligible for pupil premium in KS1/2 do not receive additional support at home. School has to work hard to engage parents and fill the gap.</p> <ol style="list-style-type: none"> 1. Open Door policy for all parents 2. SLT and teachers on the gate each morning talking to parents and listening 3. Meet the teacher information afternoons which include expectations for reading, maths and SATs preparation 4. Behaviour policy ensures children are happy coming to school and feel safe and supported 5. Open afternoon for new parents 6. Reading challenges and times table challenges engages parental involvement 7. Visual awards are given for achievement such as stars and stickers 8. Class assemblies each term shows parents the work their child has covered 9. School accesses extra support from North Dorset Family support Workers and Social Care 	<p>Parents need to be involved in their child's learning if the child is to make progress. Parents need to have high expectations of their child.</p> <p>Parents need to be kept informed if they are expected and want to help their child progress</p> <p>School instils clear expectations from parents through, taking time to talk to them at parents evenings and having an Open Door Policy, parents visiting classrooms, seeing displays, assemblies and challenging disengagement.</p>	<p>1,4</p>
<p>Improved language skills for pupils eligible for pupil premium in specific year groups</p> <ol style="list-style-type: none"> 1. Guided reading sessions at Key Stage 2 aimed at improving vocabulary. 3. New classroom text purchased which has enriched our library and children access to good quality texts 4. Teachers expose children to good quality texts the class reading text 	<p>Children need to experience and be exposed to good quality text in order to raise expectations and improve their language skills.</p> <p>Children need to have exposure to good role models, peers and adults, in order to raise expectations of themselves</p>	<p>1,4</p>

<p>5. Drawing Club and Curious Quest introduced in EYFS and KS1 to aid writing.</p> <p>7. Members of the school council come together to discuss issues within the school</p> <p>8. new English Lead in place Autumn 2023</p>		
<p>Improved writing skills for pupils eligible for pupil premium in specific year groups</p> <ol style="list-style-type: none"> 1. New English Lead in place Autumn 2023 2. Drawing Club introduced with training for all teaching staff 3. Curious Quest introduced with training for all teaching staff. 	<p>Children need to experience and be exposed to good quality writing opportunities in order to raise expectations and improve their writing skills.</p>	<p>1, 2, 4</p>
<p>Often pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.</p> <ol style="list-style-type: none"> 1. TA support in every class 2. TAs used for intervention p.m. 3. SENCO and new SENCO in training able to access specialised support via OT. Speech and Language, Behaviour Support, Educational Psychologists, CAMHs and family Support Workers. 4. Forest School implemented for each class weekly. 	<p>Children with Special Educational Needs need extra support in order to be able to access the National Curriculum. This support is not always academic support.</p> <p>These children and indeed school will also need regular referrals to outside agencies in order to gain expertise in certain areas.</p>	<p>1, 2</p>
<p>Create a language rich environment in school through trips, visitors, well stocked library, challenging texts, assemblies, theme weeks etc.</p> <ol style="list-style-type: none"> 1. School trips planned for every year group 2. Residential trips for Years 4/5 & 6 3. Variety of visitors in school for workshops and assemblies 	<p>An enriched curriculum is vital to ensure all children are motivated by school. Motivation is vital in ensuring children attend school and want to be the best they can ever be.</p>	<p>1,4, 6</p>

<p>4. Girls visit Bruton School for Girls each year for their science day and other activities</p> <p>5. Music lessons provided for PPG eligible children.</p> <p>6. New books purchased for our school library.</p> <p>7. The library is open on lunch times.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through targeted intervention, all children will make at least the same amount of progress in writing as their peers in order to at least work towards reaching ARE.</p> <p>1. pre teaching and pre learning with KS2 children.</p> <p>2. Regular intervention groups – school led tutoring (weekly)</p> <p>3. revised St George’s writing process – focus on improving sentence structure.</p> <p>4. Use of scaffolding and resources such as talking tins.</p> <p>5. Small group work</p> <p>6. TA support in every class</p> <p>7. TAs used for intervention p.m.</p> <p>8. RWinc hold a sentence work introduced in KS1</p>	<p>Children need to have exposure to good role models, peers and adults, in order to raise expectations of themselves</p> <p>Children enjoy writing for a purpose; their writing is at least in line with other learners.</p> <p>Progression documents are in place to support teaching and learning.</p> <p>Regular opportunities for writing</p> <p>Children with Special Educational Needs need extra support in order to be able to access the National Curriculum. This support is not always academic support.</p> <p>These children and indeed school will also need regular referrals to outside agencies in order to gain expertise in certain areas. Children need to experience and be exposed to good quality text in order to raise expectations and improve their language skills.</p>	1,2,4
<p>Support to ensure forces families have a network of help</p> <p>SENCO and ELSA are available for our forces families to ensure we are aware of any changes in their circumstances and how we can help but also to give them a time to get together and socialise</p>	<p>Families can often struggle when mum or dad is away and it is important that they feel and their children feel they have network of support</p>	2

<p>Often pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.</p> <ol style="list-style-type: none"> 1. Small group work 2. Individual interventions 3. EP support 4. SENSS assessments and programmes 5. OT programmes such as Learn to move 6. Transition support to secondary school- extra transition visits, work with ELSA 7. During book scrutiny P.P. books always part of the discussion 8. 1:1 SENCO time working on SENSS assessments 	<p>Working with children in smaller groups ensures that their needs are more fully met. Often PP children thrive on this attention.</p> <p>Providing the correct intervention and support ensures they make good progress.</p>	<p>1,2</p>
<p>Ensure finances are not a barrier to actively taking part in all the school has to offer.</p> <ol style="list-style-type: none"> 1. Financial help with individual music lessons 2. Financial help with school related resources 3. Financial help with school trips especially residential in Years 4 /5 and 6 	<p>Children and families can feel isolated if not able to take part in all school events</p>	<p>4, 5, 6</p>

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

Budgeted cost: £5,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils develop socially and emotionally supporting self-confidence and positive learning behaviours.</p> <ol style="list-style-type: none"> 1. Nurture pod set up in redeveloped Caravan 2. ELSA sessions weekly for identified children 3. ELSA to attend supervision session with EP 4. Pets as therapy Daisy Dog sessions weekly for identified children. 5. Well-being resources and mental health resources 	<p>Taking a coordinated approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.</p> <p>To provide children with opportunities to develop self-esteem and confidence in social groups, which is known to have a positive impact on learning.</p>	<p>2, 4, 5, 6</p>

<p>bought for school including worry monsters and books.</p> <p>6. Forest School weekly session throughout the year</p> <p>7. Weekly stormbreak sessions.</p> <p>8. All staff trained to deliver stormbreak – purchase Stormbreak plus</p>	<p>Use of visiting Daisy Dog (Pets as Therapy) to support emotional wellbeing for the children.</p> <p>Children will feel happier being in school we will see an increase in their self-esteem and self confidence in class and school activities.</p>	
<p>Increased attendance rates for those pupils eligible for PP.</p> <p>1. Registers monitored regularly</p> <p>2. Agreed letters sent home if attendance falls below 95%, 90% and 85%</p> <p>3. meetings held with parents and attendance challenged</p> <p>4. No holidays in term time – FPN issued via Dorset LA.</p> <p>5. Class good attendance awards every half term at school</p> <p>6. Work closely with parents if an issue arises</p>	<p>Children are motivated to be in school and love the competition of the attendance awards.</p> <p>EEF research found that poor attendance is linked to poor academic attainment across all stages.</p>	3, 5
<p>Volunteer helpers</p> <p>PP children are targeted when volunteers come in to read to ensure they read regularly to an adult</p>	<p>Children who read regularly aloud to an adult, who in turn use high quality inference questioning, make rapid progress</p>	1

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2020 to 2021 academic year.

The Overall attendance of disadvantaged learners at the end of 2022/2023 was% higher than the national average of 94.1% (and inline with the whole school average of%)

Allocating pupil premium funding to support the running of wellbeing sessions including ELSA, nurture, lego therapy and Stormbreak sessions as well as welcoming visitors to school ensured that disadvantaged learners were able to express their feelings a the majority 94% expressed a increase in their wellbeing and mental health due to the activities provided in school (pupil voice).

Allocating pupil premium funding to support school trips, residentials and to provide Peri Music Lessons for individuals or groups ensured that disadvantaged learners were able to access the same opportunities and benefits as their non disadvantaged learners. Interventions for phonics, as well as other subject areas enabled the children to be further supported and make expected progress in KS2. Teachers were able to use formative assessments within lessons to target specific areas for catch up with informed same day interventions.

The use of PUMA and PIRA assessments ensured that gaps in disadvantaged learners learning were clearly identified and subsequently targeted. This resulted in expected or more than expected progress being made.

Results for disadvantaged learners 2023:

KS2

Reading

Maths

Writing

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
White Rose Maths	White Rose Maths
Mastering Number	White Rose Maths
Times Table Rockstars	TT Rockstars
Purple Mash	PurpleMash
RSE and PSHE curriculum materials	Life Education – Corum Scarf

Charanga Music	Charanga – Dorset Music Hub
RWInc	RWInc – Ruth Miskin

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?	<p>ELSA sessions to help with supporting the children who needed it.</p> <p>Catch up intervention programmes including phonics.</p> <p>TA support in class</p> <p>Additional reading materials for those children achieving GD</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>100% of our Service children are attaining inline or above national expectations.</p>