

Pupil Premium Strategy Statement 2023 - 2026

George Street Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. As a school we recognise that some of our children sit out with the threshold to be entitled to the PPG however they are very much disadvantaged in their experiences, and services they can access, these children too are considered within this strategy.

It outlines our pupil premium strategy, how we intend to over spend the funding in this academic year (See outcomes for children entitled to Pupil Premium Grant last academic year in Dec 2023 review at the end of this document).

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	20% (approx.40 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	June 2024 (Complete) & Dec 2024
Statement authorised by	Angela Hughes
Pupil premium lead	Angela Hughes
Chair of Governors	Jez Tucker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,655
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 1522 (Sep) £ 1523 (Dec) £ 1523 (Mar) £ 1378 (Jun) £5,946
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£65,601</p>
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Part A: Pupil premium strategy plan

Statement of intent

At George Street Primary School, we recognise through our internal assessments and monitoring, those children in receipt of pupil premium funding, have achieved lower than their peers in the last twelve months (this is a national trend).

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well.

In addition, this strategy takes on board the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, this group is not exclusive to and is in addition to 20% of pupils who are eligible for pupil premium.

Consistent high-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap. In addition, carefully planned intervention and support groups will support pupils in narrowing gaps in their learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside improvement in progress and attainment for their disadvantaged peers. (Education Endowment Foundation 2021).

As a school we will focus our efforts on vocabulary instruction and acquisition from the time the child starts at our school. The Education Endowment Fund states: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.

We are acutely aware that assumptions and stereotypes about disadvantage pupils can be all too limiting in its implementation and so we will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and through the strong adult child relationships we build.

Our approaches and plans also align to the School Development Plan with teachers and subject leaders working on a common drive to close the gap. Our subject leaders are also accountable for monitoring the impacts on disadvantaged pupils within the subjects they lead.

We are aware of the correlation between some disadvantaged groups and attendance. Through careful monitoring, we address any levels of absenteeism and put timely plans

in place for those pupils with persistent absences to ensure that all pupils have access to consistent and regular schooling.

Challenges

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

Challenge	Detail of challenge
A	Assessments at the end of Key Stage 1 and 2 in summer 2023 indicated that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Phonics (yr1) and reading (yr2 and yr6).
B	Assessments at the end of Key Stage 1 and 2 in summer 2023 indicated that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Writing.
C	Many of our disadvantaged pupils are also pupils with SEND. Improve academic outcomes for children identified as PP and SEND through targeted support plans ensuring that they are working on the right thing at the right time.
D	As a school, we are well-known for our extensive commitment to developing the whole child and providing extra-curricular experiences. Where children have missed out on real-world experiences results in reduced cultural capital over time. Therefore, we aim to build engagement through whole school community activities (special assemblies, visitors, feel good week etc) and extra-curricular clubs (funded or subsidised for disadvantaged pupils)

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. Closing the reading attainment gap between disadvantaged and their peers	End of year data across the school (year on year 2023 – 2026)
2. Closing the writing attainment gap between disadvantaged and their peers	End of year data across the school (year on year 2023 – 2026)
3. Disadvantaged and SEND children make progress	Parents feedback, reviewed individual education plans with specific targets aiding progress.
4. Disadvantaged have more experiences	Vocabulary will be improved through oracy and writing about new experiences

	<p>Children will talk favourably about new experiences</p> <p>Children will feel they 'belong'</p> <p>Children will recall the experiences long after the event</p> <p>Future academic aspirations are fuelled or exist for more of our vulnerable children.</p>
5. Language acquisition across all of school increased	<p>Lessons explicitly share and teach vocabulary</p> <p>Knowledge organisers highlight the key language to be taught</p> <p>Pupils have good retrieval of language taught to them</p> <p>Teachers are aware of the teaching pedagogies in implicitly teaching vocabulary</p> <p>Children can read and sustain more challenging books for their age</p>

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

Budgeted cost: £ **32,500**

Activity	Evidence that supports this approach	Challenge letter(s) addressed
RWI subscription and ongoing training, mentoring and coaching for staff delivering phonics	The DfE has provided a list of phonics programmes from which schools need to adopt – RWI is one of these agreed suppliers on account of the systematic phonics programme it delivers.	A
RWI resources	Purchasing adequate resources to ensure the fidelity of the programme is being sustained and children have access to high quality resources.	A

Accelerated reader subscription helping to support high quality teaching of reading	In the past few years this has helped track progress and target reading progress across Y2 – KS2. The quizzes act as good retrieval practise and the diagnostics provided allow for forensic tracking of progress across all pupils using the programme	A & B
Developing high quality teaching in English and Early Years through the commissioning of specialist teachers from HfL.	External specialist advisors, who are experts in their field and are seeing good practise in lots of different provisions, is advantageous to our practitioners	A,B & D
Bought in teacher for high quality teaching of French in KS2 - contributing to a broad and balanced curriculum	Using a native French speaking teacher gives all KS2 an opportunity to learn about a new culture when learning how to speak a new language	D
Embedding mastery maths	Maths subject lead is developing and mastering her own practise through the DFE endorsed mastery maths teaching programme	C

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Teaching assistants to carry out specific targeted interventions/pre-teach activities / or extra practise following the lesson.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (EEF 2021)	A, B & C
Therapy based services (1:1)	A few children have had such significant early experiences that in order to support their wellbeing and managing their feelings	D

	they need 1:1 therapy (talking, playing and drama) so that in time they can access their learning at their full potential.	
Speech and Language (Core)	With an increased number of children struggling with speech and language and a severe delay in universal S&L offering our private partner offers us bespoke programmes to meet these children's needs	C
Professional resource website subscriptions	In order to deliver high quality interventions subscriptions to twinkl, Bookmark, Dyslexia gold all help to support effective interventions	C
Holiday clubs	In order to ensure children can access clubs over the holidays school will help out with the costs of attending in a case by case situation.	D

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Pupil Family Support worker	<p>For the child, they are someone supportive to talk to, share successes with, or to provide help with difficulties or worries. They offer a 'safe' place and work with children to raise self-esteem, remove barriers to learning and thus allow children to reach their full potential.</p> <p>For the parents/carers, they offer a listening ear, can share positive parenting skills, lend resources and, where needed, refer families to external agencies for more in-depth advice.</p>	D

Special Visitors and Assemblies	<p>Things like our Feel Good Week – where visitors exposed children to new ideas, things to promote good mental health, or religious visitors that can share meaningful stories and resources that the children may not have been exposed to before.</p> <p>Visitors that talk about overcoming barriers or how they showed resilience helps our children to acknowledge adversities and that they are possible to overcome.</p>	D
The Brilliant club	<p>The Scholars Programme inspires a love of learning and raises attainment in students aged 8-18, provides practical experience of higher education and helps develop the skills needed to thrive in academia and careers.</p> <p>Ran by a PHD student the 14 pupils work over 2 months to write an end assignment followed by a 'graduation' at a local university.</p>	D
<p>Violin lessons delivered by a specialist and loan of instruments for one class over the entire year.</p> <p>30 x ukulele lessons delivered by specialist and loan of instruments.</p> <p>8 -10 pupils group lessons violin/ukulele and piano</p>	<p>Music can help to improve memory and retention. When we listen to music, our brain releases dopamine, a chemical that helps to increase our "good" feelings. These positive feelings can help us memorise or recall information more easily. The primary way music helps us retain information is by engaging in the parts of the brain responsible for memory and learning. While reaching the brain in the right areas, music can help to improve mood and focus—which can help us pay attention better while retaining information more effectively. Music can also help create a conducive learning environment, reduce stress and anxiety, and improve our ability to memorise important information, experiences, lessons learned, or stories.</p>	D
School trips and residential	<p>School trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student's knowledge foundation, promoting further learning and higher-level thinking strategies. With understanding comes confidence and intrinsic motivation. ERIC</p>	D
School uniform assistance	<p>Children should not be excluded from feeling part of a community because of economic barriers</p>	D

Breakfast club	It is well documented that children focus better when they are not hungry. A calm, positive start to the day can also hugely benefit a number of vulnerable children.	
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Total budgeted cost: £ 66,000