

# St. George's CE Primary 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 CE Primary, Lewisham
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Darren Janes
Pupil premium lead	Karri MacAlpine
Governor / Trustee lead	Yvonne Wheeler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£132,610</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision statement: **Be brave. Be great. Be you.**

Our culture statement: **We are fun. We are together.**

In our curriculum vision statement, we say we want all of our pupils to be able to:

**Be brave:** Be inspired and be an inspiration; be courageous advocates; set ambitious goals and targets; take on challenges; seize opportunities outside of their current experiences; apply the learner qualities: persist and growth mindset.

**Be great:** Achieve well academically; be ready for the next stage of learning and life; fulfil their potential; be successful in their future; have a broad vocabulary; acquire powerful knowledge and use it; gain cultural capital; apply the learner qualities: curious and reflect.

**Be you:** Know their voice is important and listen to other's too; respect themselves and others; feel safe; be proud of the cultural capital they bring to our community; take responsibility for their actions; apply the learner qualities: self-aware.

**We are fun. We are together:** Live a healthy lifestyle; look after their mental health; celebrate together and share in each other's successes; show empathy and act well; live well and disagree well; feel part of something; celebrate diversity; apply the learner qualities: connect and use feedback.

Ultimately, our intention is that **every** child, irrespective of their background or challenges they face, fulfils the ambitious criteria set out in our vision statement.

We have a clear, shared belief that securing good progress and achievement across all subjects is the strongest indicator of the impact of our pupil premium strategy plan as our core purpose is to educate our pupils.

High-quality first teaching for all is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. High-quality first teaching for all is also particularly pertinent for our school, where a high proportion of its pupils (42%) are in receipt of the pupil premium.

We believe that the additional provision delivered through the Pupil Premium strategy should encompass all children who we know to be disadvantaged and vulnerable, not just the children in receipt of the funding.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language</b> skills and <b>vocabulary</b> gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Internal assessments indicate that <b>Reading, Writing and Mathematics attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Internal assessments, observations, and discussions with pupils indicate gaps in <b>cultural capital and prior knowledge</b> among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Our <b>attendance</b> data over the last academic year indicates that attendance among disadvantaged pupils has been 3.8% lower than for non-disadvantaged pupils.  16% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils.  Teacher referrals for support have markedly increased during the pandemic. 33 pupils (21 of whom are disadvantaged) currently require support with social and emotional needs. They receive either one-to-one or small group interventions with particular social or emotional needs. Our disadvantaged children are over-represented in the group of children for whom there are safeguarding concerns. These concerns range from

	low-level neglect, through to parental mental health, inadequate housing to more significant concerns resulting in CP / CIN plans.
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## 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 phonic screening scores among disadvantaged children.	KS1 phonic screening outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and mathematics attainment among disadvantaged pupils.	KS2 reading, writing and mathematics outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved cultural capital and cumulative prior knowledge for all pupils in our school, particularly our disadvantaged pupils.	Assessments and observations indicate significantly improved knowledge in taught subjects across the curriculum among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being in line with or better than national averages, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced.</li> <li>the percentage of all pupils who are persistently absent being below national averages and the figure among</li> </ul>

	disadvantaged pupils being no more than 1% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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: £ 64,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of PUMA/PIRA online standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	3
<p>Whole school training in <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Little Wandle Letters and Sounds Revised) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 and 3
<p>Enhancement of our reading teaching and curriculum planning through:</p> <p>Purchasing and implementing CUSP reading sequences to deliver a whole-class reading approach.</p>	<p>The average impact of explicitly teaching reading comprehension strategies is an additional six months' progress over the course of a year:</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3 and 4

<p>Purchasing the reading spine for CUSP reading sequences so all pupils have 1:2 access to class reading books.</p> <p>We will fund release time for the Reading subject leader to embed and monitor teaching across the school.</p>		
<p>Enhancement of our writing teaching and curriculum planning through:</p> <p>Purchasing and implementing CUSP writing sequences.</p> <p>We will fund release time for the English subject leader to embed and monitor teaching across the school.</p>	<p>Recommendations 4 and 5: Teach writing composition strategies through modelling and supported practice Develop pupils' transcription and sentence construction through extensive practice</p> <p><a href="#">EEF guidance report Improving Literacy in Key Stage 2</a></p> <p>Recommendation 5: Teach pupils strategies for planning and monitoring their writing</p> <p><a href="#">EEF guidance report Improving Literacy in Key Stage 1</a></p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, including:</p> <p>Purchasing White Rose Planning resources and pupil booklets.</p> <p>Funding teacher release time to continue working</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3

directly with the Mathshub to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).		
<p>Enhancement of teaching for knowledge and vocabulary across Foundation subjects through:</p> <p>Purchasing and implementing CUSP curriculum planning for Science, History, Geography, Art and Design and Design Technology.</p> <p>Funding release time for subject leaders to embed and monitor teaching across the school.</p>	<p>Nick Gibb summarises the importance of a knowledge rich curriculum drawing upon evidence.</p> <p><a href="#">The importance of a knowledge-rich curriculum: Nick Gibb addresses a Social Market Foundation panel event on raising school standards</a></p>	2, 3 and 4

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

Budgeted cost: £ 36,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics intervention sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	3



	regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Delivering the Dfe recommended NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
Purchasing Speech and Language Therapy service from Words First Programme so pupils receive specialist intervention	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
Engaging with the National Tutoring Programme to provide school-led small group tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 and 3
Additional reading fluency intervention sessions, assessed through DIBELS standardised assessment.	'McGuinness (2006) suggested that reading rates below 90 words correct per minute (WCPM) make it close to impossible for meaning to be processed.'  Taken from 'The Art and Science of Teaching Primary Reading' by Christopher Such.	3

Staff will be trained in using this approach.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Specialised and individual Art Therapy sessions which use elements of Social and Emotional Learning which are targeted at students with particular social or emotional needs</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p><a href="#">Social and Emotional Learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	6
<p>Specialised and individual Lego Therapy sessions which use elements</p>	<p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and</p>	6

of Social and Emotional Learning which are targeted at students with particular social or emotional needs	academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)  <a href="#">Social and Emotional Learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Purchasing Outreach Inclusion Service so pupils with a range of social and emotional needs receive 1:1 specialist intervention	Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)  <a href="#">Social and Emotional Learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £132,610**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure.

Overall attendance for pupil premium children in 2020/21 was lower than in the preceding years at 93.4% compared to non-disadvantaged pupils at 97.2%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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
Phonics	Little Wandle Letters and Sounds Revised

English	CUSP reading and writing
Mathematics	White Rose
Curriculum sequences	CUSP

## Further information (optional)

To support the wellbeing of all pupils, including those who are disadvantaged:

- Our school Mental Health First Aider will be working closely with the Lewisham Mental Health Team to ensure mental health remains high in light of the pandemic.
- We are looking to expand our extra curricular offer and provide external wraparound care onsite
- Offer more opportunities for pupils to lead across the school with aspirational targets of pupil premium pupil take up.