

Pupil premium strategy / self-evaluation St George's Cathedral Primary School

1. Summary information					
School	St George's Cathedral Primary School				
Academic Year	2023-24	Total PP budget	£74,205		
Total number of pupils Reception – Y6 (July 2023)	162	Number of pupils eligible for PP	51 (31.5%)	Date internal review of this strategy	July 24

2. Current attainment - This is based on 2022 SATs		
	<i>Pupils eligible for PP 2023 results for Y6 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	67%	71%
Average progress in reading	1.3	0.3
Average progress in writing	0.6	0.3
Average progress in maths	1.8	0.4

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Less experience of pre-school settings resulting in lower attainment on entry – oracy skills, ability to focus and manage emotions.
B.	Children may have had less access to books, toys and other resources which support early learning and development.
C.	Reading development over time
D.	Lack of Enrichment opportunities outside of school
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	<ul style="list-style-type: none"> Families experiencing housing challenges and which can have very significant negative impact on children, including tiredness, personal hygiene, hunger, fear and anxiety Some children may experience the effects of domestic violence, alcohol abuse or domestic turbulence in the home environment. Children may have had less opportunity to travel outside of the immediate area or to access a wide range of opportunities and experiences (lack of cultural capital)

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Target of GLD set at 75% to be met for pupils eligible for PP.	% Met
B.	PP chn to be given a wide range of enrichment opportunities	% of pupils reaching threshold
C.	Greater percentage of PP children at ARE at the end of KS1 and 2	Increased percentage
D.	Improved progress for PP pupils so that by end of KS2 to be the same as those of pupils nationally not eligible for PP	+ve progress

5. Planned expenditure

Academic year **2023-24**

i. Quality of teaching for all

Action	Intended Outcome	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Specialist TA support to improve provision. 0.5 EYFS 0.5 KS1 0.5 KS2	Additional TA time deployed in KS1 to support Interventions. Additional TA time deployed in EYFS to support specific needs. Additional TA time deployed in KS2 to support specific needs. Additional EAL support for those new to English.	Additional TA deployed in KS1 to enable focus groups to take place to boost attainment. An additional TA for EYFS where there is a higher number of vulnerable children to support interventions and provide additional support for pupils in class. Intervention programme across KS2 to ensure greater number of PP children are on track by the end of the Key Stage. Based on FT staffing cost of £25,490.	Focus groups result in diminishing the gap and accelerated progress for pupils in Reading, Writing and Maths. Additional support in class and through bespoke interventions result in diminishing the gap and accelerated progress for pupils in Reading, Writing and Maths. All PP children receiving some additional support and making at least expected progress.	HT SLT HT	Termly – data collection for class and individuals.

Total Budgeted Cost					£38235
ii. Targeted Support					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
School Councillor	Counselling sessions for those with social or emotional barriers to learning £9500.	Support for children, alongside other children, to further develop emotional learning skills which are perceived as barriers.	Barriers to learning broken down through the following: Individual and group sessions for pupils Parent 1-1 support sessions Parent and child sessions Family sessions	Experienced councillor	Termly accountability meeting and review of children being supported. End of year review of impact on pupils.
Speech and language Therapists	SALT programmes for identified pupils to narrow the gap. £15400.	SALT programmes narrow the gap for children with communication processing needs.	A menu of targeted interventions has been established to support speech and language development.	SENDco	Termly – through data collection and assessment evidence
Total Budgeted Cost					£24,900
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Opportunities for learning outside the classroom	Opportunities for learning outside the classroom are maximised. £9,700 Cathedral Singing £1370	Opportunities for learning outside the classroom to be maximised with PP money offsetting the cost of an extensive range of enhanced learning experiences that take place outside the classroom.	The activities to continue include: Instrument lessons. School residential. Theatre trips Ukelle Recorder Singing and performance.	HT	Through Parent and Pupil Questionnaires. Termly data collection.

Online Learning Platforms	Children to improve fluency in mathematics Mathletics - £1026.60 Children to develop and extend vocabulary whilst enhancing their comprehension skills Bedrock -	PP funding to be used to subscribe to on line learning platforms as part of COVID catch up and to be used as remote learning.	Online Platforms used as part of learning opportunities in school and to form part of home learning provision.		Termly awards for use of Mathletics and Bedrock will show impact of online platforms. End of academic year review with Eng/Maths Lead.
Total budgeted cost					£11,070

6. Reviewed expenditure

Academic year	2022-23
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The three headings enable the school to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

iv. Quality of teaching for all

Action	Intended outcome	Estimated impact: did you meet the SC	Lessons learned	Staff lead	Cost
Specialist TA support to improve provision.	Additional TA deployed in KS1 to support interventions Additional TA deployed in EYFS to support specific needs Additional TA deployed in KS1 to support interventions	Additional TA deployed in KS1 to enable focus groups to take place to boost attainment. An addition TA for EYFS where there is a higher number of vulnerable children to support Interventions and additional support for pupils in class.	Focus groups result in diminishing the gap and accelerated progress for children in Reading, Writing and Maths. Additional support in class and through bespoke interventions result in diminishing the gap and accelerated progress for pupils in Phonics, Writing and Number. Successful outcomes and successful system to continue next year.	HT	Additional TA deployed in KS1 Additional TA deployed in EYFS Total £36,062

v. Targeted support

Action	Intended outcome	Estimated impact: did you meet the SC	Lessons learned	Staff lead	Cost
School Counsellor	Counselling sessions for those with social or emotional barriers to learning.	Children supported to further develop learning skills which are perceived as barriers through: Parent 1-1 support sessions Parent and child sessions Family sessions	Sessions provided children with opportunity to regulate behaviour/emotions and therefore be more focused in lessons. Successful outcomes and a successful system – to continue next year	School Counsellor HT	Counselling sessions £6500
Speech and language Therapists	SALT programmes for identified pupils to narrow the gap.	SALT programmes narrow the gap for children with communication processing needs	Successful outcomes and a successful system – to continue next year	SENDco HT	SALT programmes £13000

vi. Other approaches

Action	Intended outcome	Estimated impact: did you meet the SC	Lessons learned	Staff lead	Cost
Breakfast club	Breakfast club run to support families who need childcare in order to work.	Covid lockdown and subsequent restrictions meant that Breakfast Club was unable to operate.	NA	HT	£0
Opportunities for Learning outside the classroom	Opportunities for learning outside the classroom are maximised.	Opportunities for learning outside the classroom maximised with PP money offsetting the cost of an extensive range of enhanced learning experiences that take place outside the classroom e.g Theatre, Art Gallery, Museum trips, school journey, Recorder Programme (Yr 3) and Ukele	Successful outcomes and a successful system – to continue next year. School journey for Y6 was very successful (travelling by coach which was covered by school). Different travel for future years to be considered due to cost.	HT	Opportunities for learning outside the classroom £8988.

		Programme (Yr 6), Cathedral Choir Programme, shows.			
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