

Pupil Premium Strategy Statement (2024-25)

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Name of School	East Crompton St George's CE Primary School
Number of pupils in school	142 (2024-2025)
Proportion (%) of pupil premium eligible pupils	37% (2024-2025) Not including Reception. (NB: 24.6% including Reception)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Amanda Robinson
Pupil premium lead	Mrs Danielle Courtney-Smith
Governor / Trustee lead	Rachael Hawcroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,460
Recovery premium funding allocation this academic year	n/a
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	£65,460

Part A: Pupil premium strategy plan

Statement of intent

- At East Crompton St George's (ECSTG) we believe that every child should be given the opportunity and enabled to reach their full potential through an engaging curriculum which seeks to develop their understanding of their local community and the wider world.
- We want to ensure that all pupils, irrespective of their background, access high quality teaching and learning experiences that scaffold their development and enable them to make good progress and achieve high attainment in all areas.
- High quality teaching is at the heart of our approach to offer all pupils the best opportunities of succeeding. 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.
- In both curriculum intent and implementation we aim to help pupils excel. To
 - ensure disadvantaged pupils are challenged in the work that they're set · act early to intervene at the point need is identified ·
 - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- We continually evaluate, through rigorous triangulated data tracking, the effectiveness of the interventions we offer and the impact of our teaching
- We invest heavily in staff development to ensure that all children are being taught by skilled professionals.
- We train our support staff and teachers to deliver the highest quality interventions that reap the greatest benefits for our children in terms of maximising their progress.
- Complex family circumstances may impact significantly on children's ability to thrive and be successful. Some of our disadvantaged children may have weaker language and communication skills, less support at home with reading and homework, poor self-esteem and lack of self-confidence, be less resilient, have behavioural difficulties and have low attendance and punctuality issues. We seek to remove these barriers through strong relationships with our families, through robust pastoral provision and intervention, and through our focus on ensuring that our school is focused on the wellbeing of the whole community,
- Our strategy is also integral to our wider plans for education recovery.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils at the start of our current strategy plan.

Challenge number	Detail of challenge
1	Attainment gaps between PP and non-PP pupils in reading, writing, and maths at all key stages.
2	Low baseline skills in EYFS, including literacy, communication, and numeracy.
3	Increased behaviour incidents linked to emotional well-being, with PP pupils over-represented in suspensions.
4	Additional learning needs and SEND. PP and SEND (32%) PP and EHCP (8%) % of pupils with SEND across school (20%). % of pupils with EHCP across school (6%).
5	Family circumstances which affect attendance and punctuality. Higher levels of persistent absence amongst PP children over the last three years (on average 2% higher).
6	Transition to mixed-age classes, requiring differentiated planning and teaching to ensure inclusivity and progress for all 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
Improved attainment in reading, writing, and maths	<ul style="list-style-type: none"> Attainment for PP pupils matches or exceeds national averages by the end of KS2. Gaps between PP and non-PP pupils narrow termly.
Increased engagement with reading	<ul style="list-style-type: none"> 85% of PP pupils achieve the expected standard in phonics by Year 1. PP pupils regularly borrow and read books.

Behaviour and Attitudes Enhanced emotional well-being	<ul style="list-style-type: none"> Reduced behaviour incidents among PP pupils. Improved engagement in learning and pupil voice feedback.
Improved attendance	<ul style="list-style-type: none"> PP attendance aligns with national averages. Persistent absence for PP pupils reduces to <8%.
Broadened cultural capital	<ul style="list-style-type: none"> Increased participation of PP pupils in extracurricular activities, trips, and enrichment events
Effective mixed-age teaching	<ul style="list-style-type: none"> All pupils, including vulnerable groups, demonstrate strong progress and attainment in mixed-age settings.

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: **£36,525**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Professional Development	EEF research shows high-quality teaching has the greatest impact on closing attainment gaps. Training includes phonics, mastery maths, and adaptive teaching for mixed-age classes.	1, 2, 6
Improved Curriculum Planning	Sequenced and knowledge-rich curriculum ensures progression and long-term retention. Supported by tools like White Rose Maths and Kapow.	1, 2, 6

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

Budgeted cost: **£24,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years Interventions	RWI phonics ensures rapid progress for those at risk of falling behind. 'Communication Friendly Status' for development of speech and language (Elklan).	2, 5
1:1 and Small Group Tuition	Focused sessions in phonics, reading, writing, and maths accelerate progress. Lexia supports reading both at home and in school <i>EEF: Teaching and Learning Toolkit: Phonics</i> <i>DfE The Reading Framework: Teaching Foundations of Literacy</i> <i>EEF: Teaching and Learning Toolkit: Reading interventions</i>	1, 2
Booster sessions – before and after school Year 6	Targeted catch-up interventions for English and maths ensure pupils meet age-related expectations. <i>EEF: Teaching and Learning Toolkit: One to one tuition</i> <i>EEF: Teaching and Learning Toolkit: Small group tuition EEF</i> <i>EEF: Teaching and Learning Toolkit: Extended School Time</i>	1

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

Budgeted cost: **£22,235**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Support	Attendance officer addresses persistent absence. Tailored family	4

	<p>support by the Executive HT and new administrator improves engagement.</p> <p><i>EEF: Prioritise social and emotional learning to avoid 'missed opportunity' to improve children's outcomes.</i></p>	
Pastoral and Emotional Support	<p>Interventions such as Lego Therapy and nurture groups, along with the use of the Immersive Room, improve resilience and emotional regulation. The Hive provides holistic support for SEND pupils.</p> <p>Develop the outdoor provision to support emotional development programs are successfully foster resilience and independence.</p> <p><i>EEF: Improving social and emotional learning in Primary Schools guidance</i></p> <p><i>EEF: Prioritise social and emotional learning to avoid 'missed opportunity' to improve children's outcomes.</i></p>	3, 5
Cultural Capital Activities	<p>Enrichment opportunities like music lessons and theatre trips broaden pupils' horizons, enhancing motivation and engagement.</p>	3, 4

Total budgeted cost: £82,960

Part B: Review of outcomes in the previous academic year (2023-24)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Impact on pupil progress from school closures during Covid-19.

Part B: Review of Outcomes in the Previous Academic Year (2023–2024)

Impact of Pupil Premium Activity on Outcomes

The Pupil Premium strategy for 2023–2024 focused on mitigating the impact of school closures during Covid-19, accelerating progress, and closing attainment gaps. Below is a detailed evaluation of outcomes:

Academic Outcomes

EYFS (Reception)

- **GLD:** 69% (above national average).
 - This reflects significant improvement from low baseline data, with 75% of Pupil Premium (PP) pupils entering Reception with below-age-related expectations in communication, language, literacy, and mathematics.
 - **Key Successes:** Early Years structures led by senior leadership and collaboration with EY2P consultancy supported targeted interventions and quality provision, which was independently verified by the Early Years link governor and school improvement partner.

Phonics

- **Year 1 Phonics Screening:** 76% (3% below national).
 - 83% of PP pupils passed; the only PP pupil who did not pass had an EHCP for severe and complex needs.
- **Year 2 Phonics Resits:** 80% (9% below national).
 - Although still below national, there was improvement in phonics outcomes compared to previous years.

KS1 (Year 2)

- **Data Summary:** PP pupils outperformed non-PP pupils in reading and writing but performed below in maths.

Subject	PP (School)	PP (National)	Non-PP (School)	Non-PP (National)
Reading	63%	54%	59%	73%
Writing	63%	44%	59%	65%
Maths	50%	56%	68%	75%

- **Key Successes:** PP pupils significantly outperformed the national average in reading (+9%) and writing (+19%).
- **Challenges:** Mathematics remains an area for improvement, with PP pupils performing below national averages.

KS2 (Year 6 SATs)

- **Data Summary:** PP pupils outperformed non-PP pupils in all areas and achieved above national averages in reading, writing, and combined measures.

Subject	PP (School)	PP (National)	Non-PP (School)	Non-PP (National)
Reading	71%	62%	44%	79%
Writing	71%	58%	56%	78%
Maths	57%	59%	50%	79%
Combined	57%	45%	39%	67%

- **Key Successes:** PP pupils achieved above national averages in all areas except maths (-2%).
- **Challenges:** High levels of SEND within the cohort (21% of PP pupils, including two with EHCPs). Teacher staffing changes mid-year further impacted outcomes.

Key Themes from Internal Data

While end-of-key-stage outcomes show positive trends, internal tracking data highlights inconsistent progress for PP pupils across other year groups.

Reading

- Strongest outcomes across all year groups for PP pupils.
- The Lexia programme demonstrated some success in closing gaps, with evidence of effective school and home use.

Writing

- CPD in modelled writing and Communication Friendly Status (2022) improved delivery of the writing curriculum. Work scrutiny and lesson observations highlighted effective planning.

Mathematics

- Low baseline attainment in EYFS (75% below expected) remains a challenge. While KS2 outcomes were near national averages, this remains an area of focus.

Attendance and Persistent Absence

- **Persistent Absence (PA):** 15.4% (PP: 6.3%, Non-PP: 4.4%).
- **Actions Taken:** Robust attendance monitoring includes daily calls home and liaison with the LA Education Welfare Officer. However, staff capacity is stretched due to multiple roles.
- **Challenge:** Post-Covid attendance issues persist, particularly for PP pupils.

Wellbeing and Personal Development

- **Pupil Wellbeing:** The Jigsaw PSHE programme continues to support pupil resilience and emotional regulation.
- **Collective Worship:** Promotes self-reflection and positive relationships.
- **Pupil Voice:** Indicates children feel happy and well-cared for in school.

Next Steps for 2024–2025

1. **Targeted Support in Mathematics**
 - Implement additional interventions and enhance teacher subject knowledge across the school.
2. **Further Develop Reading Interventions**
 - Incorporate EEF research into strategy refinements.
3. **Improve Attendance**
 - Allocate dedicated resources for attendance monitoring to address persistent absence.
4. **Focus on Writing**
 - Continue embedding CPD impacts and align the curriculum with the new government guidance.
5. **Enhance Early Years Provision**
 - Sustain the impact of EY2P consultancy and continue monitoring progress of low-baseline PP pupils. Ensure that the outdoor provision continues to improve.

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
Grammarsaurus	Grammarsaurus Online
Kapow	Kapow Online
TTRockstars	TTRockstars
Castleshaw	Oldham Council
Jigsaw PSHE scheme	Jigsaw

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

Recovery Premium

Money was used specifically to fund salaries of teaching assistants and support staff to deliver high quality interventions and support across school.