

# Pupil premium strategy statement

## St. George's Church of England Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2025 – August 2028
Date this statement was published	31 <sup>st</sup> Dec 2025
Date on which it will be reviewed	31 <sup>st</sup> Dec 2026
Statement authorised by	Mrs L. Martin
Pupil premium lead	Mrs R. Fleming
Governor / Trustee lead	Mr P. Hilton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 93,930
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£93,930
<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>	

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High quality teaching for is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We use a 'first and best' approach. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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.

## Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment in Reading, Writing and Maths. 2025-2026 RWM combined KS1 57% 2025-2026 RWM combined KS2 54% 2023-2024 RWM combined KS1 43.5% 2023-2024 RWM combined KS2 33.3% 2022-2023 RWM combined KS1 48% 2022-2023 RWM combined KS2 43%
2	Attainment in Phonics in Year One. 2025-2026 Year One 90% 2025-2026 Year Two 97% 2023-2024 Year One 82%

	<p>2023-2024 Year Two 38%</p> <p>2022-2023 Year One 68%</p> <p>2022-2023 Year Two 44%</p>
3	Wider opportunities - Some children have had limited life experiences, by providing a rich and wide variety of enrichment experiences, children broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspirations.
4	Home engagement – parental engagement is variable and children don't always have support at home to develop, for example, speech and language and early reading skills.
5	Our attendance data over the last year shows that attendance of children in receipt of PP funding hovers around 91.7%. Attendance of non-PP children is 5% higher although the gap is closing slowly. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Disadvantaged pupils achieve expected or better progress and attainment scores in Reading, Writing and Maths.	<p>Records show:</p> <p>Children will achieve at least national average progress scores in reading, writing and maths at both Key Stage 1 and Key Stage 2</p> <ul style="list-style-type: none"> <li>-Children will attain in line with non-disadvantaged pupils and national averages in reading, writing and maths. This will be both for expected standard and greater depth standard.</li> <li>-Children will achieve at least national average for GLD.</li> <li>-Disadvantaged children to be targeted in small group work to enhance their abilities in reading, writing and maths.</li> <li>- Children will achieve at least the national average in the Multiplication statutory check</li> <li>- Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium.</li> <li>- Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap).</li> <li>- Children who receive additional, teacher-led tuition or intervention support attain at least as well as their counterparts.</li> </ul>
Disadvantaged pupils achieve national average	<p>Records show:</p> <ul style="list-style-type: none"> <li>- Phonic outcomes show disadvantaged pupils have made accelerated progress from their starting points.</li> </ul>

expected standard in phonic screening check.	<ul style="list-style-type: none"> <li>- Children will achieve at least national average in the Phonics Screen Check.</li> </ul>
Improved engagement in homework activities.	<p>Records show:</p> <ul style="list-style-type: none"> <li>- Children to engage with activities set for homework. This includes:</li> <li>- Reading on a regular basis at home (at least three times a week).</li> <li>- Completion of activities set for homework on our online platform, Purple Mash.</li> <li>- Families are supported through workshops and open school events to aid understanding and support home learning</li> </ul> <p>Families are supported where lack of technology in the home prevents access to homework – for example, by providing paper copies of work.</p>
Access to wider opportunities for disadvantaged pupils.	<p>Records show:</p> <ul style="list-style-type: none"> <li>- Children to have the opportunity to take part in enrichment experiences e.g. school trips and cluster events.</li> <li>- Children to access before school, lunchtime and after school clubs and activities.</li> <li>- Children to access Forest School.</li> </ul> <p>Children’s language is enriched by their experiences</p> <ul style="list-style-type: none"> <li>- Children represent the school at local events</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>- The attendance of pupils eligible for free school meals was 91.7%, which is lower than at least a quarter of similar schools. Increased attendance for pupils eligible for free school meals to 93.4%, overall school attendance would increase by 0.7 percentage points and overall persistent absence percentage would drop by 0.6 percentage points.</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- 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.</li> </ul>
<p>Purchase of standardised diagnostic assessments for WRM.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <ul style="list-style-type: none"> <li>- <a href="#">Diagnostic assessment   EEF</a></li> </ul>
Contingency fund for acute issues.	<ul style="list-style-type: none"> <li>- 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.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – behaviour, ELSA, RWI, Grammarsaurus writing	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a> <a href="#">Metacognition and self-regulation   Teaching and Learning Toolkit   EEF</a>	1,2,4
Equipment, materials and books inc. reading diaries	The average impact of homework is positive across both primary and secondary school. Evidence also suggests that how homework relates to learning during normal school time is important. <a href="#">Homework   EEF</a>	1,2,4
RWI subscription/Kapow curriculum	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1,2,4,5
White Rose Maths work books and assessment papers	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="#">Mathematics guidance: key stages 1 and 2</a> When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1,2

CPD – moderation activities led through Keystone	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1,2,
CGP books	The average impact of homework is positive across both primary and secondary school. Evidence also suggests that how homework relates to learning during normal school time is important. <a href="#">Homework   EEF</a> <a href="#">Reading comprehension strategies   EEF</a>	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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 regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1,2,4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic support staff and apprentice to support classroom interventions, structured interventions and 1:1 support	Teaching assistants can offer targeted support in small groups to enhance the progress and attainment of the children they are working with. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: <a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a>	1,2,4

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school sessions	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	3,4,5
Jigsaw PSHE and Zones of regulation schemes/delivery	<p>Jigsaw, the mindful approach to PSHE/HWB, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The portal enables staff to have up to date knowledge and teaching resources that follow DFE updates and curriculum changes. Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	1,2,4,5
Support to access visits and visitors	<p>Increased confidence, increased well being and an increased sense of belonging through participating in wider activities.</p>	3,4,5
<p>Embedding principles of good practice set out in the DfE's guidance on <u><a href="#">working together to improve school attendance</a></u>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">working together to improve school attendance</a>.</p>	5

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**Total budgeted cost: £59,500**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that

Key Results - 2024-2025					
Assessment	Statistic	Cohort	School Result	National Comparison	National Result
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	26	54%	Below	62%
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	26	12%	At or above	8%
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	22	55%	At or above	37%
Phonics Screening Check	% of pupils passing in Year 1	20	90%	At or above	80%
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	14	71%	At or above	68%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

### Key Stage 2 SATS results

	Average Scaled Score		Expected Standard		Greater Depth	
	All	PP	All	PP	All	PP
Maths	104	80.8	70%	50%	30%	0%
Reading	104.9	80.6	74%	50%	26%	0%
Writing			62%	0%	12%	0%

Reading, Writing, Maths combined			54%	0%	12%	0%
Grammar, Punctuation and Spelling	106.4	80.5	78%	16.6%	33%	0%

Key Stage 1 SATS results

	Average Scaled Score		Expected Standard		Greater Depth	
	All	PP	All	PP	All	PP
Maths	97.4	104.3	70	104.6	20	113
Reading	97.5	94.6	77	106.2	13	112
Writing			63		3	
Reading, Writing, Maths combined			57		3	
Grammar, Punctuation and Spelling	97.1	94.65	106.3	105.8	112.6	115

Phonics Attainment

	All passed	PP passed
Year One	90%	83.4%
Year Two	97%	80%

Year group	% PP children completing homework
1	60%
2	35%
3	38%
4	17%
5	100%
6	67%
School percentage	46%

All pupils encouraged through awarding Class Dojo's to complete homework activities. Homework is provided on Purple Mash for pupils to complete remotely. Continue to monitor completion of homework on Purple Mash and support children where needed through homework club.

Teachers to monitor regular reading at home and provide support through School Readers where needed.

Continue to run St. George's Learning Together.

Training provided through Educational Psychologists team and through BOSS to provide CPD for teachers, TA's and Midday Meals Supervisors.

Regulation stations introduced into every classroom, pupils use the area when they are dysregulated and to discuss their emotions.

Staff have displayed increased awareness of how the language they use in everyday interaction with the children can positively impact upon their emotions. This has enhanced general wellbeing and has allowed children to be better equipped for their learning in the classroom. Ensure new staff are aware of the language they use in everyday interactions with pupils and how this can positively impact on pupil emotions.

The attendance of pupils eligible for free school meals was **91.7%**, which is lower than at least a quarter of similar schools. Table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Your Attendance		Similar schools' median attendance
	2024/2025	2023/ 2024	2024/2025
<b>All pupils</b>	94.4%	95.3%	95.1%
<b>Pupils with free school meals (FSM)</b>	91.7%	93.9%	92.5%
<b>Pupils with no FSM</b>	96.4%	96.2%	96.1%
<b>Pupils with special educational needs (SEN) support</b>	90%	89.8%	92.7%
<b>Pupils with no special educational needs (SEN) support</b>	96.1%	96.4%	95.7%

Last year, Pupil Premium children were given equal access to enriching experiences, including school trips and visitors, supporting their engagement, curiosity, and love of learning. 100% of pupils we are able access a sporting visit, a visitor into school or a visit out of the school. Many Pupil Premium children also accessed the residential that was on offer. 31% of Pupil Premium children attended a club at lunchtime or after school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Read Write Inc	2Simple
Purple Mash	Maths Circle TT Rockstars
Family Learning St. George's Learning together	

