

Pupil premium strategy statement – St George's C of E 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	218
Proportion (%) of pupil premium eligible pupils	35.2%
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)	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Pritchard, CEO of the Black Pear Trust
Pupil premium lead	Matthew Modley
Governor / Trustee lead	Lauren Tallis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,505
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	£101,505

Statement of intent

At St George's, our vision—**Nurture, Learn, Succeed**—drives everything we do. We are deeply committed to ensuring that every child, regardless of background or starting point, has access to the highest quality education and experiences. In a school with a high proportion of disadvantaged and EAL pupils, our strategy is ambitious, inclusive, and rooted in evidence-informed practice.

NURTURE

We understand that non-academic barriers can significantly impact pupil outcomes. Our approach to nurturing the whole child includes:

- A **robust attendance strategy**, supported by all staff—from class teachers to the Pastoral Team and Senior Leadership—ensuring timely intervention and support for families.
- The development of **safe spaces** across school for emotional regulation, reflection, and structured support.
- A dedicated **Physical and Mental Health Mentor** delivering bespoke mentoring programmes focused on wellbeing, attendance, behaviour, and positive relationships.
- A strong emphasis on **self-regulation, communication, and socialisation**, particularly for vulnerable and disadvantaged pupils.

LEARN

We know that **high-quality teaching** is the most powerful lever for improving outcomes. Our strategy includes:

- A **tailored CPD programme**, aligned with the **Great Teaching Framework**, to strengthen subject knowledge, pedagogy, and the use of cognitive science principles.
- A focus on **adaptive teaching and responsive instruction**, ensuring all staff—teachers and support staff—are equipped to meet the diverse needs of our learners.
- Investment in **leadership development and staff retention**, creating a confident, skilled workforce committed to inclusive, high-impact teaching.
- **Robust assessment systems** that inform personalised academic support and ensure no child is left behind.

SUCCEED

We are determined to provide enriching opportunities that build aspiration and success for all pupils:

- **Targeted academic interventions** delivered by skilled staff in Reading, Maths, Speech & Language, and Self-Regulation, particularly for pupils not yet meeting expected progress.
- A structured and inclusive approach to **reading**, aligned with the **EEF's recommendations**, including:
 - Prioritising reading across the curriculum.
 - Embedding fluency and comprehension strategies through CPD.
 - Expanding access to diverse texts via an open-access library.
 - Launching a **school reader programme** to increase reading opportunities at school and home, especially for disadvantaged pupils.
- **Extracurricular activities and residential trips** are actively targeted at disadvantaged pupils, led by expert staff and external providers to ensure high-quality experiences.

Our Tiered Approach

Our strategy is built on a **tiered model** that targets the whole child:

- **High-quality teaching** for all.
- **Targeted academic support** for those who need it.
- **Wider strategies** to address non-academic barriers.

This approach ensures that every child—particularly those who are disadvantaged or speak English as an additional language—can **nurture their wellbeing, learn effectively, and succeed in school and beyond.**

Challenges

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

Challenge number	Detail of challenge
1	Despite whole-school efforts, internal data and national benchmarks indicate that disadvantaged pupils are at risk of not making sufficient progress in reading compared to their peers.
2	A range of adaptations are in place across the school, reflecting a commitment to meeting diverse learning needs. There is now an opportunity to refine these further to ensure they are consistently aligned with the specific needs of all pupils—particularly those working just below age-related expectations—so that they can make more secure and accelerated progress.
3	Disadvantaged pupils are at risk of not reaching the end of KS2 expected standard in core subject areas.
4	The school has established a growing pupil leadership offer, with a range of opportunities beginning to take shape. While many pupils are engaging with these roles, there is further potential to strengthen consistency and clarity so that all pupils fully understand the purpose, responsibilities, and impact of their leadership contributions.
5	The school continues to prioritise improving attendance for all pupils, with a particular focus on those eligible for Pupil Premium. While overall strategies are beginning to show impact, attendance for disadvantaged pupils remains below national averages, highlighting an ongoing opportunity to strengthen engagement and reduce persistent absence within this group.

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 make improved and sustained progress in reading, closing the attainment gap with their peers, particularly in	<ul style="list-style-type: none">• Internal and national assessment data shows improved phonics and reading outcomes for disadvantaged pupils, especially those previously working just below ARE.

fluency, comprehension, and engagement.	<ul style="list-style-type: none"> • The quality of the teaching of reading and phonics across the school is effective and engaging. • Pupils demonstrate increased reading fluency and comprehension in formative and summative assessments. • Pupil voice and engagement surveys indicate improved attitudes toward reading and increased reading for pleasure. • Parents have a good understanding about how they can support their child with reading and phonics at home. • Targeted interventions are implemented consistently and show measurable impact.
Adaptations and scaffolds are consistently aligned to the specific needs of pupils working just below age-related expectations, enabling them to make accelerated progress and access their work independently.	<ul style="list-style-type: none"> • Teachers use assessment information to plan and deliver precise adaptations that support access to the full curriculum. • Class profiles are developed, reviewed and used effectively to support planning and teaching. • Monitoring shows consistent use of the C-STEP model and other strategies in line with the executive function characteristics. • Progress data shows an increase in the number of pupils in the on track over time. • CPD evaluations (teacher surveys) show increased staff confidence in adapting teaching for this group. • Professional Partners and coaching opportunities promote effective teaching and learning using the Simple Model of Teaching and the Great Teaching Framework. • Steplab is utilised effectively to increase teacher confidence and knowledge.
Disadvantaged pupils are supported through targeted, evidence-informed strategies to reach or exceed expected standards in reading, writing, and maths by the end of KS2.	<ul style="list-style-type: none"> • KS2 outcomes for disadvantaged pupils improve year-on-year and move closer to national averages. • Intervention logs and impact reviews show that support is timely, targeted, and effective. • Teachers and leaders use data to identify and respond to gaps in learning promptly. • Pupil progress meetings show evidence of accelerated progress for targeted pupils.
Pupil leadership and experiences are embedded across the school, with clear structures and expectations that empower all pupils to contribute meaningfully to school life.	<ul style="list-style-type: none"> • All pupil leadership roles are clearly defined and communicated across the school. • A greater proportion of pupils can articulate their leadership role, responsibilities, and impact. • Pupil leadership activities are visible in school life and contribute to decision-making or improvement initiatives. • Feedback from pupils and staff indicates increased engagement and ownership. • Children are engaged in a wide variety of activities to enhance experiences.

Attendance for disadvantaged pupils improves and moves closer to national averages, with a reduction in persistent absence.	<ul style="list-style-type: none"> Attendance data shows a sustained upward trend for disadvantaged pupils, narrowing the gap with peers. Persistent absence among PP pupils reduces term-on-term. Engagement with families improves, as evidenced by increased participation in attendance-related support or initiatives. Staff can articulate and implement tiered strategies for improving attendance (e.g. early intervention, mentoring, home visits).
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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: £29,702.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school phonics implementation review and CPD programme: 1) immediate review of phonics fidelity across EYFS–KS1; 2) half-termly coaching cycles for teachers and TAs on delivery of systematic synthetic phonics; 3) whole-staff refresher on linking phonics to reading comprehension (decodable texts + vocabulary teaching). Provide class sets of decodable / matched texts and weekly coaching observations with feedback.	Systematic phonics shows positive effects for early reading (+5 months) when implemented with fidelity; EEF guidance emphasises systematic, whole-school phonics and associated CPD as high-impact and low cost (EEF Phonics toolkit summary). Also aligns with EEF guidance about using Pupil Premium to develop high-quality teaching first (EEF Guide to the Pupil Premium).	1, 2, 3
Oral language & vocabulary programme embedded in the curriculum (EYFS–KS2): daily planned vocabulary instruction; dialogic reading, structured talk routines, designated vocabulary linked to curriculum topics; targeted small-group oracy sessions for New to English pupils. Train staff in oral language strategies and model questioning / structured talk- Lexonic	Oral language interventions deliver high impact (average +6 months) and are especially effective in early years and primary settings; EEF guidance describes how to implement oral language systematically and link to curriculum (EEF Oral language interventions).	1, 2, 3
Metacognition & self-regulated learning embedded across lessons: explicit teaching of	EEF guidance: metacognition and self-regulated learning can be high impact if taught	1, 2, 3

planning/monitoring/evaluation routines (age-appropriate), modelling metacognitive language, short reflective activities, and use of pupil leadership roles to support self-regulation (e.g., peer tutors, reading ambassadors). Provide CPD for teachers on embedding metacognitive strategies in reading lessons.	explicitly and embedded into subject teaching (EEF Metacognition guidance report).	
CPD to strengthen scaffolding; formative assessment and feedback loops across KS1–KS2; training on hinge questions, formative checks, use of reading comprehension short assessments and targeted feedback.	EEF evidence: high-quality feedback and formative assessment produce measurable gains when implemented as part of ongoing teaching; improving feedback is identified in EEF resources as an effective classroom approach (EEF feedback / assessment guidance – evidence reviews).	1, 2, 3
EAL induction and classroom strategies CPD: rapid induction protocols for New to Country pupils (within 72 hours), combined with classroom strategies (visual scaffolds, pre-teaching key vocabulary, sentence frames) and a clear whole-school progression for language acquisition.	EEF emphasises language acquisition as a core barrier for disadvantaged / EAL pupils; oral language guidance and EEF pupil premium guidance both recommend targeted language approaches and induction strategies (EEF Oral language interventions ; EEF Guide to the Pupil Premium).	1, 2, 3
Quality-assured TA deployment: train TAs in structured small group delivery (guided reading, oral language groups, pre-teaching), ensure they work under teacher direction with clear planned resources and feedback to class teachers.	EEF guidance on Teaching Assistants: targeted deployment with training and alignment to classroom teaching increases impact; small group tuition delivered by trained staff yields effects ([EEF Teaching Assistants guidance summary]; EEF Small group tuition).	1, 2, 3

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

Budgeted cost: £20,689.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence-based small group tuition for pupils just below ARE (2–5 pupils) in reading and mathematics: structured sessions, directly linked to classroom curriculum and diagnostic assessment. Use trained teachers or trained TAs with weekly	Small group tuition yields on average +4 months progress when targeted to needs and aligned with classroom teaching; EEF guidance highlights small group tuition as cost-effective when	1, 2, 3

coaching from senior leaders. E.g. Lexonic	tutors/teachers are trained and sessions frequent (EEF Small group tuition).	
Structured tutoring offer for KS2 disadvantaged pupils: targeted one-to-one or small group tuition in maths and reading for pupils with significant gaps; tutor-teacher planning link and rigorous selection of pupils.	The EEF trial of affordable tutoring (Tutor Trust model) indicates that well-structured, frequent tuition can deliver measurable gains (e.g., +3 months for maths in the large trial) — success depends on tutor training, alignment with school curriculum and monitoring (EEF news – tutoring trial summary). The EEF tutoring guidance highlights principles for success.	1, 3
Structured reading comprehension interventions for pupils who can decode but lack comprehension (Reciprocal Reading, Guided Comprehension): small group sessions with scaffolded questioning and vocabulary pre-teaching; systematic progression and exit criteria.	The EEF's reading guidance and literacy guidance recommend explicit comprehension strategies and structured small group work to support pupils who decode but do not understand (oral language / reading comprehension evidence: EEF Oral language interventions and EEF guidance on literacy).	1, 3
Targeted EAL language groups language tuition where needed: daily or frequent sessions focusing on vocabulary, sentence structures and comprehension, linked to class texts and subject vocabulary.	Oral language interventions particularly support children from lower language backgrounds and EAL pupils; EEF evidence shows targeted, frequent sessions produce larger gains (EEF Oral language interventions).	1, 2
SEND-specific small-group interventions (speech & language therapy pathways; evidence-based programmes) with specialist input, and ensure interventions are closely tracked and reviewed against SEND EHCP / My Plan targets.	EEF guidance and evidence reviews highlight that structured interventions matched to need and delivered with trained staff can support progress for SEND pupils in mainstream schools (see EEF SEND guidance / teaching assistants resources). For language-linked SEND, oral language evidence applies ([EEF Oral language interventions]; [EEF SEN guidance]).	1, 2, 3
Rapid diagnostic assessment and intervention matching: use frequent short assessments to ensure pupils are placed in the right wave of intervention and to avoid duplication or delay.	EEF emphasises the role of diagnostic assessment to target small group tuition and interventions for maximum effect ([EEF Small group tuition]; EEF Guide to the Pupil Premium).	1, 2, 3

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

Budgeted cost: £51,113,18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance & family engagement package for disadvantaged families: targeted attendance officer/lead, home visits, school minibuss service continuation, early support meetings, family support worker, and clear pathways for rapid re-integration for mobile pupils. Track impact on PA for disadvantaged pupils.	EEF's guidance on using Pupil Premium and attendance rapid evidence assessment recommends targeted attendance strategies and family engagement to increase learning time; attendance interventions can be effective when they are persistent, data-driven and include family engagement (EEF Guide to the Pupil Premium ; see EEF reviews on attendance interventions).	5
Breakfast club and nutritional support for disadvantaged pupils: free or subsidised breakfast club to ensure pupils arrive ready to learn; targeted support for pupils who miss breakfast at home.	Wider strategies (breakfast clubs / increased attendance / pastoral support) are recommended in the DfE/EEF tiered approach as they remove barriers to learning and can increase attendance and readiness to learn (EEF Guide to the Pupil Premium). Evidence shows breakfast provision can support attendance and concentration for some pupils.	5
Enhanced pastoral & SEMH support: increase access to an on-site pastoral lead / learning mentor; small group social skills programmes; targeted counselling for pupils affected by family trauma; staff training in trauma-informed practice.	The EEF's guidance on Social, Emotional and Behaviour approaches shows SEL and targeted pastoral support can improve engagement and outcomes when implemented with fidelity and linked to classroom practice ([EEF social & emotional learning resources / guidance]).	5
Parental engagement programme: structured workshops (reading at home, phonics for parents, EAL parental support sessions), home-school reading challenges, and targeted parent support for attendance/engagement.	Parental engagement interventions can be cost-effective and support reading outcomes when parents are given practical strategies and resources; EEF resources emphasise parental engagement as part of wider strategies ([EEF: Parental engagement evidence review]; EEF Guide to the Pupil Premium).	1, 3, 5
Curriculum enrichment & library provision to widen access to texts: continue library refurbishment, expand home reading	EEF evidence emphasises the role of rich curriculum experiences and knowledge acquisition for disadvantaged pupils; background knowledge and vocabulary improve comprehension	4

book loan, provide targeted book packs for disadvantaged pupils and EAL families, and fund trips/experiences that build background knowledge and vocabulary.	and science/subject learning (EEF Guide/Attainment Gap resources). Oral language evidence recommends purposeful use of texts linked to curriculum vocabulary (EEF Oral language interventions).	
Structured pupil leadership development: formalise role descriptors, training for reading ambassadors, young translators and peer mentors; use leadership roles to build oracy, metacognition and peer tutoring (reading buddies). Ensure disadvantaged pupils have access to leadership opportunities and monitor impact.	EEF evidence on peer tutoring/peer mentoring and oral language suggests well-structured pupil leadership (peer tutors/reading ambassadors) can support literacy and engagement when roles are trained and meaningful ([EEF Teaching and Learning Toolkit – peer tutoring / oral language strands]).	2

Total budgeted cost: £101,505

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year:							
EYFS							
<ul style="list-style-type: none">• Entry data suggests starting points were low• Writing: Entry = 100% below or emerging, Summer = 54% secure, 8% Developing and 38% below or emerging• Word Reading = 100% below or emerging, Summer = 65% Secure, 35% below or emerging							
Demographics <ul style="list-style-type: none">• 68% ethnic minority with a high percentage of the class new to country• 21.4% of the class with speech and language needs• 10.7% of the class had an EHCP- 3 children• 10 new children joined the cohort within the academic year- 4 children joined new to country							
	Year 1	National	Difference	Year 2	National	Difference	
Phonics	88%	80%	+8%	96%	91%	+5%	
<ul style="list-style-type: none">• Whole cohort above national• 96% cumulative phonics by the end of Year 2							
	Non-PP 24-25	PP 24-25	PP 23-24	Difference	PP to Non-PP 24-25	PP to Non-PP 23-24	Difference
Y4 MTC	39%	50%	25%	+25%	+11%	-6%	+17%
<ul style="list-style-type: none">• Whole cohort above national• All groups broadly in line or above national (including disadvantaged)• A 25% increase for PP results since last academic year• Gap has closed by 17% from the last academic year• Positive 2-year trend of closing the gap between PP and Non-PP							
		Progress from KS1		Progress from Autumn starting point			
KS2 Maths		84% expected or better progress		100% better than expected progress			
KS2 Reading		67% expected or better progress		84% expected or better progress			
KS2 Writing		81% expected or better progress		74% expected or better progress.			
Demographics <ul style="list-style-type: none">• 35.5% of the class were receiving support for SEND- 28.6% increase in children receiving SEND support in the class than previous year group• 10% of the class had an EHCP- 3 children• Only 58.1% homegrown pupils- high mobility							
	Non-PP 24-25	PP 24-25	PP 23-24	Difference			
Attendance	96.6%	93%	91.3%	+1.7%			
<ul style="list-style-type: none">• Gap is closing between PP and Non-PP by 0.2% from the last academic year• Positive 2-year trend in PP attendance• PP attendance has a 1.7% increase in attendance from the last academic year• Systems and processes in line with the DfE statutory guidance has had a positive impact• The school minibus and weekly text messaging service has impacted positively on PP attendance.							

Enrichment:

- 44% of all children that attend clubs are Pupil Premium (school PP 36.5%). These children were targeted through deliberate invitation
- 100% of children in Reception and Year 6 attended the school beach trip
- 100% of the school's pupil premium visited the theatre to watch a pantomime
- 45% of the children who attended the Year 5/6 residential were pupil premium

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
N/A	