

Pupil Premium Strategy Statement St George's Primary School



This statement details our school's use of pupil premium (and recovery 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	382
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	2 nd September 2025
Date on which it will be reviewed	21 st July 2026
Statement authorised by	Mr Howard Fisher (Headteacher)
Pupil premium lead	Miss Emma Hill (AHT for Inclusion)
Governor / Trustee lead	Abi Oniye (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,195.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£110,195.00

Part A: Pupil premium strategy plan

Statement of intent

At St. George's Primary School, we are committed to providing all pupils with a secure, caring, and stimulating environment where they can develop lively and enquiring minds, confidence, and essential skills. Guided by our strong Christian ethos and a broad, balanced curriculum tailored to meet every child's needs, we foster a happy and positive atmosphere in which children can fulfil their potential, grow in self-confidence, and develop respect for others and the environment. Our intention is that all pupils—regardless of their background or the challenges they face—make good progress and achieve high attainment across all subjects. Through our pupil premium strategy, we focus on supporting disadvantaged pupils, including those who are already high attainers, as well as addressing the needs of other vulnerable pupils, such as those with a social worker or who are young carers. High-quality teaching lies at the heart of our approach, with targeted support in areas where it is most needed, ensuring the greatest impact on closing the attainment gap while benefiting all pupils. In doing so, we aim to sustain and enhance the progress of non-disadvantaged pupils alongside their disadvantaged peers.

Our approach is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. Our Pupil Premium Strategy is designed to help disadvantaged pupils overcome barriers to learning through a range of complementary strategies that ensure all pupils are appropriately supported, challenged, and able to progress to their next steps in learning. To achieve this, we ensure disadvantaged pupils are challenged in the work they are set, act early to intervene when needs are identified, and adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve. The strategies we use to close the gap between disadvantaged and non-disadvantaged pupils include access to quality first teaching, effective deployment of teaching assistants, oral language interventions, small group tuition, SEMH and pastoral support, provision of personal resources and equipment, and funded places on trips.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Interaction Needs Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These challenges are evident from Reception through to Lower KS2 and have a significant impact on pupils' ability to be able to access their education and interact with the school environment on a daily basis.

2	<p>Mathematics</p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Arithmetic has been identified as the main area which needs developing in order to raise attainment and progress in maths overall.</p>
3	<p>Social, Emotional and Mental Health</p> <p>Teacher and Parent referrals outlining their concerns and requests for support remain relatively high. 22 cause for concern referrals for pupils were received last academic year (50% of whom are disadvantaged) that currently require additional support with social and emotional needs.</p>
4	<p>Attendance</p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils was 91.9%. This was lower than for non-disadvantaged pupils.</p> <p>29.5% of disadvantaged pupils have been 'persistently absent' compared to 16.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p> <p>Successful implementation of our SEND TA who monitors, tracks and supports pupils with SLCN.</p> <p>Successful implementation of our Aquila Trust Speech and Language Therapist to assessment vulnerable pupils with complex SLCN.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show an increase in disadvantaged pupils meeting the expected standard and that the number of disadvantaged pupils meeting the expected standard is in-line with their peers and National data.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 94%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.

	The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
--	--

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: £75,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND TA SEND TA targets identified pupils who need support with SLCN, or assessment screeners in Dyslexia and Dyscalculia who have either been identified through our in-school screening or those pupils open to NHS Speech and Language Therapy. SEND TA works 5-days a week, across all Key Stages. They meet with outside agencies to discuss and implement targeted support for key pupils In order to continue with this support, we need to fund up-to-date CPD and licences for screening assessments.	Evidence suggests that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=speech%20language	1
Nuffield Early Language Intervention (CPD) EYFS support staff to complete NELI training to help deliver focused and targeted language support in our Early Years classroom to support the presenting SLCN difficulties that are our priority need in our EYFS and KS1 classrooms.	Research published in the Journal of Child Psychology and Psychiatry shows that a 10-minute LanguageScreen assessment is similar in accuracy to a 30-minute speech therapy assessment https://www.teachneli.org/languagescreen/evidence-and-development/	1, 3, 4
Pastoral Manager (50% salary) Pastoral Manager targets identified pupils who access shield room and through our school referral system. Pastoral Manager is available in the mornings to support vulnerable pupils coming into school and meeting with parents regularly to offer additional support. Targeted work on restorative justice and social skills with key groups of pupils to develop their communication and interaction skills.	Evidence suggests that parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental%20engagement	3, 4
Inside Out Therapist External Therapist works with some targeted Pupil Premium pupils who have either have a diagnosis or are on the pathway to help them better understand their emotions and	Evidence shows that targeted interventions have a positive overall impact and that interventions with	1, 3, 4

feelings and how to communicate these to adults and peers.	approaches that focus on self-management have the highest impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
ELSA Supervision We have 3 trained ELSA support assistants who support the social, emotional and well-being needs of our pupils. In order to continue to have this resource available for our most vulnerable pupils we will need to continue to fund up-to-date training and supervision.	Evidence associates childhood social and emotional skills with improved outcomes and suggests skills can be improved through school-based social and emotional learning programmes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=SEL	1, 3, 4

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

Budgeted cost: £30,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions Pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Targeted intervention supporting specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2, 3, 4
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Targeted intervention supporting specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2, 3, 4

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

Budgeted cost: £4,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular Trips Support funding with school trips. Ensuring disadvantaged children have equal access to enrichment is essential to them feeling a part of the school community.	'Soft' questionnaire to demonstrate pupil wellbeing and resilience before and after trips.	3, 4
Attendance Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	4

Total budgeted cost: £110,195.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Headlines:

- St. George's CofE Primary School, have utilised their Trust SALT days this academic year and have completed over 10 assessments for disadvantaged children with concerns regarding SLCN. These reports have supported applications for paediatric and EHCP applications.
- School SEND TA has completed consistent and weekly interventions within Early Years and KS1 – this has supported a positive result in the phonics screening check with 86.7% pass. 75% of PP children passed in year 1 and 80% PP children passed their year 2 phonics screening retake. This was significantly above Kent.
- We have trained new staff in NELI to ensure this early language intervention was able to continue and we have continued to screen through language and speech link to support pupils across the school. This supported 63.6% of PP children achieving a Good Level of Development at the end of EYFS, above Kent statistics.
- Staff have continued to show fidelity to the White Rose Curriculum for Mathematics this academic year and through robust subject monitoring and development, attainment in Mathematics at the end of KS2 was 63.3% which was an increase of 10% from 2024.
- Targeted interventions focusing on 1:1 reading support through deployment of an additional adult for 1 hour in the afternoon and use of our school reading dog helped to support the achievement of 83.3% of children at KS2 achieving the expected standard in Reading which was a 16% increase from 2024. 76.5% PP children achieved the expected standard in Reading which was above both Kent and National figures.
- At the end of the 2024-2025 academic year, our overall Pupil Premium attendance was 91.9%. Our overall school attendance was 94.2%.

School Data:

EYFS data at the end of the 2024-2025 academic year

	School		Kent		National
	All	FSM	All	FSM	All
% Good level of development	73.5%	63.6%	68.9%	51%	68.3%
% Expected Standards of Literacy Goals	77.6%	63.6%	71.1%	53.3%	70.5%
% Expected Standards of Mathematics Goals	85.7%	81.8%	78.9%	63.3%	77.7%

Phonics data at the end of the 2024-2025 academic year

	School		Kent		National	
	All	FSM	All	FSM	All	
% 32+ Year 1	86.7%	75%	78.3%	62.3%	79.9%	
% 32+ Year 2 Retakes	58.3%	80%	48.8%	42.8%	50.1%	

KS2 expected data at the end of the 2024-2025 academic year

	School		Kent		National
	All	FSM	All	FSM	All
R/W/M % Expected Standard +	60%	29.4%	60.8%	41.7%	62.1%
Reading % Expected Standard +	83.3%	76.5%	74.7%	59.5%	75%
Writing % Expected Standard +	73.3%	58.8%	72.5%	56.0%	72.2%
GPS % Expected Stand +	53.3%	35.3%	68.7%	51.3%	72.6%
Mathematics Expected Standard +	63.3%	29.4%	71.3%	54.1%	74.1%

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

N/A