

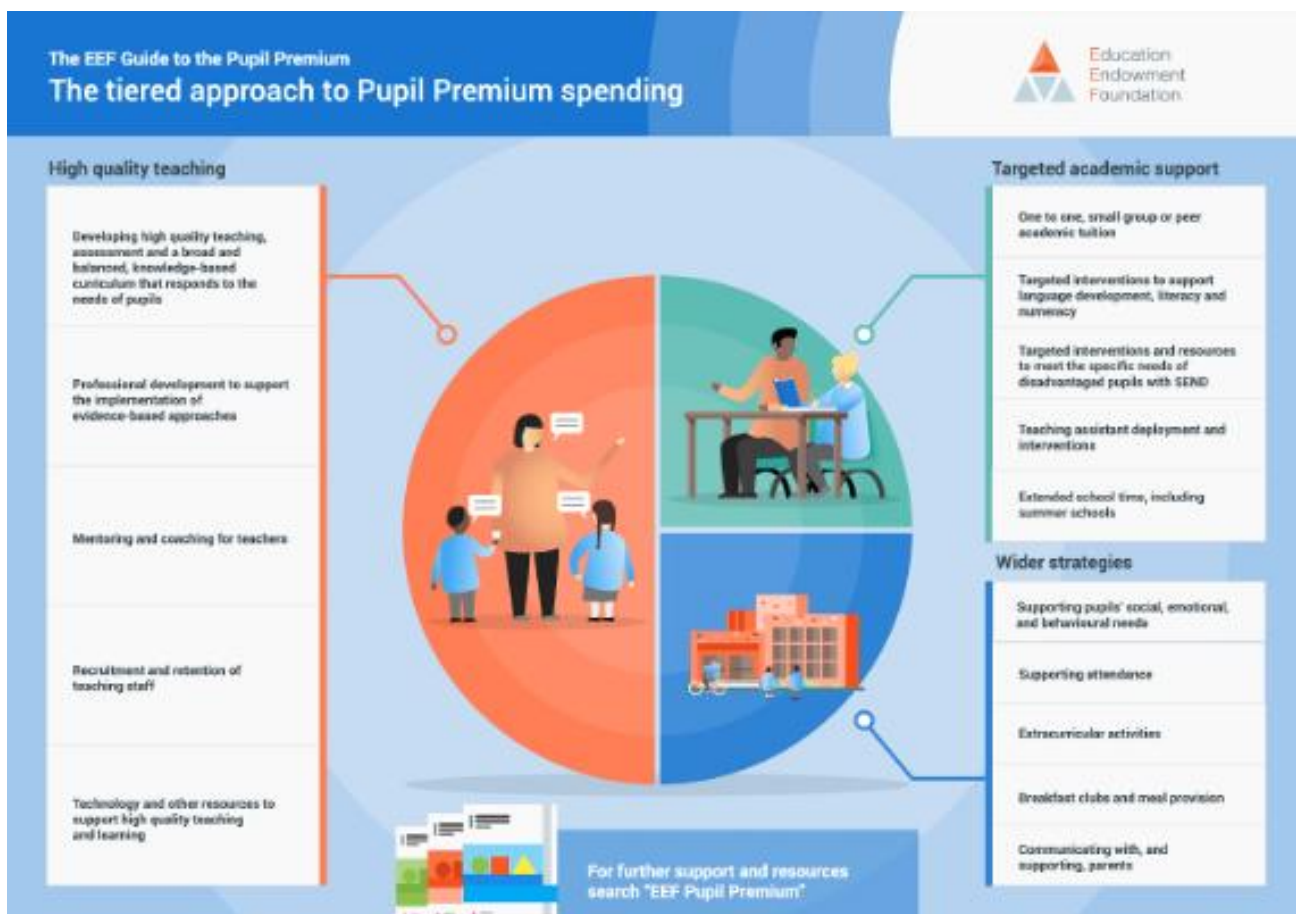


## St Georges Church School Pupil premium strategy statement 2025-26

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 effect that last year's spending had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

## School overview

Detail	Data
Total number of pupils in school	196
Proportion of disadvantaged pupils	30 (15%)
Proportion of disadvantaged pupils who have SEND	12 (40%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	1 year
Publish date	20/12/25
Review date	20/12/26
Statement authorised by	Sarah Starr
Pupil Premium lead	Sarah Starr
Governor lead	Alison Salter

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,704
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£55,704

## Part A: Pupil Premium Strategy Plan

### 1. Statement of Intent – Over 3 Years

During the next 3 years, St Georges will ensure that all children will make expected and accelerated progress in all curriculum areas. By the end of the 2025-26 academic year, all pupils will have achieved their expected attainment targets set in conjunction with the entry baseline data and/or Key stage 1 assessment outcomes. Academic progress will be supported through the use of strong data analysis and in children with Pupil Premium will be considered where appropriate as target children.

The provision for the teaching of phonics across the school through ELS phonics will continue to be embedded and reviewed. The VIPERS reading strategy will continue to provide support in learning Reading from Year 1 to Year 6 in order to improve progress in reading comprehension. The use of Accelerated Reader to assess and promote progress in reading will be reviewed and developed.

Building on knowledge and understanding of Special Educational Needs such as dyslexia and dyscalculia; building a trauma-informed approach to support the needs of children struggling with Social, Emotional and Mental Health; building our resource capacity to meet individual needs through targeted intervention and where SEND meets the Pupil Premium disadvantage. Targeted spending to ensure meetings are held to support families with children who have SEND and Pupil Premium combined and where attendance needs to be supported.

Quality first teaching will be professionally developed through the coaching and mentoring of teachers. The Walkthrus platform for coaching will be continued across the school to develop teaching pedagogy and quality first teaching across the school. The pastoral needs of all pupils will continue to be supported through a nurture-based approach to supporting those most in need of social and emotional interventions. The Ready, Respectful and Safe ethos across the school will continue provide the building blocks for this.

Extra-curricular opportunities will be prioritised for our families to ensure not child is turned away from a trip to provide first-hand experiences and other enrichment activities such as music lessons, swimming lessons and breakfast clubs. Families will be supported in order to allow all pupils to broaden their life experiences and explore their individual capabilities in a variety of activities

## 2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	A gap that is not closing in the assessments of all curriculum areas.
2	A need for pastoral interventions due to SEMH needs and family support for wellbeing and attendance.
3	A large proportion of pupil premium children also have SEND or are lower attaining pupils.
4	Families are increasingly feeling financially strained, which affects their children's attendance, engagement in outside of school activities, breakfast club and after school club use, residentials and further wider opportunities.

## 3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure all pupils make their expected academic progress and achieve or exceed targets set.	By the end of the 2025-26 academic year all pupils will have met academic targets set for them – reducing the gap between themselves and their peers.
To support the growing SEMH needs within our disadvantaged children. For families to feel supported in their wellbeing.	Pupil Premium children will have access to SEMH intervention. Parent, pupil and teacher voice shows support and intervention is impactful.
To support pupils and families to understand their Special Educational Needs and how they are supported. To run targeted intervention to build on the children's current level of achievement.	Targeted interventions and targeted SEND approach will show impact through progress measures. Pupil Premium and SEND children will be able to explain how their needs are met in class (pupil voice and parent voice.)
Disadvantaged pupils will access a broad and balanced curriculum. Disadvantaged children will be able to experience a variety of extra-curricular, enrichment and first-hand activities. There will be an improvement in attendance of PP children. Baseline: Average 93.3% Persistent absence: 17.2%	All Pupil Premium children will attend trips and have opportunities to attend extra-curricular enrichment provision. All pupil premium children will access a broad and balanced curriculum. Attendance of PP children will improve to 95% average attendance. Persistent absence will drop below 10%.

- **Planned Activity in the academic year 2025-2026**

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

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

**Budgeted Cost: £24,500**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Staff retention: Coaching Headteacher, Acting Deputy, Middle leaders, ECT support and mentoring.	Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils. DFE suggested.	1
Staff retention: SENDCO + PP Lead funding and training.	12/30 pupils on SEND register. Use to support development that impacts on high quality provision. PP leader also SEND leader so aligning of approaches is positive strategically. DFE suggested.	1 & 3
Provide high-quality CPD on curriculum design, adaptive teaching, and inclusive pedagogy. Purchase Step Lab to support teacher development and learning.	Education Policy Institute (EPI) – Evidence Review on High Quality CPD (2020)	1
Embed curriculum planning that is coherently sequenced and builds on prior knowledge, with clear progression for all pupils. Consider purchasing high quality curriculum resources to support delivery of the curriculum through subscriptions.	DFE – A Guide to Effective Practice in Curriculum Planning (2024) Reduction in teacher workload. Supporting quality first teaching of all pupils. Quality resources support learners at all levels. Language, Reading, Phonics, Music, Science, History, Geography, Art, DT all covered. DFE suggested.	1 & 3
- Share curriculum overviews and learning goals with families in accessible formats. Use AI to support making these accessible-	EEF – The Guide to the Pupil Premium (2024)	1&2
Encourage teachers to communicate regularly with parents about progress, strengths, and next steps.	EEF Supporting School Attendance (2024)	2

Consider Using text messages to communicate (Arbor)		
Leadership of curriculum subjects allocated weekly to ensure the curriculum is inclusive, knowledge-rich, and designed to close attainment gaps.	DFE – A Guide to Effective Practice in Curriculum Planning (2024)	1 & 3

**Targeted Academic Support (for example, tutoring, one to one support, structured interventions)**

**Budgeted Cost: £16,204**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. +4 months as identified by EEF	1 & 3
Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions	Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. +4 months as identified by EEF	1 & 3

**Wider Strategies (for example, related to behaviour, attendance, wellbeing)**

**Budgeted Cost: £ 15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy implementation and close working partnership with families.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. This promotes the involvement of parents in their children's learning activities and importance of attendance +4 months as identified by EEF	1 & 4
Extra-curricular activities, including	The overall impact of sports and music participation and music on academic	4

sport, outdoor activities, arts and culture, for example music lessons and school trips	achievement tends to be positive but low, however the impact of mastery learning and adventure learning is relatively high. On average +4 months progress identified by EEF.	
Breakfast clubs, after school clubs and meal provision	A small number of families request support for attendance at Breakfast club. This can support children's school attendance. DFE suggested.	4

**Total budgeted cost: £55,704**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that your pupil premium activity had on pupils in the 2024 to 2025 academic year.

To support you with Part B you could complete this table or paste in relevant sections of the Mime Report.

Assessment 2024/25	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %
EYFS Profile GLD	0	63	51.5	72.5
Year 1 PSC	20	74	67	84
MTC (Average Score 20+)	29	58	19.3	21.7
KS2 RWM EXS+	63	67	47	69
KS2 R EXS+	63	77	63	81
KS2 W EXS+	63	70	50	78
KS2 M EXS+	63	70	61	80
KS2 RWM GDS	0	3	4	11
KS2 R GDS	0	30	31	39
KS2 W GDS	0	17	7	16
KS2 M GDS	0	10	15	32
Attendance	91.5	95.1	92.1	95.5
Persistent Absence	26.5	12.3	26.6	10.3
Suspensions (total number of sessions for 24/25)	1	4		

## **1. Commentary/Analysis**

The performance of disadvantaged pupils in the year 24/25 was lower than that of the non-disadvantaged children. Notable areas for this difference in line with local and national data were Y1 phonics, EYFS GLD and GDS KS2 were lower.

In pupil voice, disadvantaged children feel confident in understanding their curriculum and they have support to achieve in their lessons. Readiness to learn, behaviour and wellbeing of disadvantaged pupils is excellent seen in learning walks and evidenced in parent voice.

The number of suspensions has decreased over the past few years for disadvantaged children. Persistent absence still remains a challenge for our families with disadvantage.

- **Review of expenditure 2024/25**

<b>1. Teaching</b>		
<b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Reduction of teaching workload – teacher wellbeing is good. Quality first teaching SEND meetings – parental involvement and support have risen.	Continue with quality first teaching. Continue with SEND meetings – develop these further to ensure parental involvement. Develop the impact of teaching and learning coaching through Acting Deputy Head. Implementing strategies for monitoring and evaluating through coaching.	£29,735
<b>2. Targeted Academic Support</b>		
<b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Targeted interventions for year 6 and phonics made impact but not enough.	To move the quality of first teaching in phonics forward to hopefully reduce the number of interventions needed.	£8,722
<b>3. Wider Strategies</b>		
<b>Outcomes and Impact</b> Include impact on pupils not eligible for PP, if appropriate	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Nurture groups to deal with SEMH needs-completed by TA's. Implementation of zones of regulation. Disadvantaged children are regulated and ready to learn in lessons.  Parental engagement for absences was developed through the attendance strategy. Disadvantaged children  Extra-curricular clubs, breakfast and after school clubs and groups were uptaken by many disadvantaged pupils. Residential trips were subsidised for families.	Less time needed to be allocated and this will become part of our quality first teaching offer and universal provision.  Further development of parent partnerships through SDP this year. Developing communication with parents through this work including offering coffee mornings and community events.  All families who have requested support for clubs or trips have been able to access the same as their peers. This will remain a priority in coming years.	£23,050