Pupil premium strategy statement

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 of pupil premium had within our school.

Pupil Premium Strategy Statement

School overview September 2026

Detail	Data
School name St George's Catholic Primary	St George's Catholic Primary
Number of pupils in school 76 pupils including Nursery 71 Reception – Year 6	76 pupils including Nursery 71 Reception – Year 6
Proportion (%) of pupil premium eligible pupils	28 pupils Reception- Year 6 39.43% 2 Pupils in Nursery 40% EYPP 2 Pupils 40%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	18 September 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Anne Bullerwell
Pupil premium lead	Anne Bullerwell
Governor / Trustee lead	Joanne Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,555.00 per pupil x 37
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	£57,350

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those adopted from care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Catch-Up and Tutoring Programmes for pupils whose education has been worst affected, including non-disadvantaged pupils.

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're set
- robust systems are in place to identified needs and ensure strategic interventions are in place
- 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This slows reading and writing progress in subsequent years.
3	Internal and external (where available) assessments indicate that maths progress for all pupils is significantly below that of national.
4	Internal and external (where available) assessments indicate that writing progress for all pupils is significantly below that of national.
5	Our assessments and observations indicate that the education and wellbeing of many of our pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. This is true of a significant number of our pupils.
6	A large proportion of our pupil premium children also receive SEND support. A number of these children require either 1:1 or small group interventions to support their wide range of needs.
7	Poor vocabulary acquisition in our most disadvantaged pupils provides a barrier to learning across all subjects. This has been identified through monitoring and evaluation activities.

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.

Challenge number	Intended outcome	Success criteria
1	Improved oral language skills and vocabulary among all pupils.	Assessments and observations indicate significantly improved oral language amongst pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	Improve phonics and reading outcomes for all pupils in KS1	Phonics outcomes in line with or greater than national average.
3	Improved reading attainment/achievement for all pupils.	KS2 reading outcomes for all pupils are at least in line with national outcomes

4	Improved maths attainment/achievement for all pupils, at the end of KS2.	KS2 maths outcomes for all pupils are at least in line with national outcomes
5	Improved writing attainment/achievement for all pupils, at the end of KS1 and KS2 including a new handwriting scheme.	KS1/KS2 writing outcomes for all pupils are at least in line with national outcomes
6	To achieve and sustain improved wellbeing for all pupils in our school.	Sustained high levels of wellbeing from 2025/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
7	To achieve and sustain improved attendance for all pupils.	Sustained high attendance from 2025/28 which is at least in line with national or above and persistent absence which is at least in line or below national.
8	Improved vocabulary leading to increased engagement and attainment levels across all subjects by our disadvantaged pupils.	Ongoing assessments and monitoring and evaluation activities will show more disadvantaged pupils are engaged and attaining higher in all subjects as demonstrated through their vocabulary skills, knowledge, and application.

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: £ *20,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. NFER Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4
Embedding dia-logic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1

understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	Time given to staff to ensure feedback to all pupils is timely and relevant. 'Providing feedback is a well-evidenced and has a high impact on learning outcomes.' https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback	
Purchase of FFT Success for all Phonics to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of teaching and learning in writing through focused CPD.	Revise the teaching sequence from reading into writing using high quality texts in both narrative and non-narrative writing units.	4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5
Provide training on Reading. To include: Whole class guided and group guided reading, promote reading at home and stronger reading partnerships between home and school, reading fluency, comprehension and effective questioning	EEF Toolkit: Preparing for Literacy Literacy in KS1 Literacy in KS2 Working with Parents	1, 2, 4, 7

and engaging with texts.		
Research and training for vocabulary tier 1, tier 2 and tier 3 development with the aim to embedding good practice and strategies across the school	https://schoolsweek.co.uk/how-to-close-the-vocabulary-gap-in-the-classroom/ Attention to developing vocabulary should become a part of school planning. We can take the following steps: 1 Train teachers to become more knowledgeable and confident in explicit vocabulary teaching. 2 Teach academic vocabulary explicitly and clearly, with coherent planning throughout the curriculum. 3 Foster structured reading opportunities in a model that supports students with vocabulary deficits. 4 Promote and scaffold high-quality academic talk in the classroom. 5 Promote and scaffold high-quality academic writing in the classroom. 6 Foster "word consciousness" in our students (e.g. sharing the etymology and morphology of words). 7 Teach students independent word learning strategies.	1, 2, 4, 7

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

Budgeted cost: £ *20,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. WellComm	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2

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

Budgeted cost: £ *10,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Cultural and social experiences contribute to wider life experience and support the development of a rich and varied vocabulary based on first - hand experience	Limited life and cultural experiences for some HA PP children restricts understanding of some curriculum areas. *Based on Bourdieu claims that a very pronounced correlation may be observed between academic success and cultural capital.*	All
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ *50,000*