

## Pupil premium strategy statement – St George’s C of E First School and Nursery

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	167- Dec 2024
Proportion (%) of pupil premium eligible pupils	12.57% - Dec 2024
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)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Claire Martin Headteacher
Pupil premium lead	Chloe Haines
Governor / Trustee lead	David Snell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,285
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£0

## [Part A: Pupil premium strategy plan](#)

### Statement of intent

In light of our renewed school vision and a detailed evaluation of this year's data, we have restructured our approach to supporting Pupil Premium children. This review also considers the evolving needs of the current cohort and the challenges we face as a school community.

This adapted strategy reflects our commitment to addressing the barriers our Pupil Premium children face, including socio-economic challenges, emotional well-being, and engagement with learning. By aligning our practices with our vision, we aim to nurture not only academic success but also the personal growth and resilience required for life beyond school.

Through targeted interventions, enhanced community links, and a focus on individual needs, we believe this revised approach will better equip our children to thrive, ensuring they are confident, capable, and ready to make a positive impact wherever life takes them.

Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high standards of 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 all vulnerable pupils, such as those who have a social worker, are new arrivals to country and those who have low levels of English spoken at home. 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 always 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 disadvantaged 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 a robust diagnostic (data, Pupil progress Meetings, book scrutinies, discussions with parents and pupils), not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and *let their light shine*. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged.
- 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	Assessments, observations and discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 4.									
2	<p>As a result of the above, assessments, observations and discussions with pupils and staff indicate underdeveloped verbal comprehension and understanding among many disadvantaged pupils.</p> <p>This has resulted significant gaps in knowledge leading to pupils falling further behind age-related expectations, especially in Reading and Writing. We aim to close this attainment gap.</p> <table border="1"> <thead> <tr> <th>% at ARE</th> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50</td> <td>58</td> </tr> <tr> <td>Writing</td> <td>36</td> <td>47</td> </tr> </tbody> </table>	% at ARE	PPG	Non PPG	Reading	50	58	Writing	36	47
% at ARE	PPG	Non PPG								
Reading	50	58								
Writing	36	47								
3	<p>Our attendance data indicates that amongst disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>National average= 92.5% PPG = 89.3% non-PPG- 92% (last year)</p>									
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of real-life experiences and exposure to social interaction with peers during school closure. These challenges particularly affect disadvantaged pupils including their attainment.									

### 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 and language skills and vocabulary	Language link and use of key vocab verbally and in written outcomes. Baseline data:
Improved reading attainment	EY, phonics and KS1 reading outcomes to improve and close the gap between age related outcomes for <b>PP</b> and non PP children in all year groups.

	Baseline of children Sept 23:	EY	50%	70%
		Y1	0%	66%
		Y2	57%	56%
		Y3	41%	27%
Improved writing attainment	EY, phonics and KS1 reading outcomes to improve and close the gap between age related outcomes for <b>PP</b> and non <b>PP</b> children in all year groups. Baseline of children Sept 23:	EY	50%	65%
		Y1	0%	42%
		Y2	14%	30%
		Y3	33%	27%
To achieve and sustain improved attendance	For the gap between for non <b>PP</b> and <b>PP</b> to close. Last academic year: non <b>PP</b> – 92% and <b>PP</b> – 89.3%			
To achieve and sustain improved well being	Sustained high levels of well being demonstrated by qualitative dates from pupil, parent and teacher voice and teacher observations. Increase in parental engagement in wellbeing of their child ( outside agencies, informal meetings, PSP plans being completed etc). Elsa support being enrolled, alongside food bank and FSW work.			

## 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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation December 2025
<p>Increased leadership capacity to provide CPD and support to staff on disadvantaged learners</p>	<p><a href="https://educationendowmentfoundation.org.uk/feedback">Feedback   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/collaborative-learning-approaches">Collaborative learning approaches   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Speech &amp; Language CPD £300 WCC EEF £250 <i>*ADDED AFTER STRATEGY ORIGINALLY WRITTEN</i></p>	<p>1</p>	<p>S&amp;L CPD for staff</p> <p>Increased understanding of language acquisition. Adaptations made in classrooms as a result of CPD sessions. Book looks and classroom observations support the increased level of adaptive strategies applied.</p> <p>Increased understanding of strategies to support PP children enabling dissemination to whole staff groups.</p>
<p>Increase the whole school awareness of safeguarding through additional CPD opportunities (CPOMS)</p>	<p><a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Safeguarding SLA £591 CPOMS % £420</p>	<p>3</p>	<p>Reported safeguarding incidences have increased (Incidences 203-2024 = 144 2024-5 = 423) showing an increased culture of safeguarding resulting in improved understanding and support allocation for children. Adding Behaviour incidents onto Arbor has enabled more of a holistic approach and broader understanding of each child.</p>
<p>SALT, Eiklan, Little wandle and Word aware support. Meta-cognition and self-regulated learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>SALT % £287 Little Wandle £750</p>	<p>1 2</p>	<p>The NHS Speech and Language Therapy Service report demonstrates clear evidence of successful early intervention.</p> <p><b>Key Achievements:</b></p> <ul style="list-style-type: none"> <li>- 35 pupils assessed and provided with targeted support strategies</li> <li>- 12 pupils successfully transitioned from NHS specialist support to school-based provision</li> <li>- Fewer pupils requiring ongoing specialist intervention in Key Stage 2, evidencing effective prevention</li> </ul> <p>Little Wandle Phonics has been particularly effective as our primary intervention, providing systematic early support that prevents communication difficulties from escalating. 76% (year group with a high SEND percentage of children) passed phonics screening compared to 75% last year. This early investment reduces the need for costly specialist interventions in later years. Adaptive teaching/ language training has built staff capacity to deliver quality targeted support, enabling successful transitions from NHS services to sustainable school-based provision. Combined with individual interventions, this approach</p>

			has created a robust support system. The data shows our PPG spending has created both immediate pupil progress and long-term cost efficiency by building internal expertise and reducing dependency on external specialist services.
Contingency fund for acute issues	Based on our experience and those of similar school, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified  £912	4	- PPG pupils participated fully in educational visits, enhancing curriculum learning through real-world experiences - All eligible PPG pupils accessed swimming lessons, developing essential life skills and water safety awareness. Swimming provision developed pupils' physical confidence, resilience, and personal safety skills. Educational visits provided contextual learning experiences that deepened understanding across curriculum subjects, particularly benefiting pupils who may have limited access to such experiences outside school.

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

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation December 2025
Additional staff to deliver oral language interventions. Little Wandle keep up and catch up sessions.	<a href="https://educationendowmentfoundation.org.uk/phonics-eef/">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies-eef/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition-eef/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  TA2 (2) % of salary = £15,351.55	2	2025 100% of PP children in Y1 achieved their phonics screening.  Y2 85.7% = 6/7 children passed. Child who didn't has EHCP E4 funding.  End of KS1 data Reading: PP = 5/7 children expected or above = 71.43% Non PP = 14/21 children expected or above = 66.67%
Additional staff to support QFT in the classroom and be responsive to immediate needs.	<a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions-eef/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 2 4	GLD 2025 - PP children 50%  <b>Case Study</b> <i>Background:</i> This pupil entered Year 3 with significant behavioural challenges alongside learning difficulties that were impacting his

	<p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>TA2 in EYFS % of salary = £10,791</p>	<p>progress and that of his peers. Initial assessments identified specific needs requiring targeted intervention.</p> <p><u>Interventions Implemented:</u></p> <ul style="list-style-type: none"> <li>- Dedicated additional staff support to provide consistent behaviour management and emotional regulation strategies</li> <li>- Small group work sessions focusing on social skills development and academic confidence building</li> <li>- Multi-agency collaboration including educational psychology support and Becan Pru support.</li> <li>- Personalised behaviour and learning plan with clear expectations and positive reinforcement systems</li> </ul> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> <li>- Exclusions reduced 3.7% in 23/24 to 0% incidents this year.</li> <li>- Behaviour incident reports decreased by approximately 75% over the academic year</li> <li>- Successful transition to Year 4 with positive teacher feedback on engagement and attitude - Now able to access whole class teaching with appropriate adaptations and minimal additional support</li> <li>- Improved peer relationships and increased participation in collaborative learning activities</li> </ul> <p><u>Impact of Pupil Premium Funding:</u></p> <p>The targeted use of pupil premium funding enabled intensive support that directly contributed to this pupil's improved outcomes and successful reintegration into mainstream classroom learning.</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation December 2025
<p><i>Additional staffing capacity to ensure robust and supportive attendance</i></p>	<p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/">https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/</a></p>	<p>3 &amp; 4</p>	<p><b>Attendance Data</b></p> <p>PP % = 94.7%</p> <p>non PP = 93.4%</p> <p>PP National Average = 92.6 %</p> <p>Family support worker has supported families and worked on creating routines to ensure children are in school on time. She has worked with</p>

<i>procedures are in place.</i>	Family Support Worker % = £4198		individuals on their well being and therefore feel happy and safe when in school.  <b>Persistent Absentees</b> PP% = 18.18% Non PP% = 20.96%
<i>Purchase milk, bread for toast, fruit and uniform</i>	The School Food Plan outlines the benefits of access to milk and fruit in school: <a href="https://www.schoolfoodplan.com/">https://www.schoolfoodplan.com/</a>  £1 per week per PP child = £874 <ul style="list-style-type: none"> <li>Budget reduced to provide opportunity through Rock Steady</li> </ul>	3 4	100% of PP children start each day with breakfast. Attendance has improved. 91% 2023/24 to 94.7% 2024/25
<i>Additional staff to deliver support for emotional literacy to support the wellbeing of children.</i>	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  TA2 hour a day x 190 days = £2868	2 3 4	100% of children able to access lessons more quickly Above national attendance of P children at 94.7% Qualitative case study.- Year 4 PPG pupil with anxiety affecting learning, behaviour at home and peer relationships. <b>PPG-Funded Support:</b> Daily morning check-ins, personalised communication book, one-to-one sessions, peer support groups, and enhanced transition programme. <b>Impact:</b> Significant improvement in emotional regulation and classroom engagement. Morning check-ins provided stability, whilst the communication book strengthened home-school partnership. One-to-one time developed coping strategies and peer groups reduced isolation. <b>Success:</b> Enhanced programme with additional visits and collaborative meetings ensured smooth transition to Year 5 with established support systems. Pupil gained confidence, improved peer relationships, and developed resilience skills essential for future success.
<i>Additional enrichment opportunity</i>	Rock Steady £1500	4	PPG funding ensured 100% access to Rock Steady music lessons for eligible pupils, removing financial barriers to musical education. The programme delivered exceptional outcomes with 40% of participants continuing their musical journey through home practice or additional lessons, demonstrating sustained engagement beyond funded provision. Rock Steady created new friendships and shared interests between PPG pupils across year groups, significantly boosting confidence and social connections. Parents reported discovering previously unknown talents and passions in their children, strengthening family relationships and pride in achievement. This investment successfully identified hidden talents whilst building lasting social capital and musical engagement for our most disadvantaged pupils.

	Actual
Teaching	£3510
Targeted Support	£26,142.55
Wider Strategies	£10,440.00
Total	£39,626.45

**Total budgeted cost: £ 39,285**