

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- September 2025
Proportion (%) of pupil premium eligible pupils	11.4 % - September 2025 (19) 15.6% - November 2025 (26- After carrying out analysis on families)
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	10.07.26 by Chloe Haines & Claire Martin
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	£28,385.00
Recovery premium funding allocation this academic year	£0
<i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	

Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£28,385.00

Part A: Pupil premium strategy plan

Statement of intent

Following a comprehensive review of our school data and in alignment with our vision "Wonderfully made, inspired to shape the world" we have developed a targeted approach to supporting our Pupil Premium children. Rooted in our belief that every child is wonderfully made in God's image, this strategy directly addresses the specific barriers our pupils face, including language acquisition challenges, low starting points in Reception, writing attainment gaps, and social emotional needs that impact their learning journey.

Our intent is clear: all pupils, regardless of background or starting point, will make strong progress and achieve across all subjects. We are committed to nurturing the whole child, recognising that academic success flourishes when pupils feel emotionally secure, linguistically confident, and supported by strong home-school partnerships.

High quality teaching forms the foundation of our strategy, ensuring disadvantaged pupils are appropriately challenged whilst receiving the targeted support they need. We are committed to delivering quality first teaching that adapts to meet the diverse needs of all our pupils. By employing flexible teaching methods and carefully planned adaptations and scaffolding, we create classroom environments where disadvantaged pupils are appropriately challenged and supported to achieve and thrive alongside their peers.

We believe in acting early, identifying and addressing barriers as soon as they emerge rather than waiting for gaps to widen. Our approach is diagnostic rather than assumptive, drawing on data analysis, pupil progress meetings, book scrutinies, and meaningful conversations with families and pupils themselves.

Central to our success is our whole-school commitment where every member of staff takes responsibility for disadvantaged pupils' outcomes. Through our family support worker, and staff in school we extend our reach beyond the classroom, addressing social-emotional needs and strengthening the vital connection between home and school. This holistic approach ensures we nurture not only academic achievement but also the personal growth, resilience, and confidence our pupils need to thrive throughout their lives.

We recognise that supporting our most vulnerable learners including those with social workers and new arrivals to the country benefits our entire school community, honouring our belief that every child is wonderfully made with unique potential to flourish.

Challenges

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

Challenge number	Detail of challenge															
1	<p>Language acquisition – baseline assessments in Reception (Wellcomm) show 63% of the reception cohort have underdeveloped oral language skills and there are significant vocabulary gaps among many disadvantaged pupils across the school. 88% of PP children also have a dual exceptionality of EAL or SEND.</p> <p>Reception children Wellcomm baseline September 2025: 11 children (37%) working at the expected level (Section 8) 17 children (57%) working 6 months below 2 children (6%) working at a much lower level (Section 2 and Section 4)</p> <p>Reading data Y1-4 in December 2025 identifies 34% of PPG children are working below age expectations for reading. Non PPG 32.4% working below age expectations.</p>															
2	<p>88% of PP children have dual exceptionality of PP AND SEND / EAL and as a result much of their writing lacks consistence in sentence structure and tense cohesion. In addition, there is a lack of vocabulary and descriptive language.</p> <p>This has resulted significant gaps in knowledge leading to pupils falling further behind age-related expectation.</p> <p>41.7% of PPG children (Y1-4) are working below expected in December 2025 data.</p> <p>Funding will be used to support high quality teaching and targeted interventions to accelerate progress for disadvantaged pupils within this wider whole school focus.</p> <table border="1" data-bbox="315 762 797 1043"> <thead> <tr> <th data-bbox="315 762 508 863">Entry September 2025</th> <th data-bbox="508 762 667 863">PPG</th> <th data-bbox="667 762 797 863">Non PPG</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="315 863 797 906">Writing</td> </tr> <tr> <td data-bbox="315 906 508 949">Y2</td> <td data-bbox="508 906 667 949">40</td> <td data-bbox="667 906 797 949">48.2</td> </tr> <tr> <td data-bbox="315 949 508 992">Y3</td> <td data-bbox="508 949 667 992">71.4</td> <td data-bbox="667 949 797 992">60</td> </tr> <tr> <td data-bbox="315 992 508 1043">Y4</td> <td data-bbox="508 992 667 1043">50</td> <td data-bbox="667 992 797 1043">68</td> </tr> </tbody> </table>	Entry September 2025	PPG	Non PPG	Writing			Y2	40	48.2	Y3	71.4	60	Y4	50	68
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Y2	40	48.2														
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3	<p>A significant number of our disadvantaged pupils (72%) we consider as vulnerable as they have experienced challenging circumstances that have required support from external agencies or from our own supporting families offer. These experiences can create barriers to learning, affecting pupils' confidence, concentration, and ability to engage fully with their education. Pupils who have faced difficult circumstances may need additional time to settle into learning, may find it harder to maintain consistent attendance, or may require extra support to build positive relationships with peers and staff. Without appropriate social and emotional support, these pupils may struggle to reach their full academic potential. We are committed to providing targeted interventions and pastoral care to help all pupils develop resilience, emotional wellbeing, and the strong foundations they need to succeed in their learning. relationships and managing self.</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 and language skills and vocabulary	<p>By July 2026, we will significantly improve oral language skills and vocabulary development for our disadvantaged pupils through targeted intervention and quality first teaching. We aim to:</p> <ul style="list-style-type: none"> - Reduce the percentage of Reception pupils with underdeveloped oral language skills as measured by Wellcomm assessments - Increase the proportion of Reception children working at expected level for their age - Ensure that PPG pupils make accelerated progress in reading across Y1-4 - Provide tailored support that addresses the dual exceptionalities of our PPG cohort, with specific interventions for pupils who are both disadvantaged and EAL/SEND <p>This will be achieved through systematic phonics teaching, targeted vocabulary instruction, oral language interventions, and enhanced support for pupils with EAL and SEND needs. Progress will be monitored termly through Wellcomm assessments in Reception and reading assessments across Key Stage 1 and 2</p>
Improved writing attainment	<p>By July 2026, we will significantly improve writing outcomes for our disadvantaged pupils, with particular focus on supporting those with dual exceptionalities (PPG and SEND/EAL). We aim to:</p> <ul style="list-style-type: none"> - Improve sentence structure, tense cohesion and grammatical accuracy in writing across all year groups - Develop pupils' vocabulary range and use of descriptive language through targeted teaching - Ensure PPG pupils make accelerated progress in writing, closing the gap with their non-disadvantaged peers - Provide specialised support that addresses the specific needs of pupils who are disadvantaged and have additional SEND or EAL requirements - Reduce the proportion of PPG pupils working below age-related expectations in writing. <p>This will be achieved through high-quality writing instruction, targeted interventions focusing on grammar and vocabulary development, and tailored support for pupils with dual exceptionalities. We will implement systematic approaches to teaching sentence construction, tense consistency, and descriptive writing techniques. Progress will be monitored termly through writing assessments and teacher judgements across Key Stage 1 and 2.</p>
To achieve and sustain improved well being	<p>Sustained high levels of well being demonstrated by improvement in SDQ scores, improved punctuality for persistent absences children by 5% and pupil voice.</p> <p>By July 2026, we will strengthen the social and emotional wellbeing of our disadvantaged pupils, enabling them to overcome barriers to learning and achieve their full academic potential. We aim to:</p> <ul style="list-style-type: none"> - Improve pupils' emotional regulation, confidence, and ability to engage consistently with learning - Enhance pupils' readiness for learning through targeted pastoral support and early intervention

	<ul style="list-style-type: none"> - Increase attendance and punctuality rates for disadvantaged pupils through addressing underlying social and emotional barriers - Develop pupils' ability to form positive relationships with peers and adults, creating a supportive learning environment - Ensure pupils develop greater resilience and emotional stability to support their academic progress - Improve school readiness indicators and support smoother transitions between year groups <p>This will be achieved through comprehensive pastoral care, inclusive teaching, targeted interventions, family support interventions and close collaboration with external agencies. We will implement social and emotional learning support and offer early help interventions where needed. Progress will be monitored through attendance data, early help data, behaviour tracking, pupil voice feedback, family support feedback, and academic outcomes across all year groups.</p>
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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: £7,752.50

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Increased leadership capacity to provide CPD and support to staff on disadvantaged learners.	<p>Effective Professional Development EEF</p> <p>WCF EEF Project Year 2: 4.5 days Leadership non contact to attend CPD sessions = £900</p> <p>Aristotal/adaptive teaching CPD Kate Collett Support with inclusive teaching and classrooms. CPD fortnightly. £2000</p>	1/2/3	-

To implement a writing sequence with small steps of learning to ensure pupils achieve the expected standard for their year group.	Improving Literacy in Key Stage 2 EEF Effective writing strategies Writing Scheme £472.50 Letter Join £195 Teacher CPD £1000	2	
SALT, Elklan, Little wandle and Word aware support. Meta-cognition and self-regulated learning.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) Little Wandle Subscription £750 Speech and Language support %: £1800	1/2	
To use a system (Entrust) to identify PP children/families	Parental Engagement EEF Entrust- £635.00 To identify families eligible for pupil premium who find navigating the Worcestershire process a barrier.	1/2/3	

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

Budgeted cost: £ 15,764

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<i>Additional staff to deliver oral language interventions.</i> Little Wandle keep up and catch up sessions.	Phonics EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) % of TA2 in Reception and Year 1 = £12,264.05 % of TA2 in KS2 = £3500	1	

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

Budgeted cost: £ 4868.45

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
<i>Additional staff to deliver support for emotional wellbeing of children. Provide emotional toolkit for children.</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk) TA2 hour a day x 190 days = £2868.4	3	
	Contingency...support with trips etc £2000		

Area	Total
Teaching	£7,752.50
Targetted Academic Support	£15,764
Wider Strategies	£4,868.50

Total budgeted cost: £ 28,385.00

Evaluation of Previous Strategy

Area	Evaluation
Teaching	Staff CPD in speech, language and adaptive teaching has strengthened classroom practice, evidenced through book looks and learning walks showing increased use of vocabulary scaffolds and targeted questioning.

	<p>Early language identification and intervention were effective:</p> <ul style="list-style-type: none"> • 35 pupils assessed through SALT. • 12 pupils successfully transitioned from NHS specialist provision to sustainable school-based support, reducing long-term dependency on external services. <p>Phonics teaching continues to be a strength:</p> <ul style="list-style-type: none"> • Little Wandle implementation supported improved outcomes, with a 76% phonics pass rate, an increase from 75% the previous year, despite a cohort with high SEND need. <p>Increased leadership capacity and dissemination of good practice ensured a whole-school responsibility for disadvantaged pupils, improving consistency and challenge across classes.</p> <p>Enhanced safeguarding training (including CPOMS) resulted in a stronger safeguarding culture, enabling earlier identification of need and more timely support.</p>
<p>Targeted Academic Support</p>	<p>Phonics and Early Reading</p> <ul style="list-style-type: none"> • 100% of Year 1 PP pupils passed the phonics screening check. • 85.7% of Year 2 PP pupils passed (6/7), with the remaining pupil supported through EHCP provision. <p>End of Key Stage 1 Reading</p> <ul style="list-style-type: none"> • 71.43% of PP pupils achieved expected or above compared with 66.67% of non-PP pupils, demonstrating a closed and reversed attainment gap. <p>Additional staffing and small-group interventions enabled rapid response to gaps in learning and improved engagement at the point of need.</p> <p>Targeted support for pupils with complex behavioural and learning needs led to:</p> <ul style="list-style-type: none"> • ~75% reduction in behaviour incidents • Exclusions reduced from 3.7% to 0% • Improved access to whole-class teaching and successful transition into the next phase. <p>EYFS support contributed to 50% of PP pupils achieving GLD, with clear progress from individual starting points.</p>
<p>Wider Strategies</p>	<p>Attendance outcomes showed significant improvement:</p> <ul style="list-style-type: none"> • PP attendance rose from 91% (2023/24) to 94.7% (2024/25). • PP attendance exceeded both non-PP attendance (93.4%) and the national PP average (92.6%). <p>Persistent absence reduced, with PP persistent absence (18.18%) lower than non-PP (20.96%).</p> <p>Family Support Worker engagement strengthened home-school relationships, supporting routines, punctuality and emotional wellbeing.</p> <p>Breakfast provision ensured 100% of PP pupils started the day ready to learn, contributing to improved attendance and engagement.</p> <p>Emotional literacy and wellbeing support enabled 100% of supported pupils to access learning more quickly, with strong qualitative evidence from pupil and parent voice.</p> <p>Enrichment and opportunity</p> <ul style="list-style-type: none"> • 100% of PP pupils accessed educational visits and swimming, removing financial barriers and enhancing curriculum entitlement. • Rock Steady provision ensured 100% PP access, with 40% sustaining musical engagement beyond the funded programme, improving confidence, social connections and self-esteem.