

Pupil premium strategy statement – St George’s Catholic Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	203 (2024 – 2025)
Proportion (%) of pupil premium eligible pupils	8.9% (18 out of 203)
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)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	K.Cairns, Headteacher
Pupil premium lead	K.Cairns Headteacher
Governor / Trustee lead	Peter Sheeran, Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	18 pupils x £1,385 = £24,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£24, 930

Part A: Pupil premium strategy plan

Statement of intent

At St George's, it is our intention that all pupils, irrespective of their background or the challenges they face, engage positively in learning, achieve high attainment across all areas of the curriculum and play a full and active part in school life. The focus of our pupil premium strategy is to ensure disadvantage children achieve in line with their non-disadvantaged peers and make the expected progress.

We will consider the challenges faced by vulnerable pupils, including those with a social worker. 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. We intend for our disadvantaged to be given the most effective intervention and provision to ensure they reach the same standards as their non-disadvantaged peers.

Staff understand that children's social and emotional development plays a significant role in children's ability to engage in learning and achieve well. We prioritise high quality social and emotional support to develop resilient and active learners who engage positively in school life.

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 in the Early Years & KS 1 indicate that children from disadvantaged backgrounds have poorer speech, language and communication skills than their non-disadvantaged peers.

2	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.
3	Summative assessment across KS 1 and KS 2 in Reading, Writing and Maths indicates that fewer disadvantaged children attain the expected levels compared to their peers. Tracking of attainment also evidences that disadvantaged children struggle to make the same level of progress as non-disadvantaged children.
4	Observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Conversations with parents and children indicate that disadvantaged children have experienced fewer opportunities beyond school, particularly since Covid and the increased cost of living
6	Our attendance data over the last year indicates that overall attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. (88.7% cf 94.8%) and that PA is higher for disadvantaged pupils than for non-disadvantaged pupils.

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 speech, language and communication, including improved vocabulary among disadvantaged children.	Assessment reports from the SALT team and observations indicate significantly improved oral language among disadvantaged pupils. This is evidenced in lesson engagement, book scrutiny and ongoing formative assessment.
Improved Reading, Writing and Maths attainment among disadvantaged pupils at the end of KS 2.	KS2 outcomes in 2025/26 to show that more than 60% of disadvantaged pupils met the expected standard in Reading, Writing and Maths combined.
Progress made by disadvantaged children matches the progress made by their peers.	KS2 progress measure are positive and match the progress made by non-disadvantaged
Achieve and sustain improved social and emotional skills and well-being for pupils in school, particularly among our disadvantaged pupils.	Progress is evident from Nurture work received in school given by school Pupil voice, pupil progress meetings and incidents of behaviour evidence children engaging positively in school life and the opportunities given to them, particularly among disadvantaged children.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: - the overall attendance rate for all pupils being greater than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. - The percentage of all pupils who are persistently absent being reduced by a third year on year
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Additional phonics sessions (1:1) targeted at 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	2
Read, Write Inc phonics ongoing training will ensure teachers and teaching assistants are able to teach the systematic synthetic scheme. We will purchase resources and fund ongoing teacher training and release time.	There is extensive evidence that teaching phonics using a systematic and synthetic approach is the most effective, particularly for children from disadvantaged backgrounds. EEF report the impact to +5 months Phonics Toolkit Strand Education Endowment Foundation EEF Ofsted/DfE recognise Read Write Inc as a validated scheme for teaching systematic and synthetic approach DFE validated systematic and synthetic phonics scheme	1, 2 and 3
Purchase of a online subscription to support a systematic phonics	Phonics approaches have a strong evidence base that indicates a	2

program to secure stronger phonics teaching for all pupils.	positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23, 574.24 (Adult support) + £326.00 (Language Link)+ £183.33 (WRMH) + £669.60 (Doodle)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention of pupils for Reading comprehension skills, Maths and Writing	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
S & L Teaching Assistant to deliver a range of targeted intervention.	Oral language interventions can have a positive impact on pupil progress and support learning skills across the curriculum. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1 and 3

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

Budgeted cost: + £1521.71(trips' subsidy) + £4,680 (Breakfast Club Subsidy)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture sessions will be delivered to	There is extensive evidence associated with supporting children's	4

children requiring targeted support around mental health and well-being.	social and emotional development and improving academic outcomes, behaviour and relationships EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Attendance of all children is monitored closely and advice and practical measure put in place to support families.	Promoting excellent attendance for all pupils as wells as supporting individual families. EEF Attendance interventions rapid evidence assessment	6
Breakfast Club is available all children and funded for those in receipt of FSM.	Providing disadvantaged and vulnerable children with a free and healthy breakfast is known to give them a positive start to the day. The Breakfast club ensures that children are in school on time and ready to start their learning.	6
Funding for school uniform, school visits, including residential is available for families in receipt of FSM.	Engagement in wider opportunities supports children to experience cultural, educational and outdoor learning activities that deepen understanding of the curriculum.	5

Total budgeted cost: £ 31, 954.88

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP ATTAINMENT JULY 2025 (SCHOOL AND STATUTORY DATA)					
YEAR GROUP	NUMBER OF CHILDREN	% ARE/GLD			COMMENTS
RECEPTION (EYFS PRO-FILE)	3	0%			(1 EHCP child)
		R	WR	N	
1	1	100%	0%	0%	PP child passed phonics
2	1				PP child was absent for SATS
3	4	25%	0%	25%	
4	2	100%	50%	50%	Av score 16.5 MTC
5	3	0%	0%	0%	(1 EHCP child)
6	4	50% (both GLD)	25%	75% (inc 25% GLD)	25% Combined SATS SS READING 104 SS MATHS 106

Externally provided programmes

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

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

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

Further information (optional)