



St. George's CE Academy

Pupil Premium Policy

2026–2029

Aims

At St George's CE Academy, we are committed to ensuring that all pupils, including those experiencing socioeconomic disadvantage, receive a high-quality and inclusive education. Pupil premium funding will be used strategically to identify and remove barriers to learning, participation, attendance and wellbeing, and to improve the educational outcomes of eligible pupils. This policy outlines the principles through which the school will plan, implement, monitor and evaluate its use of pupil premium funding.

Background

Pupil premium is additional funding provided to improve the educational outcomes of disadvantaged pupils in state-funded schools. Eligibility includes pupils who are currently eligible for free school meals or have been eligible during the previous six years, looked-after and previously looked-after children, and eligible children from service families.

Pupil premium funding is not a personal budget for individual pupils. The school may use the funding to support eligible pupils collectively or to implement wider approaches where there is clear evidence that these will particularly benefit disadvantaged pupils.

Principles

Leaders and staff will identify pupils' needs, barriers and strengths promptly and accurately, recognising that socioeconomic disadvantage may intersect with SEND, attendance difficulties, safeguarding concerns, social care involvement, mental health needs or other vulnerabilities.

The school will maintain high expectations for disadvantaged pupils and ensure they have equitable access to the full curriculum, enrichment opportunities and wider life of the school. Support will not unnecessarily narrow pupils' curriculum or lower expectations.

Appropriate adaptations, reasonable adjustments and additional support will be implemented promptly and reviewed for their effectiveness. The views and lived experiences of pupils and their parents or carers will inform this process.

By following our key principles below, we believe we can maximize the impact of our pupil premium spending:

- Staff believe in ALL children - every child with his / her individual needs and gifts is unique and special and we ensure that teaching and learning opportunities meet the needs of all of our pupils, with "no excuses" made for underperformance
- All staff are involved in the analysis of performance data so that they are fully aware of strengths and weaknesses across the school
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)

- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."
- We will prioritise consistently high-quality, inclusive teaching that meets the needs of disadvantaged pupils.
- We will maximise the time children have to "catch up" through improving attendance and punctuality, providing intervention as early as possible (KS1 and EYFS).

Provision / Individualising support

The school will plan its use of pupil premium funding in accordance with the DfE's published menu of approaches and the Education Endowment Foundation's three-tiered model:

1. high-quality teaching, including the professional development and support needed to secure consistently effective classroom practice;
2. targeted academic support based on identified pupil needs; and
3. wider strategies that address non-academic barriers to learning, including attendance, behaviour, wellbeing, social and emotional needs and engagement with families.

High-quality teaching will remain the central priority because it has the greatest potential impact on disadvantaged pupils. Decisions about additional provision will be informed by diagnostic assessment, professional knowledge, pupil and parent voice and appropriate external evidence.

There's no stigma attached to being in an intervention group at St. George's CE Academy. Everyone needs something, whatever that might be, and so they're all getting something somewhere." We ensure that the additional support is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Tailoring interventions to the needs of the child.
- Recognizing and building on children's strengths to further boost confidence The following indicate a range of interventions that may be considered for our groups of Pupil Premium children:
- Reducing class sizes, thus improving opportunities for effective teaching and accelerating progress • Providing small group work with an experienced teacher or teaching assistant, focused on overcoming gaps in learning
- Targeted academic support in English, mathematics or other identified areas of the curriculum, based on diagnostic assessment.
- Additional teaching and learning opportunities provided through trained teaching assistants or external agencies
- Our pupil premium provision will aim to improve pupils' educational outcomes from their individual starting points, including their attainment, progress and access to the wider curriculum.
- We will provide responsive, evidence-informed support, implemented for an appropriate period and regularly reviewed for its effectiveness.

Monitoring and Evaluation

Leaders will evaluate the experiences and outcomes of disadvantaged pupils across the school, including:

- attainment and progress;
- attendance and persistent absence;
- behaviour, suspensions and exclusions;
- engagement, participation and belonging;

- wellbeing and personal development;
- access to enrichment and wider opportunities; and
- outcomes for pupils experiencing multiple forms of disadvantage.

Evaluation will consider whether provision has been implemented as intended, the difference it has made and whether it represents effective use of funding. Provision will be adapted or discontinued where evidence indicates that it is not achieving the intended outcomes.

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, staff, parent and pupil voice
- Assessment data is collected at least half termly so that the impact of interventions can be monitored regularly
- Staff attend and contribute to pupil progress meetings every half term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if not working
- The Headteacher maintains an overview of pupil premium spending
- A Governor is given responsibility for pupil premium.

Reporting

The governing body will designate a governor to maintain oversight of the school’s pupil premium strategy. Governors will provide appropriate support and challenge by considering whether leaders have accurately identified pupils’ barriers, selected evidence-informed approaches, implemented the strategy effectively and evaluated its impact. Governors will also consider the experiences of disadvantaged pupils and whether funding is improving their access, participation and outcomes. It is the responsibility of the Headteacher to include the following information in the annual data report for Governors.

- The progress made towards narrowing the gap, by year group, for pupil premium pupils
- An outline of the provision which was made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- The school will publish an annual pupil premium strategy statement on its website using the current DfE template and within the required timescale. The statement will explain the school’s identified challenges, intended outcomes, planned activities, funding allocation and evaluation of impact. The strategy may cover a three-year period but will be reviewed and updated annually.

Success Criteria:

The effectiveness of this policy will be evaluated by considering how successfully the school identifies and removes barriers and improves the educational outcomes, attendance, participation, wellbeing and experiences of disadvantaged pupils. Success criteria for the pupil premium policy are:

- Early intervention and support for pupil premium children
- The vast majority of pupil premium children meeting their individual targets
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole school approach
- Creating a positive school atmosphere in which pupils’ differences are recognized and valued as full members of the school community; developing confident and independent learners.

Appeal

Any appeals against this policy will be through the Governor’s complaints procedure.

To be reviewed biannually, or sooner if there are new DfE guidelines.

Last Reviewed – December 2023 & November 2024, September 2026

Next review date – September 2027