



St. George's CE Academy 2025-26 Pupil Premium Strategy & 2024-25 Impact Statement



This statement details our school's use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2025-2026, 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.

2025-26 School overview

Detail	Data
School name	St. George's Academy
Number of pupils in school: Sept 25: Rec-Yr6 (NOR Sept 24: Nur-Yr6)	93 (108)
Proportion (%) of pupil premium eligible pupils	5.4% (6 children)
Proportion (%) of pupil premium eligible pupils, service children & post LAC	12% (9 children)
Academic year/years that our current pupil premium strategy plan covers. (3-year plans are recommended)	2024-2027
Date this statement was published	July 2024
Date on which it will be reviewed	September 2026
Statement authorised by	R. Manning
Pupil Premium lead	R. Manning
Governor / LAB lead	C. Verduyn

2025-26 Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11720
Service Child funding	NA
Post LAC funding	£2570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£14290
Recovery premium has been pooled at MAT level to support CPD initiatives and training for teaching & learning, safeguarding and early years.	

Part A: Pupil premium strategy plan

Statement of intent

At St George's we are here to bring learning to life for every member of our school community. We are here to prepare children for their journey through life as responsible respectful citizens of the future.

Our objectives are to:

- To improve oral language skills communication and interaction
- To embed quality first teaching approaches.
- To improve attainment in reading, writing and maths.
- To increase and develop social skills and the ability to co-operate and play with peers.
- To support children in achieving good well-being.
- Using research-based practice will contribute towards closing gaps by having a clear approach to teaching and learning overall as well as making meaningful and long-lasting improvements to individual outcomes.
- Our approaches are based on the work of 'Evidenced based teaching' in conjunction with EEF guidance and that of the Sutton Trust.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and vocabulary skills (communication, language, listening and interaction).
2	Reading is not yet good for all PP children which impacts on all areas of the curriculum.
3	School attainment and progress data shows gaps in writing, reading and maths for PP.
4	Social and emotional needs with lower confidence and resilience levels which can affect attitudes to learning, social skill and behaviour. Mental health issues can impact on all aspects of school life, including progress and attainment.
5	Some PP children have SEND and require additional support to access the curriculum.
6	Multi-needs for PP eligible also at risk due to parental engagement / attendance / Summer DOB and SEND.

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
Improve oral language skills (communication, language, listening and interaction).	Children achieving specific targets set either by the school or external agencies. Children transferring skills learnt in sessions into the classroom and playground.
Reading progress of all & PP children accelerates	100% PP children make accelerated progress from their starting point and PP children attain in line with national.
Writing progress of all & PP children accelerates	100% PP children make accelerated progress from their starting point and PP children attain in line with national.
Maths progress of all & PP children accelerates	100% PP children make accelerated progress from their starting point and PP children attain in line with national.
Quality first teaching 100% teaching is good or better Improved writing and maths attainment and accelerated progress (including PP working at greater depth)	100% PP children are working at or above expected standards in reading, writing and maths end of 2024 SIP and SEF judge the quality of education as good
Children’s wellbeing is good. Increase and develop social skills and ability to co-operate and play with peers.	Children will interact with increasing levels of confidence and success 100% PP children have access to additional individual/ family support for their mental health and wellbeing. 100% of children in school feel safe and happy and have their social and emotional needs met
Improve the range of experiences available to PP beyond the classroom- including educational visits / visitors/extra-curricular activities /clubs and breakfast provision.	100% of PP pupils will have been part of trips or activities / experiences this year which enhance learning across the school. 100% of PP children say they enjoy learning.

Activity in this academic year 2025-26

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: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • CPD – new validated phonics scheme for new staff, develop skills in existing staff. • CPD – Talk4Reading for new staff, develop skills in existing staff. • CPD Talk4Writing for new staff, review for existing staff. • CPD – Talk Boost Language intervention for all staff • CPD- EYFS: making language matter & effective interactions • Phonics/Reading Daily in place. • Talk Boost language intervention/language enrichment across school <p>Improved reading attainment and accelerated progress (including PP working at expected level) 100% PP children pass the phonics screening test. Children’s comprehension levels improve. PP Children working at greater depth in line with national at KS2</p>	<p>EEF guidance Evidence based learning. Consistent approach in phonics to support pupil progress in reading and writing. Intent statements- reading/ phonics. Staff are directly accountable for outcomes. SIP & subject lead reading reports</p>	<p>1 & 2 Measured by: Accelerated reader 6 weekly progress review Pupil progress cycle Monitoring and evaluation schedule. SIP reports Subject leader monitoring PMR</p>
<ul style="list-style-type: none"> • CPD Mastering Number KS2 - Maths Hub. • CPD Quality first teaching. • Curriculum development/ Quality of teaching • TA provision to support interventions /small groups. • Maths pre-teaching • Maths extension groups to target expected PP children. <p>Improved writing and maths attainment and accelerated progress (including PP working at expected) 100% PP children are working at or above expected standards in writing and maths end 2024. PP Children working at greater depth in line with national at KS2</p>	<p>EEF guidance Evidenced based learning and interventions. Links directly with intent statements. Staff are directly accountable for outcomes. SIP & subject lead maths/ writing reports</p>	<p>3 Measured by: assessment system. Monitoring and evaluation schedule. Pupil progress meetings SIP reports Subject leader monitoring PMR</p>

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

Budgeted cost: **£ 5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 and small group spelling and phonics intervention.	EEF guidance	3

1 to 1 and small group maths intervention – pre teaching.	Evidenced based learning and interventions. Links directly with intent statements. Staff are directly accountable for outcomes. SIP & subject lead reports	
1 to 1 and small group provision of language enrichment for children with low baselines and additional needs. Improve reading comprehension for pupils eligible for PP.	Intervention and resources by teaching staff. Sutton Trust Oral Language +5months	1 & 5 Measured by: Children achieving specific targets set either by the school or external agencies. Children transferring skills learnt in sessions into the classroom and playground.
Accelerated Reader KS2.	EEF guidance + 3 month progress EEF guidance + 5 month progress for PP pupils	2 & 3
ELSA (Emotional Literacy Support Assistant) Outside agency 6-week intervention. To support children in overcoming barriers to learning and to develop/improve social skills	Sutton Trust Social & Emotional Learning +4months	4 & 5 Measured by: ELSA Impact of pastoral interventions measured through entry and exit criteria and pupil engagement in school. discussion with pupils and staff, parent voice, observation of interactions in classroom and playground. Feedback from CT & TA

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

Budgeted cost: £4290

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>(ELSA trained) Small group/ individual intervention support</p> <p>To improve capacity of some vulnerable PP children to develop strategies they need to thrive.</p> <p>Parent support/guidance.</p> <p>Parent workshops</p> <p>Lunch time homework and reading club.</p> <p>The social and emotional needs of pupils eligible for PP funding are identified/ assessed and provision is in place to meet these needs.</p>	<p>Evidence from the EEF shows that social and emotional learning can impact on pupil progress by as much as +4 months.</p> <p>DFE guidance post Covid.</p>	<p>4 & 6</p>
<p>Forest School ½ termly programme</p>	<p>EEF evidence supports outdoor learning interventions and shows they have positive benefits on academic learning and wider outcomes such as self-confidence.</p> <p>Sutton Trust Outdoor Learning +3months</p>	<p>4 & 6</p>
<p>Inclusion funding. Financial support for voluntary activities Enrichment/ extra – curricular activities Year Group Trips/ visits Purchasing school uniform, equipment etc.</p>	<p>- Research shows that pupils taking part in extra- curricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners</p>	<p>4 & 6</p> <p>Measured: Pupils are given opportunities to access activities which will engage and inspire them.</p> <p>ensures all pupils entitled to funding receive relevant subsidies.</p> <p>Pupil engagement</p>

Total budgeted cost: £ 14290

Part B: Review of outcomes in the previous academic year 2024-25

Pupil premium strategy outcomes

Review of expenditure																			
Previous Academic Year		<ul style="list-style-type: none"> 2024-25: £14750 																	
i. Quality of teaching for all																			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost															
<p>Quality first teaching</p> <p>100% teaching is good or better</p> <p>Improved writing and maths attainment and accelerated progress (including PP working at greater depth)</p>	<p>CPD –validated phonics scheme for all staff</p> <p>CPD – Talk4Reading for new staff</p> <p>CPD Talk4Writing for new staff, review for existing staff.</p> <p>CPD – Talk Boost</p> <p>Language intervention for all staff</p> <p>Talk Boost language intervention across school</p> <p>CPD Quality first teaching.</p>	<p>EYFS GLD data 24:25: No PP children</p> <p>Y1 phonics check: No PP children</p> <p>Y2 phonics resists: No PP children</p> <p>Year 6 SATs data 24-25: No PP children</p> <p>Year 4 Multiplication Check 24-25</p> <table border="1"> <caption>Maths - MTC Data</caption> <thead> <tr> <th>Group</th> <th>PKF (%)</th> <th>WTS (%)</th> <th>EXS (%)</th> <th>GDS (%)</th> </tr> </thead> <tbody> <tr> <td>FSM (4 pupils, Avg: 18.5)</td> <td>50%</td> <td>25%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>Not FSM (14 pupils, Avg: 21.2)</td> <td>7%</td> <td>36%</td> <td>21%</td> <td>36%</td> </tr> </tbody> </table>	Group	PKF (%)	WTS (%)	EXS (%)	GDS (%)	FSM (4 pupils, Avg: 18.5)	50%	25%	25%	0%	Not FSM (14 pupils, Avg: 21.2)	7%	36%	21%	36%	<p>Evaluation of maths and a stronger focus to close wide gap in exs.</p> <p>Evaluation of steps to support GDS for PP pupils writing & maths and increase in reading.</p> <p>Area for additional need spelling, comprehension language understanding.</p> <p>Parental engagement to support learning at home.</p> <p>Continue approaches to close smaller gap in reading and writing for exp.</p>	<p>£2000</p>
Group	PKF (%)	WTS (%)	EXS (%)	GDS (%)															
FSM (4 pupils, Avg: 18.5)	50%	25%	25%	0%															
Not FSM (14 pupils, Avg: 21.2)	7%	36%	21%	36%															
ii. Targeted support																			

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
<p>Reading progress of all & PP children accelerates</p> <p>Improve oral language skills (communication, language, listening and interaction) for pupils particularly in KS1</p>	<p>Accelerated reader Ks2.</p> <p>Catch up phonics Little Wandle</p> <p>1 to 1 and small group provision of Speech and Language Intervention</p>	<p>EYFS GLD data 24:25: No PP children</p> <p>Y1 phonics check: No PP children</p> <p>Y2 phonics resists: No PP children</p> <p>Year 6 SATs data 24-25: No PP children</p> <p>Year 4 Multiplication Check 24-25</p> <p>Maths - MTC</p> <p>Legend: PKF (red), WTS (orange), EXS (green), GDS (blue), No data (grey)</p> <p>FSM: 4 pupils - Average: 16.5 (50% PKF, 25% WTS, 25% EXS)</p> <p>Not FSM: 14 pupils - Average: 21.2 (7% PKF, 96% WTS, 21% EXS, 36% GDS)</p> <p>Reading - Phonics Score</p> <p>Legend: PKF (red), WTS (orange), EXS (green), GDS (blue), No data (grey)</p> <p>FSM: 1 pupil - Average: 28 (100% PKF)</p> <p>Not FSM: 14 pupils - Average: 17 (93% EXS, 7% GDS)</p>	<p>Area for additional need comprehension language understanding.</p> <p>Parental engagement</p> <p>Continue approaches to close smaller gap</p> <p>Intervention early to stop gap appearing in EYFS & KS1</p>	<p>£ 3115</p>
	<p>ELSA (Emotional Literacy Support Assistant)</p>	<p>Social skills developed and communication with peers, self-esteem still a factor along with continued work on previous targets.</p>	<p>Social skills developed and communication with peers, self-esteem still a factor along with continued work on previous targets.</p> <p>Continue approaches to close smaller gap</p>	
iii. Other approaches				
<p>Desired outcome</p> <p>Improve the range of experiences available to PP beyond the classroom- including</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned (and whether you will continue with this approach)</p> <p>Social skills developed and communication with peers, self-esteem</p>	<p>Cost</p>

<p>educational visits / visitors/extra-curricular activities /clubs and breakfast provision.</p> <p>Children’s wellbeing is good.</p> <p>Increase and develop social skills and ability to co-operate and play with peers.</p>		Social skills developed and communication with peers, self-esteem still a factor along with continued work on previous targets.	still a factor along with continued work on previous targets.	
	<p>(ELSA trained) Small group/ individual intervention support</p> <p>Forest School ½ termly programme</p>		Continue approaches to close smaller gap.	£2000
	<p>Financial support for voluntary activities Enrichment/ extra – curricular activities Year Group Trips/ visits Purchasing school uniform, equipment etc.</p>	<p>Pupils are given opportunities to access activities which will engage and inspire them.</p>	<p>Social skills developed and communication with peers, self-esteem still a factor along with continued work on previous targets.</p> <p>Continue approaches to close smaller gap</p>	