



**St. George's CE Academy
2026-27 Pupil Premium Strategy
& 2025-26 Impact Statement**

This statement details our school's use of pupil premium for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2026-2027, 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.

2026-27 School overview

Detail	Data
School name	St. George's Academy
Number of pupils in school: Sept 26: R-Yr6 (NOR July 26: Nur-Yr6)	97 (110)
Pupil premium cohort for 2026-27 pupil premium eligible pupils, service children & post LAC	9.3% (9 children) 9 pupils: Reception: 1, Year 2: 1, Year 4: 1, Year 5: 1, Year 6: 5
Cohort demographic	44% currently FSM; 33% SEND; 33% summer-born; 11% previously in care; 2 service children; 0% EAL; average learning-barrier score 2.7
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 Reviewed	July 2026
Statement authorised by	R. Manning
Pupil Premium lead	R. Manning
Governor / LAB lead	C. Verduyn

2025-26 Funding overview

Detail	Amount
FSM Ever 6 pupil premium	£12,400 projected: 8 pupils × £1,550
Previously looked-after pupil premium	£2,690 projected: 1 pupil × £2,690
Service pupil premium	£720 projected: 2 eligible pupils × £360
Carried forward	£0
Total budget for this academic year	£15,810
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:

- Improve oral language, vocabulary, communication, listening and interaction from the earliest point.
- Secure reading, writing and mathematics through consistent teaching, including validated phonics, Talk for Writing and NCETM mastery approaches.
- Respond early to overlapping needs: disadvantaged pupils may also be summer-born, have SEND, experience social-emotional need, or require stronger attendance and family engagement.
- Ensure pupils participate fully in trips, clubs, breakfast provision and wider experiences, without financial barriers.
- Use individual starting points and case studies alongside percentages because the cohort is small and one pupil can materially change headline outcomes.

2025-26 overview

Measure	2025-26 overview	Implication for 2026-27
Attendance	PP 95.2%; non-PP 95.4%. No PP pupil was persistently absent in the year-end range report.	Maintain the strong position while reducing low attendance: five of nine PP pupils were in the 90-96% band.
Reading	6 of 8 PP pupils (75%) at or above expected; 2 of 8 (25%) at greater depth.	Continue phonics and fluency; explicitly target comprehension and vocabulary for pupils below expected.
Writing	5 of 8 PP pupils (63%) at expected; none at greater depth.	Writing remains a priority; strengthen oral rehearsal, modelling, sentence construction, spelling and independent application through Talk for Writing.
Mathematics	5 of 8 PP pupils (63%) at expected, 13% (1/8) at greater depth.	Use NCETM mastery, pre-teaching and structured intervention, especially for the Year 6 cohort.
Phonics	The one Year 1 PP pupil scored 39 and met the expected standard.	Sustain fidelity to the validated systematic synthetic phonics programme and rapid keep-up.
Multiplication tables	The one Year 4 PP pupil scored 25/25.	Sustain fluent recall while transferring multiplicative knowledge into reasoning and problem solving.

Challenge

Challenge	Detail
1	Weak oral language and vocabulary can limit communication, comprehension, writing and access to the wider curriculum.
2	Reading is not yet secure for every disadvantaged pupil, particularly comprehension, vocabulary and fluency.
3	Attainment gaps remain in writing and mathematics; 2025-26 outcomes were weakest in mathematics and no PP pupil achieved greater depth in writing.
4	Some pupils have lower confidence, resilience or social-emotional needs that affect engagement and readiness to learn.
5	Three of the nine 2026-27 pupils have SEND; provision must be adaptive and aligned with individual plans.
6	Attendance, family engagement and overlapping vulnerability require close monitoring. Although the PP/non-PP attendance gap was 0.32%, five PP pupils were below 96% in 2025-26.
7	Financial disadvantage can restrict access to enrichment, breakfast, equipment, uniform, clubs and educational visits.

Intended outcomes and measurable success criteria

Intended outcome	Success criteria by July 2027
Oral language improves	All identified Reception/KS1 pupils complete baseline and exit assessment; at least 80% meet their individual language targets; classroom sampling shows transfer of vocabulary and sentence structures.
Reading accelerates	At least 80% of PP pupils make expected or better progress from September baselines; all pupils below expected receive reviewed support; Year 2 phonics and Year 6 reading outcomes are at least in line with each pupil's ambitious flightpath.
Writing accelerates	At least 80% make expected or better progress; the proportion at expected standard rises from the 2025-26 62.5% baseline; identified pupils independently apply taught vocabulary, sentence and spelling strategies.
Mathematics accelerates	At least 80% make expected or better progress; the proportion at expected standard rises from the 2025-26 recorded baseline; gaps in number fluency and multiplicative reasoning reduce on termly assessment.
Attendance remains strong and equitable	PP attendance is at least 96.0%; the PP/non-PP gap is no more than 0.5 percentage points and is moving towards zero; PP persistent absence remains at 0%; no PP pupil remains below 90%; the number of PP pupils below 96% reduces from 5/9 to no more than 2/9.
Wellbeing and engagement improve	100% of identified pupils access timely pastoral support; entry/exit measures and pupil voice show improvement for at least 80% of completed interventions.
Full participation	100% of PP pupils are offered funded access to curriculum trips and at least one club, responsibility, performance, sporting or cultural experience; participation is tracked and barriers followed up.

Activity in academic year 2026-27

Costs are planned allocations within the projected £15,810 budget and should be reconciled to invoices, staffing records and the final grant statement during the year.

Teaching

Activity	Evidence and implementation	Challenges	Planned cost
High-quality inclusive teaching; coaching and pupil-progress cycles	Termly PP-first review of books and assessment; adaptive teaching; explicit instruction; feedback; SEND alignment. Senior and subject leaders check implementation and pupil response.	2, 3, 5	£2,000
Talk for Writing: training, resources and coaching	Oral rehearsal, model texts, sentence-level instruction and independent application. Monitor implementation rather than assuming programme purchase creates impact.	1, 2, 3	£1,500
Validated phonics and reading: fidelity, keep-up and fluency	Daily systematic synthetic phonics where needed; rapid assessment-led keep-up; decodable reading; vocabulary and comprehension instruction.	1, 2, 5	£1,000
NCETM teaching for mastery / Mastering Number	Professional development and consistent representations to strengthen number sense, fluency, multiplicative reasoning and responsive teaching.	3, 5	£1,500

Budgeted cost: £6,000

Targeted academic support

Activity	Delivery and impact measure	Challenges	Planned cost
NELI for eligible Reception pupils	Language Screen/baseline identifies need; trained adult delivers the structured programme with fidelity; exit score and classroom transfer reviewed. EEF trials report positive effects on oral language.	1, 2, 5	£1,200
Phonics, reading fluency and comprehension tutoring	Short, frequent, assessment-led sessions linked to classroom content; six-week review and stop/adapt decision.	1, 2, 5	£1,300
Writing tutoring linked to Talk for Writing	Pre-teach vocabulary; oral rehearsal; sentence construction, spelling and supported independent writing; half-termly moderation.	1, 3, 5	£1,200
Mathematics pre-teaching and structured intervention	Diagnostic assessment; same representations and language as class teaching; focus on number fluency and Year 6 readiness; six-week review.	3, 5	£1,800

Budgeted cost: £5,500

Wider strategies

Activity	Delivery and impact measure	Challenges	Planned cost
Attendance and family engagement	Named-lead weekly dashboard comparing PP/non-PP; first-day response; supportive meetings; individual plans; breakfast/transport or early-help response where relevant.	6	£1,200
ELSA / pastoral intervention	Time-limited individual or small-group work with baseline, goal, exit measure, teacher feedback and pupil voice.	4, 5, 6	£1,200
Enrichment and removing financial barriers	Trips, clubs, visitors, uniform, equipment and breakfast support; participation audit ensures every PP pupil receives an offer and barriers are followed up.	4, 7	£1,500
Forest School / confidence and social development	Targeted blocks with clear intended outcomes in resilience, communication, participation and readiness to learn; entry/exit evidence.	4, 6	£410

Budgeted cost: £4,310

Total budgeted cost: £15,810

Implementation and monitoring

When	What will be checked	Evidence / responsibility
September 2026	Confirm allocation and pupil eligibility; baseline attainment, phonics/language, attendance and wellbeing; agree pupil-level barriers and provision.	PP lead, SENCO, class teachers; funding statement; provision map.
Every 3-6 weeks	Attendance dashboard and pupils below 96%; intervention dosage, fidelity and immediate response.	Attendance lead / PP lead; registers, intervention logs and family contact.
Half-termly	Reading, writing and maths progress; books; pupil voice; intervention entry/exit information; enrichment participation.	Teachers, subject leaders and PP lead; pupil-progress meeting.
Termly	PP/non-PP comparisons; implementation checks for NELI, Talk for Writing, phonics and NCETM; spending against budget.	Headteacher, PP lead, governors/LAB; monitoring report.
July 2027	Evaluate outcomes and value for money; identify continuation, adaptation or cessation.	Published impact review supported by pupil-level evidence.

Part B: Review of outcomes and expenditure in 2025-26

Pupil premium strategy outcomes

Area	Outcome	Evaluation
Attendance	PP 95.2% compared with non-PP 95.4%: No PP pupils were persistently absent in the attendance-range report.	Strong overall impact. The gap was negligible, but 5/9 pupils were in the 90-96% range, so prevention remains a priority.
Reading	75% (6/8) at/above expected; 25% (2/8) at greater depth.	Positive profile, including secure phonics for the Year 1 pupil. Continue, with sharper focus on comprehension and the two pupils below expected.
Writing	63% (5/8) at expected; 0% greater depth.	Partial impact. Consistency and independent application need strengthening; Talk for Writing remains appropriate but requires implementation monitoring.
Mathematics	63% (5/8) of pupils at expected, 13% (1/8) at greater depth. Year 4 PP pupil achieved 25/25 in MTC.	Partial impact. Fluency success did not yet translate consistently into broader attainment; increase diagnostic pre-teaching and mastery support.
Language / SEND	2/9 PP pupils had SEN support in 2025-26; school provision included language enrichment and targeted support.	Continue early language identification and strengthen measurable baseline/exit assessment through NELI and linked classroom practice.
Wellbeing / enrichment	ELSA, Forest School and financial support were available; the supplied data does not quantify participation or entry/exit change.	Provision was relevant, evidence in 2026-27 recorded through participation, goal and exit measures.

Category & recorded cost	Provision reviewed	Impact and lesson for 2026-27
Teaching — £5,000	CPD and consistent approaches in phonics, Talk for Reading/Talk for Writing, language, quality-first teaching and NCETM Mastering Number.	Reading and check outcomes were positive: Year 1 phonics 39 and Year 4 MTC 25/25. Broader maths and writing outcomes were less secure. Continue the core approaches, but tighten implementation checks, diagnostic assessment and independent application.
Targeted academic support — £5,000	1:1/small-group phonics, spelling, maths pre-teaching, language support, Accelerated Reader and ELSA-linked access to learning.	Targeting supported strong individual outcomes, but cohort attainment remained uneven. In 2026-27, every intervention will have entry criteria, dosage, six-week review and exit evidence; add NELI for assessed early-language need.
Wider strategies — £4,290	ELSA/pastoral support, Forest School, family support, enrichment, visits, uniform, equipment and breakfast provision.	Attendance was close to non-PP and no PP pupil was persistently absent, indicating a positive overall picture. However, five pupils remained below 96%. Continue supportive attendance and

		enrichment work with clearer pupil-level impact and participation tracking.
Total — £14,290	Full planned 2025-26 allocation.	The strategy had strongest measurable impact in attendance, phonics and multiplication recall. Priorities carried forward are maths, writing, oral language/comprehension and reducing the number below 96% attendance.

Evidence and reference links

- **Department for Education — Pupil premium 2026-27 technical note:** <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2026-to-2027/pupil-premium-2026-to-2027-technical-note>
- **Education Endowment Foundation — Nuffield Early Language Intervention:** <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli>
- **NCETM — Mastering Number at Reception and KS1:** <https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/>
- **NCETM — Mastering Number at KS2:** <https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-ks2/>
- **Education Endowment Foundation — Teaching and Learning Toolkit:** <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>