

St George's CE Primary and Pre School Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introdu>



Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoun>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school
Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- Early academic intervention for those that require it
- Training for parents

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.
5. To find and nurture each child's passions

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour EEF A

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 CIC Talking About a Generation Study

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St George's CE Primary School and Pre-School
Number of pupils in school	90 whole school 74 (R-Y6) 16 (Pre-school) 83 whole school 69 (R-Y6_ 14 (Pre-School)
Proportion (%) of pupil premium eligible pupils	20% whole school 20% R-Y6 19% Pre-school 19% (16/83) whole school 20.3% (14/69) R – Y6 14% (2/14) Pre-School
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3-Year plan 2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Katy Astle
Pupil premium lead	Katy Astle
Governor / Trustee lead	Bridget Leary

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,665
EYPP budget for this academic year	£1,140

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and like the rest of our school community, '**Live Learning, Love Learning**'. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are classified as young carers. We will think about how vulnerable pupils in a small village school are supported to develop their cultural capital and life experiences as well as offering a wide range of learning experiences. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading with comparison to their peers. This negatively impacts their development as readers. 42% of disadvantaged pupils in Y1-Y6 are below the expected standard in Reading. Parental engagement with reading is a current challenge across the school.
2	Internal assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 42% of PP children are below expectation in writing in Y1-Y6.
3	Currently 42% of pupil premium children are below the expected standard in either reading, writing or maths. We are focusing on increasing the combined score of all pupils and there will be specific focus on children with Pupil Premium.
4	80% of our pupils with an EHCP are pupil premium. These children require a high level of support and additional intervention or individualised timetables. It has been identified that improved progress in reading, writing and mathematics for pupils who are combined Pupil Premium and SEND across all year groups is needed.
5	Attendance data shows that the gap between disadvantaged pupils and non-disadvantaged pupils absences is lower than for non-disadvantaged pupils. For the academic Year 2024-2025, figures showed that attendance for children in receipt of FSM was 90.4%, while non-FSM pupils it was 96.2%.
6	Ensure EYPP pupils are identified, tracked and supported appropriately.

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
All Pupil Premium children to close the gap in reading age and chronological age.	<ul style="list-style-type: none"> Pupil Premium pupils across all year groups are identified. Identified pupils will be Baseline assessed using the YARC – data will be entered on PP plan and assessment system. DEAR (Drop Everything And Read) sessions to be scheduled daily during the school day. Regular reading sessions for PP pupils will be planned into the weekly timetable. PP children will be focus readers – always heard first by volunteers.

	<ul style="list-style-type: none"> • Pupil progress will be reviewed termly and next steps identified. • The school will continue to promote a love of reading. • Look at high interest low reading age books to be purchased. • Improved parental engagement with reading through a range of activities. • Implement specific reading interventions, e.g. Precision teaching, Lexia.
<p>To increase the number of PP pupils achieving the expected standard in writing. Detailed next steps for those pupils who have fallen behind in order for them to make expected or accelerated progress.</p>	<ul style="list-style-type: none"> • Use of Mighty Writer to engage new and reluctant writers. • Engaging writing planning and teaching that promotes writing for all abilities. • Writing and phonics interventions including online learning programmes such as Lexia. • Teacher conferencing with pupil premium children to make them aware of next steps and targets.
<p>To increase the combined score across reading, writing and maths for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Develop teacher understanding of combined scores, progress scores and other data measures, including identifying the gaps between PP and non-PP achievement. • Pupil progress meetings to focus on teacher driven interventions and same-day interventions.
<p>All pupil premium pupils with an EHCP or on the SEND register, receive additional support and opportunities to develop academically, socially and personally.</p>	<ul style="list-style-type: none"> • Ensure provisions on EHCP plans are being met, as well as ensuring additional opportunities are in place. • Additional training from new SENDCo for all staff in order to ensure appropriate scaffolding, SEND ways in and graduated response is being used effectively.
<p>To increase the attendance of pupils in receipt of pupil premium so that it is closer in line with those of non-pupil premium.</p>	<ul style="list-style-type: none"> • Clear information about attendance expectations • Promote our free breakfast club places to children eligible for free school meals to improve lateness. • Attendance certificates for pupils with attendance above 98% or pupils who rapidly improve their attendance. • Incentives for PP pupils to improve their attendance if attendance falls below 92%,

	<ul style="list-style-type: none">• Regularly discuss attendance concerns at staff meetings to ensure staff keep this in mind.
EYPP	<ul style="list-style-type: none">• Ensure all pre-school staff understand about EYPP, know who the children are who receive EYPP and implement additional resources/activities/support to these children to support their development.

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: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Ongoing CPD for all staff - Whole school priorities identified for QFT of vulnerable pupils 	EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2,3,4,5 £1,245
<ul style="list-style-type: none"> - High quality CPD to further develop teacher's knowledge, understanding and implementation of PP and SEND teaching strategies and provision mapping. 		1,2,3,4,5 £1,245
<ul style="list-style-type: none"> - Weekly discussions at teacher meetings about vulnerable children. 	EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2,3,4,5 £905
<ul style="list-style-type: none"> - Training and support for pre-school staff to understand more about EYPP, ensure additional support is in place for these pupils. 		6 £1,160
<ul style="list-style-type: none"> - Recap all staff/train new staff in whole school 'Therapeutic Thinking' approach in order to strengthen relationships with all pupils with a particular focus on disadvantaged pupils. 	<p>Strong Therapeutic Relationships: The development of a positive, trusting, and supportive relationship with a key adult is consistently identified in research as central. This secure relationship can act as an attachment figure and an emotional "secure base," which helps pupils feel safe enough to engage in the school environment.</p>	5 £1,245

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

Budgeted cost: £8,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Pre-teaching vocabulary and skill reminders. 	Individualised instruction EEF	1, 2, 3, 4 £2,190
<ul style="list-style-type: none"> Reading, spelling, phonological awareness and fluency assessments. Wellcomm assessment for EYFS 	Improving Literacy in Key Stage 1 EEF Phonics EEF	1, 2, 3 £760
<ul style="list-style-type: none"> Interventions 	Small group tuition EEF	1, 2, 3, 4 £2,210
<ul style="list-style-type: none"> Small group booster sessions to support vulnerable pupils combined scores. 	Small group tuition EEF	3, 4 £2,220
<ul style="list-style-type: none"> Online learning resources, such as Spelling Shed, TT Rockstars, Letterjoin, Sounds Write (phonics) 		1, 2, 3, 4, 5, 6 £980

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

Budgeted cost: £4,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Incentives for attendance for those persistent absentees e.g. additional morning responsibilities, certificates for improved attendance. 	Supporting attendance EEF	5 £450
<ul style="list-style-type: none"> Whole school events that promote love of reading, writing hooks and other workshops which develop children's wider development and wellbeing. 	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. 3. Wider strategies EEF	3, 5 £1,100

<ul style="list-style-type: none"> Improving parental engagement through a range of parent workshops, school events, meetings and opportunities for them to come into school. 	Parental engagement EEF	1, 2, 3, 4, 5 £1,190
<ul style="list-style-type: none"> ELSA and attendance admin to provide appropriate support for persistence absentees. 	Addressing Underlying Barriers: ELSA support addresses the <i>root causes</i> of emotionally based school avoidance (EBSA) by providing a safe space to discuss feelings, develop coping strategies, and build confidence and self-esteem. By addressing these core emotional needs, the intervention removes the internal barriers preventing a child from attending school regularly.	5 £1,780
<ul style="list-style-type: none"> 		

Total budgeted cost: £16,665

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Aim	Outcome
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Outcomes for disadvantaged pupils

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