

Pupil premium strategy statement – St George’s Catholic School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	219
Proportion (%) of pupil premium eligible pupils	7%
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)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Edwina McDonnell Headteacher
Pupil premium lead	Louise Carpenter
Governor / Trustee lead	Claire Earp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
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>	£23,280

Part A: Pupil premium strategy plan

Statement of intent

At St George's Catholic Primary School, we have high aspirations and ambitions for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Pupils in receipt of the Pupil Premium Funding may face specific barriers to reaching their full potential but these may be varied and there is 'no one size fits all' approach. We are determined to provide the support, guidance and targeted support to allow every child to flourish whilst providing access to a variety of exciting opportunities within a rich and varied curriculum.

Our PP strategy is embedded in our School Development Plan. We prioritise high-quality teaching, targeted academic support, and wider strategies that improve attendance, wellbeing, and readiness to learn.

Key priorities for 2025–26 are:

- To narrow the attainment gap for those pupils not on track to achieve the expected standard at the end of EYFS, KS1 and KS2.
- To ensure early identification of additional needs and to promote early and effective intervention programmes.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- To use academic and local research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.
- To support pupils with SEND and EAL through Thrive, targeted interventions, and training.
To ensure curriculum consistency and strong progression across EYFS–KS1 and core subjects.
- To promote pupils' wellbeing and spiritual development through Catholic Life and pastoral initiatives.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Gap in Core Subjects A significant number of disadvantaged pupils are currently performing below age-related expectations in reading, writing, and maths. This gap has widened as a result of the learning disruption caused by previous national lockdowns. Targeted support is needed to accelerate progress and narrow the gap.
2	Low Baseline in Oral Communication, Language and Literacy Observations and assessments indicate that many disadvantaged pupils enter school with lower starting points in oral communication, language, and literacy. This results in fewer pupils achieving the Early Learning Goals (ELG) for reading and writing, which has a long-term impact on literacy attainment throughout their primary education.
3	Social, Emotional, and Mental Health (SEMH) Needs Some disadvantaged pupils present with low self-esteem and confidence, as well as social, emotional, and mental health needs. Supporting these pupils to build resilience and self-belief is essential for enabling them to achieve their full potential.
4	Limited Access to Enrichment Opportunities The cost of residential visits, educational trips, and certain after-school clubs is a barrier for some Pupil Premium families, particularly those with multiple children. This limits pupils' participation in enrichment activities that support wider personal development.
5	Attendance Analysis of attendance data highlights that some disadvantaged pupils have lower attendance rates than their peers. Reduced attendance limits access to learning and can negatively impact attainment and overall school experience.

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
Narrow the attainment gap in reading, writing and maths	Disadvantaged pupils make accelerated progress and the gap with peers is reduced
Improve oral communication, language and literacy skills on entry and in EYFS	More pupils achieve ELGs for reading and writing; improved communication skills identified in baseline and end-of-year assessments
Support SEMH and raise self-esteem/confidence	Improved pupil wellbeing, increased engagement in class, and positive pupil voice feedback
Increase participation in enrichment activities	Higher uptake of trips, residentials, and clubs among disadvantaged pupils

Improve attendance among disadvantaged pupils	Attendance for disadvantaged pupils is at least in line with national averages
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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: £12,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality first teaching.	Sutton Trust 2011 report, EEF <i>Quality teaching and learning should be prioritised over intervention. Pupil Premium should be used to ensure disadvantaged children access excellent teaching and learning every day.</i>	1 2 3
Purchase of standardised diagnostic assessments and training to ensure they are administered and interpreted correctly. Resources to support identified weaknesses.	EEF Review June 2021 Standardised diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.	1 2
Training for new and existing staff for the Little Wandle Phonics programme to continue to secure stronger phonics teaching for all pupils	EEF Toolkit <i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</i>	1 2
High quality staff CPD looking at continuing to develop the quality of social and emotional	<i>Developing children's social and emotional skills has a positive impact on children's outcomes at school and in later life. Social and emotional</i>	1 2 3 4 5

learning. This includes previous work on Growth Mindset and SCARF (PSHE) training. It will also include training for 'THRIVE' and a subscription for the 'Boxall Profile.' Thrive £5470	<i>learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i> EEF Improving Social and Emotional Learning in Primary Schools	

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group interventions (phonics catch-up, maths boosters, reading comprehension groups) led by experienced TAs/teachers 5500	<i>Targeted, structured academic support can have a positive impact on children's learning. When used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.</i> EEF: Small group tuition, phonics approaches	1 2 3
Early language programmes (e.g. NELI), daily story time, vocabulary-rich environment, additional S&L support	<i>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</i> EEF: Oral language interventions; NELI programme	1, 2

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

Budgeted cost:£6650

Activity	Evidence that supports this approach	Challenge number(s) addressed
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ELSA sessions, nurture groups, pupil mentoring, wellbeing assemblies, staff CPD in SEMH £3600	EEF: Social & emotional learning; staff CPD	3
Subsidised trips, residential, free after-school clubs, music tuition £1150	DfE Menu: Wider strategies	4
Weekly tracking, first-day calling, attendance incentives, family support worker, targeted meetings with parents £1900	EEF: Parental engagement, attendance interventions	3 5

Total budgeted cost: £ 24,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the previous academic year, we closely monitored the attainment and progress of our disadvantaged pupils using a combination of national assessment data, internal summative and formative assessments, and a range of wider indicators such as attendance, behaviour, and wellbeing.

National Assessments and Qualifications

Once published, national assessment data will be analysed to compare the performance of our disadvantaged pupils with local and national averages, as well as the outcomes achieved by our non-disadvantaged pupils. Early analysis indicates that, in line with national trends, attainment for disadvantaged pupils at St George's Catholic School remains below that of their peers, particularly in reading, writing, and maths. It is important to note that the performance data reflects pupils who experienced significant disruption to their learning as a result of Covid-19, which has affected cohorts differently across schools.

Internal Assessment Data

School-based summative and formative assessments throughout the year provide further evidence of pupil performance. These assessments show that, while there has been progress for some pupils receiving targeted interventions, a gap remains in attainment and progress for disadvantaged pupils compared to non-disadvantaged pupils, especially in key areas such as phonics, reading comprehension, and maths fluency.

Wider Indicators

Attendance for disadvantaged pupils continues to be a concern, with data showing that their attendance rates are below those of their peers and below national averages. This has limited their access to learning opportunities and contributed to the attainment gap. Behaviour logs and wellbeing surveys indicate a higher prevalence of SEMH needs and lower self-esteem among some disadvantaged pupils, despite increased access to ELSA and nurture group support.

Analysis of Pupil Premium Strategy

We are partially on track to achieve the intended outcomes outlined in our strategy. Targeted small-group interventions and early language programmes have shown positive impact for those most engaged, with some pupils making accelerated progress, particularly in reading. Our SEMH support, including ELSA and nurture

groups, has been well received and has led to improved engagement for pupils with identified needs.

However, challenges remain:

- The attainment gap in core subjects has not closed as quickly as anticipated, highlighting the need for further refinement of intervention approaches and consistency in implementation.
- Attendance for disadvantaged pupils remains below target, and further work is needed to address persistent absence.
- Access to enrichment opportunities has improved due to funding support, but uptake could be further increased through greater parental engagement.

End of Previous Strategy Plan

As last year marked the end of our previous Pupil Premium strategy plan, our review shows that while several intended outcomes were met—such as improved access to enrichment activities and increased SEMH support—significant work remains to fully close attainment gaps and improve attendance. The insights gained from this review have shaped our current strategy, with a continued focus on academic catch-up, SEMH provision, and attendance.

Next Steps

- Refine intervention strategies to ensure consistency and maximum impact in core subjects.
- Enhance attendance support and parental engagement to reduce persistent absence.
- Continue to develop and monitor SEMH provision and access to enrichment.
- Regularly review and adapt the strategy based on ongoing data and pupil needs.

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
NELI Mathletics Bug Club Pearson	Nuffield
Boxall Profile	NutureUK
THRIVE	Thrive
Little Wandle Phonics	Wandle Learning Partnership
	3P Learning

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.