

St. George's CE Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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, Lewisham
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Darren Janes
Pupil premium lead	Karri MacAlpine
Governor / Trustee lead	Yvonne Wheeler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,405
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£144,585

Part A: Pupil premium strategy plan

Statement of intent

Our vision statement: **Be brave. Be great. Be you.**

Our culture statement: **We are fun. We are together.**

In our curriculum vision statement, we say we want all of our pupils to be able to:

Be brave: Be inspired and be an inspiration; be courageous advocates; set ambitious goals and targets; take on challenges; seize opportunities outside of their current experiences; apply the learner qualities: persist and growth mindset.

Be great: Achieve well academically; be ready for the next stage of learning and life; fulfil their potential; be successful in their future; have a broad vocabulary; acquire powerful knowledge and use it; gain cultural capital; apply the learner qualities: curious and reflect.

Be you: Know their voice is important and listen to other's too; respect themselves and others; feel safe; be proud of the cultural capital they bring to our community; take responsibility for their actions; apply the learner qualities: self-aware.

We are fun. We are together: Live a healthy lifestyle; look after their mental health; celebrate together and share in each other's successes; show empathy and act well; live well and disagree well; feel part of something; celebrate diversity; apply the learner qualities: connect and use feedback.

Ultimately, our intention is that **every** child, irrespective of their background or challenges they face, fulfils the ambitious criteria set out in our vision statement.

We have a clear, shared belief that securing good progress and achievement across all subjects is the strongest indicator of the impact of our pupil premium strategy plan as our core purpose is to educate our pupils.

High-quality first teaching for all 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. High-quality first teaching for all is also particularly pertinent for our school, where a high proportion of its pupils (44%) are in receipt of the pupil premium.

We believe that the additional provision delivered through the Pupil Premium strategy should encompass all children who we know to be disadvantaged and vulnerable, not just the children in receipt of the funding.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Internal assessments indicate that Reading, Writing and Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Internal assessments, observations, and discussions with pupils indicate gaps in cultural capital and prior knowledge among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Our attendance data over the last academic year indicates that attendance among disadvantaged pupils has been 3.8% lower than for non-disadvantaged pupils (2020-21) 16% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period ((2020-21). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Teacher referrals for support markedly increased during the pandemic. 33 pupils (21 of whom are disadvantaged 2020-21) required support with social and emotional needs. They received either one-to-one or small group interventions with particular social or emotional needs. Our disadvantaged children are over-represented in the group of children for whom there are safeguarding concerns. These concerns range from

	low-level neglect, through to parental mental health, inadequate housing to more significant concerns resulting in CP / CIN plans.
7	<p>Some of our children from disadvantaged backgrounds experience financial difficulties</p> <ul style="list-style-type: none"> ● With purchasing school uniforms. ● With affording to take children on wider experiences that families from non-disadvantaged backgrounds can afford. ● With affording healthy, nutrient rich food.

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
Improved phonic screening scores among disadvantaged children.	KS1 phonic screening outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and mathematics attainment among disadvantaged pupils.	KS2 reading, writing and mathematics outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved cultural capital and cumulative prior knowledge for all pupils in our school, particularly our disadvantaged pupils.	Assessments and observations indicate significantly improved knowledge in taught subjects across the curriculum among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being in line with or better than national averages, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced. • the percentage of all pupils who are persistently absent being below national averages and the figure among disadvantaged pupils being no more than 1% lower than their peers.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To improve access to wider life experiences for our disadvantaged pupils.</p>	<p>More children from disadvantaged families will go on school trips and take part in after school clubs that will enrich their lives.</p> <p>Children in Years 5 and 6 will have access to a mentoring programme and trips to corporate companies that will raise their aspirations for their future as well as develop their academic confidence</p>

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: £ 72,187

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PUMA/PIRA online standardised assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3
<p>Refresher Whole school training in DfE validated Systematic Synthetic Phonics programme (Little Wandle Letters and Sounds Revised) to secure stronger phonics teaching for all pupils.</p> <p>Purchasing second set of fully decodeable reading books matched to the reading scheme for home reading.</p> <p>Continued teacher release time to continue working directly with the English Hub to embed key elements of guidance in school and to access English Hub resources and CPD</p>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 3
<p>Further Enhancement of our reading teaching and curriculum planning through:</p> <p>Continuing to purchase and implement CUSP reading</p>	The average impact of explicitly teaching reading comprehension strategies is an additional six months' progress over the course of a year: Reading comprehension strategies EEF	2, 3 and 4

<p>resources, including pupil booklets, to deliver a whole-class reading approach.</p> <p>Purchasing the reading spine for CUSP Structured story time reading sequences and books so all pupils in nursery and reception receive high quality vocabulary and comprehension instruction</p> <p>We will fund release time for the Reading subject leader to embed and monitor teaching across the school.</p>	<p>(educationendowmentfoundation.org.uk)</p>	
<p>Further enhancement of our writing teaching and curriculum planning through:</p> <p>Adaptive teaching and use of high- quality scaffolds</p> <p>Continuing to purchase and implement CUSP writing sequences.</p> <p>Continuing to fund release time for the English subject leader to embed and monitor teaching across the school.</p>	<p>Recommendation 3: Teachers should develop a repertoire of strategies they can use flexibly in response to the needs of all pupils, eg. scaffolding</p> <p>EEF guidance Special Educational Needs in Mainstream Schools</p> <p>Recommendations 4 and 5: Teach writing composition strategies through modelling and supported practice</p> <p>Develop pupils’ transcription and sentence construction through extensive practice</p> <p>EEF guidance report Improving Literacy in Key Stage 2</p> <p>Recommendation 5: Teach pupils strategies for planning and monitoring their writing</p> <p>EEF guidance report Improving Literacy in Key Stage 1</p>	<p>3</p>

<p>Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, including:</p> <p>Continuing to purchase White Rose Planning resources and pupil booklets.</p> <p>Continuing to fund teacher release time to continue working directly with the Mathshub to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Further enhancement of teaching for knowledge and vocabulary across Foundation subjects through:</p> <p>Continuing to purchase and implementing CUSP curriculum planning and pre-created lesson resources for Science, History, Geography, Art and Design and Design Technology.</p> <p>Purchasing Early Years Structured Story Time planning and resources</p> <p>Continue to fund release time for subject leaders to embed and monitor teaching across the school.</p>	<p>Nick Gibb summarises the importance of a knowledge rich curriculum drawing upon evidence.</p> <p>The importance of a knowledge-rich curriculum: Nick Gibb addresses a Social Market Foundation panel event on raising school standards</p>	2, 3 and 4
<p>Support staff trained to carry out effective focused interventions as well as supporting in the classroom.</p>	<p>Examples of interventions include:</p> <ul style="list-style-type: none"> ● Reading fluency ● Phonics Keep-up groups ● Speech & Language development ● White Rose Maths interventions 	3

Effective deployment of Teaching Assistants	<p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
--	---	--

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

Budgeted cost: £50,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics intervention sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Take part in the Reciprocal Reading project</p> <p>Fund release time for subject leader and experienced Teaching Assistant to attend training then lead a 12-week, targeted, structured approach to teaching reading comprehension.</p>	<p>Children in the targeted intervention made an average of +2 months' more progress in terms of reading comprehension and overall reading,</p> <p>EEF Reciprocal Reading</p>	3
<p>Delivering the Dfe recommended NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils</p>	<p>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:</p>	2

who have relatively low spoken language skills.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Deliver the EYFS CUSP Structured story times in Nursery and Reception using high-quality texts to develop children’s vocabulary, oracy and thinking and reasoning skills.	<p>Reading aloud is a communal, social, enjoyable act that serves to unite the class as a community. In addition, reading aloud and asking questions can have a positive impact on childrens’ comprehension skills.</p> <p>EEF Reading Aloud to Your Class (educationendowmentfoundation.org.uk)</p>	2 and 3
Purchasing Speech and Language Therapy service from Words First Programme so pupils receive specialist intervention	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
Continue to engage with the National Tutoring Programme to provide school-led small group tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 and 3
Fund an Academic Mentor for targeted tuition.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 and 3
Additional reading fluency intervention sessions, assessed through DIBELS standardised assessment.	‘McGuinness (2006) suggested that reading rates below 90 words correct per minute (WCPM) make it close to impossible for meaning to be processed.’	3

Staff will be trained in using this approach.	Taken from 'The Art and Science of Teaching Primary Reading' by Christopher Such.	
---	---	--

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

Budgeted cost: £22,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Continue to fund an allocated Education Welfare Officer to give high-quality support to families to help ensure maximum attendance at school and improve attendance.</p> <p>Continue to train and release staff to develop and implement new procedures to help improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Specialised and individual Mental Health Support Team sessions which are targeted at students with particular social, emotional and/or mental health needs</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	6

	Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF	
Continue to deliver specialised and individual Lego Therapy sessions which use elements of Social and Emotional Learning which are targeted at students with particular social or emotional needs	Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF	6
Purchasing Outreach Inclusion Service so pupils with a range of social and emotional needs receive 1:1 specialist intervention	Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Establish a new pupil leadership structure who will represent pupil voice	Pupil voice can contribute to a school's improvement.	6
Fund educational visits and extracurricular activities for pupils eligible for pupil premium. Providing a range of rich experiences beyond children's own lives.	We want all pupils to be able to participate in high-quality educational visits and experiences in order to broaden the experiences of children from disadvantaged backgrounds. These experiences will help to widen prospects and horizons for all of our children, in	1, 4, 6 and 7

	<p>particular, those from disadvantaged backgrounds:</p> <ul style="list-style-type: none"> ● School trips and visits ● Y6 Residential ● Range of after school clubs / lessons where children from disadvantaged backgrounds will be given the same access to funded clubs as their non-disadvantaged peers 	
<p>Financial support for school uniforms to promote wellbeing and being part of the school community.</p>	<p>Ensuring all children have access to a school uniform, despite their economic hardships will support our children to feel part of our community and therefore will support with improving their wellbeing and attitude to school.</p>	<p>6 and 7</p>

Total budgeted cost: £144,585

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 2022 to 2023 and 2023 to 2024 academic year.

Intended Outcome 1: Improved phonic screening scores among disadvantaged children.

- There has been progress towards meeting this intended outcome.
- Phonics screening outcomes in 2024 indicate:
 - The proportion of disadvantaged pupils meeting the expected standard is broadly in-line with national averages for all pupils (one pupil below national averages).
 - The attainment gap between disadvantaged and non-disadvantaged pupils has been closed, with the proportion of disadvantaged pupils meeting the expected standard being broadly in-line with the proportion of non-disadvantaged pupils meeting the expected standard (one pupil difference).
 - 100% of disadvantaged pupils without overlapping SEND needs met the phonics screening check.

Previous activity will need to be continued to ensure progress towards this intended outcome is sustained and that the impact is seen in outcomes for all pupils. This will be reflected in the plan for 2024 - 2027.

**It should be noted that some group sizes for the statistics referred to are very small. Ofsted grey out data of groups of 11 and lower.*

Y1 Phonics Screening Check:							
	St George's Results						National Averages
	PP Pupils		PP Pupils without overlapping SEND needs		Non-PP Pupils		All Pupils:
	No. Pupils	% Met	No. Pupils	% Met	No. Pupils	% Met	% Met
2023	13	77%	9	100%	14	64%	79%
2024	14	71%	9	100%	15	80%	80%

Intended Outcome 2: Improved reading, writing and mathematics attainment among disadvantaged pupils.

- There has been significant progress towards meeting this intended outcome.
- End of KS2 outcomes in 2024 indicate:
 - The proportion of disadvantaged pupils meeting the expected standard or higher is in-line with or above national averages for all pupils in reading, writing, mathematics, and GPS.
 - The proportion of disadvantaged pupils attaining the higher score or greater depth within the standard is in-line with or above national averages for all pupils in reading, writing, mathematics, and GPS.
 - The attainment gap between disadvantaged and non-disadvantaged pupils is closing, with the proportion of disadvantaged pupils meeting the expected standard or higher broadly in line with the proportion of non-disadvantaged pupils meeting the expected standard or higher in all subjects (not more than one pupil difference). This is even more evident when comparing disadvantaged pupils who do not have SEND.

Previous activity will need to be continued to ensure progress towards this intended outcome is sustained. This is reflected in the activity section of this document.

**It should be noted that some group sizes for the statistics referred to are very small. Ofsted grey out data of groups of 11 and lower.*

KS2 Reading:											
	St George's Results									National Averages	
	PP Pupils			PP Pupils without overlapping SEND needs			Non-PP Pupils			All Pupils:	
	No. Pupils	% EXS	% GDS	No. Pupils	% EXS	% GDS	No. Pupils	% EXS	% GDS	% EXS	% GDS
2023	13	77%	31%	8	88%	25%	18	83%	33%	73%	29%
2024	11	82%	45%	4	100%	50%	19	89%	68%	74%	28%

KS2 Writing:											
	St George's Results									National Averages	
	PP Pupils			PP Pupils without overlapping SEND needs			Non-PP Pupils			All Pupils:	
	No. Pupils	% EXS	% GDS	No. Pupils	% EXS	% GDS	No. Pupils	% EXS	% GDS	% EXS	% GDS
2023	13	77%	8%	8	100%	13%	18	83%	28%	71%	13%
2024	11	73%	9%	4	100%	25%	19	84%	32%	72%	13%

KS2 Mathematics:											
	St George's Results									National Averages	
	PP Pupils			PP Pupils without overlapping SEND needs			Non-PP Pupils			All Pupils:	
	No. Pupils	% EXS	% GDS	No. Pupils	% EXS	% GDS	No. Pupils	% EXS	% GDS	% EXS	% GDS
2023	13	85%	31%	8	100%	50%	18	89%	39%	73%	24%
2024	11	73%	27%	4	100%	50%	19	89%	53%	73%	24%

KS2 GPS:											
	St George's Results									National Averages	
	PP Pupils			PP Pupils without overlapping SEND needs			Non-PP Pupils			All Pupils:	
	No. Pupils	% EXS	% GDS	No. Pupils	% EXS	% GDS	No. Pupils	% EXS	% GDS	% EXS	% GDS
2023	13	85%	38%	8	100%	63%	18	83%	86%	72%	30%
2024	11	82%	27%	4	100%	25%	19	89%	53%	72%	32%

Intended Outcome 3: Improved oral language skills and vocabulary among disadvantaged pupils.

- There has been progress towards meeting this intended outcome.
- Outcomes for the Early Years Profile in 2024 indicate:
 - The proportion of disadvantaged pupils meeting the early learning goals for listening, attention and understanding, and speaking are above national averages for all pupils in these areas.
 - The attainment gap between disadvantaged pupils and non-disadvantaged pupils meeting the early learning goals for listening, attention and understanding, and speaking has diminished with results broadly in line.
- Internally agreed Impact measures from Speech and Language Therapist sessions indicate:
 - The vast majority of sessions have been effective or highly effective for disadvantaged pupils.

Previous activity will need to be continued, especially as there has been an increase in pupils with English as an Additional Language across the EYFS setting.

**It should be noted that some group sizes for the statistics referred to are very small. Ofsted grey out data of groups of 11 and lower.*

Listening, Attention & Understanding ELG:							
	St George's Results						National Averages
	PP Pupils		PP Pupils without overlapping SEND needs		Non-PP Pupils		All Pupils:
	No. Pupils	% Met	No. Pupils	% Met	No. Pupils	% Met	% Met
2023	16	63%	7	86%	12	83%	82.2%
2024	11	91%	8	100%	18	94%	81.6%

Speaking ELG:							
	St George's Results						National Averages
	PP Pupils		PP Pupils without overlapping SEND needs		Non-PP Pupils		All Pupils:
	No. Pupils	% Met	No. Pupils	% Met	No. Pupils	% Met	% Met
2023	16	63%	7	86%	12	83%	82.8%
2024	11	91%	8	100%	18	89%	82.3%

Speech & Language Therapy Intervention:					
	St George's Results				National Averages
	PP Pupils		Non-PP Pupils		All Pupils:
	No. Pupils	% effective	No. Pupils	% effective	% effective
2023	15	80%	6	67%	na
2024	11	73%	5	60%	na

Intended Outcome 4: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- There has been substantial progress towards meeting this intended outcome.
- Scrutiny of attendance figures for 2022-23 and 2023-24 indicate:
 - Attendance of disadvantaged pupils has increased by 2.73%.
 - Overall attendance was broadly in line with national averages.
 - Persistent absence figures for disadvantaged pupils have decreased by 19.28%.
 - FFT reporting indicates the school's attendance was in the top 10% of similar schools nationally (those in FSMQ6).
 - The gap between figures for disadvantaged pupils when compared with non-disadvantaged pupils has diminished by 1.6%.

Previous activity will need to be continued and adapted to ensure progress towards this intended outcome is sustained. This will be reflected in the plan for 2024 - 2027.

Statutory Attendance:											
	St George's Results									National Averages	
	PP Pupils			PP Pupils without in-year leavers			Non-PP Pupils			All Pupils:	
	No. Pupils	% Att	% PA	No. Pupils	% Att	% PA	No. Pupils	% Att	% PA	% Att	% PA
2023	93	90.97%	39.78%	81	92.1%	33.3%	101	95.04%	7.92%	93.8%	19%
2024	83	93.7%	20.5%	80	93.7%	22.5%	81	96.2%	6.2%	94.3%	16%

Intended outcome 5: To achieve and sustain improved cultural capital and cumulative prior knowledge for all pupils in our school, particularly our disadvantaged pupils.

- There has been significant progress towards meeting this intended outcome.
- End of KS2 outcomes in 2024 indicate:
 - The proportion of disadvantaged pupils meeting the expected standard is in-line with or above national averages for all pupils in Science.
 - The attainment gap between disadvantaged and non-disadvantaged pupils is closing, with the proportion of disadvantaged pupils meeting the expected standard broadly in line with the proportion of non-disadvantaged pupils meeting the expected standard in science. This is even more evident when comparing disadvantaged pupils who do not have SEND.
- In-house assessments indicate that disadvantaged pupils are making progress in-line with their non-disadvantaged peers across all subjects and Key Stages.
- External notes of visits evidence the impact the curriculum and its deliver is having on our disadvantaged pupils.

Previous activity will need to be continued to ensure progress towards this intended outcome is sustained. This will be reflected in the plan for 2024 - 2027.

**It should be noted that some group sizes for the statistics referred to are very small. Ofsted grey out data of groups of 11 and lower.*

KS2 Science:							
	St George's Results						National Averages
	PP Pupils		PP Pupils without overlapping SEND needs		Non-PP Pupils		All Pupils:
	No. Pupils	% Met	No. Pupils	% Met	No. Pupils	% Met	% Met
2023	13	85%	8	100%	19	89%	80%
2024	11	91%	4	100%	19	89%	81%

Intended Outcome 6: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

To enhance and sustain the wellbeing of all pupils in our school, we have strategically utilized Pupil Premium funding to provide targeted support for vulnerable learners. This directed Pupil Premium funding has led to an increase in the number of pupils receiving targeted support.

Positive and trusting relationships have been established with specialist services, enabling comprehensive support. In 2023-2024, 23 referrals for support with social and emotional needs were made (19 of whom were disadvantaged). Our most complex and vulnerable pupils received either one-to-one or small group interventions from a range of agencies including Art Therapy, Inclusion Outreach Services, the Mental Health Support Team, CAMHS and Early Help. Lewisham has recently launched a new service for primary schools, providing access to an Emotional Wellbeing Nurse. This specialist supports pupils impacted by Adverse Childhood Experiences (ACEs) through a series of eight targeted support sessions.

Many targeted pupils show positive improvement in their self-image profiles. Due to the emotional and wellbeing support provided for targeted vulnerable pupils, nearly all of these pupils now focus on their learning in class to achieve their full potential and show improved levels of enjoyment and attitudes to learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics	Little Wandle Letters and Sounds Revised

English	CUSP reading and writing
Mathematics	White Rose
Curriculum sequences	CUSP

