

St. George's CE Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 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, Lewisham
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Darren Janes
Pupil premium lead	Karri MacAlpine
Governor / Trustee lead	Jill Bray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,775
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£128,775

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Strategy is rooted in our whole-school vision and culture and is **closely aligned with our School Improvement Plan**, ensuring that work to support disadvantaged pupils is never separate from, but integral to, our core improvement priorities.

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

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

Through our curriculum, we want *all* pupils to be enabled to:

Be brave – to be inspired and be an inspiration; to act as courageous advocates; to set ambitious goals; to take on challenge; to seize opportunities beyond their current experiences; and to apply the learner qualities of persistence and a growth mindset.

Be great – to achieve well academically; to be ready for the next stage of learning and life; to fulfil their potential; to acquire a broad vocabulary and powerful knowledge; to gain cultural capital; and to apply the learner qualities of curiosity and reflection.

Be you – to know their voice matters and to listen to others; to respect themselves and those around them; to feel safe; to be proud of the cultural capital they bring to our community; to take responsibility for their actions; and to apply the learner quality of self-awareness.

Living out our culture of **“We are fun. We are together.”** means that pupils are supported to live healthy lifestyles, look after their mental health, celebrate success together, show empathy, live and disagree well, feel a strong sense of belonging, and celebrate diversity. These values are underpinned by the learner qualities of connection and using feedback positively.

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

Our Pupil Premium Strategy **draws directly from the School Improvement Plan**, reflecting our belief that **what is best for disadvantaged pupils is best for all pupils**. Improvement priorities are therefore designed with disadvantaged learners in mind from the outset, ensuring that funding is used to strengthen teaching, curriculum design, inclusion and wellbeing in ways that benefit the whole school community while having a disproportionate positive impact on those facing the greatest barriers.

We have a clear, shared belief that **securing strong progress and achievement across all subjects is the strongest indicator of the impact of our Pupil Premium**

Strategy, as our core purpose is to educate our pupils well. Academic success, alongside strong wellbeing and inclusion, enables pupils to access future learning and life opportunities with confidence.

High-quality first teaching for all pupils sits at the heart of our approach, with a particular focus on the areas where disadvantaged pupils require the greatest support. Evidence shows this has the greatest impact on closing attainment gaps, while also benefiting non-disadvantaged pupils. This is especially important in our context, where a significant proportion of pupils (42%) are in receipt of Pupil Premium funding.

We believe that **additional provision funded through the Pupil Premium should support all pupils who are disadvantaged or vulnerable**, not solely those who attract the funding. Our strategy therefore focuses on removing barriers, strengthening teaching, and providing timely, targeted support so that all pupils can thrive academically, socially and emotionally within a strong, inclusive school community.

Challenges

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

Challenge number	Detail of challenge
1: Attendance	<p>Over the last 3 years:</p> <ul style="list-style-type: none"> Attendance of disadvantaged pupils has been between 0.9% and 2.1% lower than their non-disadvantaged peers. Persistent absence for disadvantaged pupils has been between 6.5% and 15.4% higher than their non-disadvantaged peers.
2: C&L	<ul style="list-style-type: none"> Low starting points of language & communication skills upon entry evidenced by internal assessments. Across the school, almost a fifth (19%) of all pupils and almost a quarter (23%) of all disadvantaged pupils have an identified Speech, Language and Communication Need.
3: SEND	Over a third of disadvantaged pupils (35%) have an identified special educational need or are on SEN support, which is almost double the national average for all pupils.
4: Phonics	Our disadvantaged learners have greater difficulties with phonics than their peers and require more intervention to meet the expected level. This negatively impacts their development as readers. This is evidenced through discussions with learners and families, observations and our own assessments.
5: Foundational skills & knowledge	Our disadvantaged pupils require more sustained practice and instructional teaching to secure foundational skills such as number and transcription. This is evidenced through discussions with learners and families, observations and our own assessments.
6: KS2 RWM	Internal tracking indicates that 91% of disadvantaged pupils between Y1 and Y6 have required access to an intervention for reading, writing or mathematics in the previous 3 years. This provision needs to be maintained in order for diminishing differences in outcomes at the end of KS2 in all subjects to be maintained, both at school level and against national averages.

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
Sustain improved attendance for all pupils, particularly	<ul style="list-style-type: none"> Attendance figures continue to be in-line or above national averages for all pupils. The difference in average attendance between disadvantaged and non-disadvantaged pupils is diminished.

<p>our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ○ The proportion of disadvantaged pupils who are persistently absent compared to their non-disadvantaged peers is diminished.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> ○ C&L ELGs outcomes are in-line or above national averages at the end of EYFS. ○ Tracking of C & L ELGs indicate that pupils have made rapid progress from their starting points. ○ Book looks, pupil Book Study & Knowledge quizzes across the curriculum evidence acquisition of tier 2 and 3 vocabulary. ○ Assessments of SALT interventions indicate at least 80% of interventions have been effective or highly effective. ○ Science assessments at the end of KS2 are in-line or above national averages for all pupils, and/or disadvantaged pupils.
<p>Improved phonic screening scores among disadvantaged children.</p>	<ul style="list-style-type: none"> ○ KS1 phonic screening outcomes for all pupils are in-line or above national averages for all pupils. Outcomes for disadvantaged pupils in KS1 phonic screening are in-line or above national averages for all pupils. ○ Differences in outcomes for disadvantaged pupils in KS1 phonic screening remain in-line with their non-disadvantaged peers.
<p>Strong outcomes for disadvantaged pupils are sustained at the end of KS2.</p>	<p>End of KS2 outcomes indicate:</p> <ul style="list-style-type: none"> ○ Outcomes for all pupils achieving the expected standard for Reading, Writing, Mathematics, GPS, and the combined measure remains in-line or above national averages. ○ Outcomes for disadvantaged pupils achieving the expected standard for Reading, Writing, Mathematics, GPS, and the combined measure remains in-line or above national averages. ○ The difference in outcomes for disadvantaged pupils compared to their non-disadvantaged peers remains within 2 pupils for Reading, Writing, Mathematics, GPS, and the combined measure at the expected level.
<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. <p>Pupils with identified SEMH needs become more effective at regulating, evidenced through:</p> <ul style="list-style-type: none"> ○ Less in-class behaviour incidents caused by dysregulation ○ A reduction in total behaviour incidents daily, half-termly, termly, and across the academic year.

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: **£54,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement WELLCOMM screening in EYFS to identify speech, language and communication needs early and inform targeted support.	Early identification of speech and language needs enables timely intervention, improving long-term outcomes and reducing later learning gaps. EEF – Early Language Interventions	2, 3
Implement Steplab instructional coaching to strengthen teaching quality, consistency and feedback across classrooms.	High-quality teaching has the greatest impact on pupil outcomes, particularly for disadvantaged pupils. Instructional coaching supports sustained improvement in practice. EEF – Effective Professional Development	2, 3, 4, 5, 6
Fund teacher release time to work with the Maths Hub , embedding evidence-based approaches to fluency, reasoning and problem solving.	High-quality CPD linked to classroom practice improves teaching effectiveness and pupil outcomes. EEF – Effective Professional Development	5, 6
Refine the use of standardised tests to inform teaching at a more forensic level and reduce learning loss.	Effective use of assessment enables teachers to diagnose gaps accurately and adapt instruction to meet pupils' needs. EEF – Assessment and Feedback	5, 6
Implement Little Wandle Handwriting across Early Years to strengthen early transcription and writing readiness.	Developing transcription and handwriting fluency supports writing composition and reduces cognitive load. EEF – Improving Literacy in KS1	5
Embed whole-school fluency routines for number bonds, times tables and arithmetic through daily practice.	Frequent, short fluency practice supports automaticity and frees working memory for problem solving and reasoning.	5, 6

	EEF – Improving Mathematics in KS2 & KS3	
Implement recommendations from the DfE Writing Framework following curriculum audits and subject leader review.	Explicit teaching of writing composition, transcription and sentence construction improves writing outcomes. EEF – Improving Literacy in KS2	5, 6
Continue subscriptions to high-quality curriculum schemes to support well-sequenced, vocabulary-rich instruction (including CUSP, Little Wandle and White Rose).	Well-sequenced, knowledge-rich curricula support vocabulary development, comprehension and long-term learning. EEF – Improving Literacy in KS2	2, 3, 4, 5, 6

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

Budgeted cost: **£45,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Speech and Language Therapy through the Words First Programme to deliver specialist interventions.	Oral language interventions have a positive impact on language skills and attainment, particularly for disadvantaged pupils. EEF – Oral Language Interventions	2
Deliver targeted small-group and 1:1 interventions , including DIBELS for reading fluency.	Targeted tuition is effective when delivered in addition to high-quality classroom teaching and aligned to curriculum content. EEF – Small Group Tuition	4, 5, 6
Provide additional phonics sessions for disadvantaged pupils not meeting expected progress, delivered by trained staff.	Phonics interventions have a strong evidence base, particularly for disadvantaged pupils, when delivered consistently over time. EEF – Phonics	4
Implement structured arithmetic interventions to secure foundational number fluency.	Targeted mathematics interventions improve access to reasoning and problem solving. EEF – Improving Mathematics	5, 6

Deploy teaching assistants strategically through refined timetabling and professional development, including use of nurture space for pupils with complex needs.	Teaching assistants are most effective when delivering structured, evidence-informed interventions. EEF – Making Best Use of Teaching Assistants	2, 3, 5, 6
Deploy Assistant Headteacher time to deliver and oversee targeted writing interventions.	Leadership involvement strengthens intervention fidelity and impact. EEF – Effective Professional Development	5, 6

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

Budgeted cost: **£29,025**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed DfE guidance on improving attendance through strengthened procedures, staff training and targeted family support.	Whole-school approaches combined with targeted family engagement reduce persistent absence. DfE – Working Together to Improve School Attendance	1
Continue funding an Education Welfare Officer to provide targeted family support and improve attendance and punctuality.	Targeted pastoral and family engagement approaches support improved attendance outcomes. EEF – Parental Engagement	1
Deliver specialist Mental Health Support Team sessions for pupils with identified SEMH needs.	Social and emotional learning approaches show an average impact of +4 months' additional academic progress. EEF – Social and Emotional Learning	7
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)	7

	Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF	
Implement SEMH and regulation strategies , including sensory, OT-informed approaches and STEPS de-escalation.	Behaviour and SEL interventions support improved engagement, wellbeing and attainment. EEF – Improving Behaviour	7
Refine unstructured play and enrichment to promote inclusion, safety and engagement for disadvantaged pupils.	Enrichment and arts participation support wellbeing, engagement and wider development. EEF – Arts Participation	7
Maintain a contingency fund to respond rapidly to emerging needs (attendance, SEMH, safeguarding).	Flexible funding enables early response to barriers before they escalate.	

Total budgeted cost: £128,775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils

We have analysed the performance of disadvantaged pupils over the previous academic year using published national assessment outcomes, IDSR data, EYFS statutory data, the DfE *Compare Your GLD* analysis, and our own internal summative and formative assessments.

Attainment and Progress

The data demonstrates that disadvantaged pupils at St George's continue to achieve **strong and sustained outcomes across all key stages**, particularly when compared to national averages for disadvantaged pupils.

At the end of Key Stage 2, disadvantaged pupils' attainment in **reading, writing and mathematics combined** has remained consistently **above national averages** over time. The latest three-year average shows **73% of disadvantaged pupils achieving the expected standard**, compared to **46% nationally**. In 2024/25, this increased further to **82%**, significantly exceeding national benchmarks.

This strong performance is reflected across individual subjects:

- **Reading:** Three-year average of **85%** (national: 62%)
- **Writing (teacher assessed):** Three-year average of **78%** (national: 59%)
- **Mathematics:** Three-year average of **80%** (national: 60%)

In all subjects, outcomes for disadvantaged pupils are broadly **in line with, and in some years exceed, national non-disadvantaged outcomes**, with gaps remaining small and variable. Over time, the difference between disadvantaged pupils at St George's and non-disadvantaged pupils nationally is **far narrower than the national disadvantage gap**, indicating sustained impact.

Early Years Outcomes

EYFS outcomes show improving early development for disadvantaged pupils. In 2024/25, **74% of disadvantaged pupils met the Communication and Language ELGs**, with outcomes within one pupil of national averages for all pupils.

The DfE *Compare Your GLD* analysis confirms that **overall GLD outcomes and individual ELG performance are in line with what should be expected given the context of the cohort**. Actual GLD outcomes closely match contextual predictions, representing an improvement on previous years. Strengths are identified in **personal, social and emotional development**, particularly *Building Relationships* and *Managing Self*, as well as strong outcomes for pupils with EAL.

Areas identified for further focus, including **numerical patterns and early writing**, align directly with the priorities set out in this strategy.

Attendance and Persistent Absence

Attendance data indicates a **clear positive trend over time**, with overall attendance now above national averages. Attendance for disadvantaged pupils has improved steadily and remains **above national FSM benchmarks**.

Persistent absence, while remaining an area of focus, shows encouraging improvement. In 2024/25, **persistent absence for FSM6 pupils was 17.6%, which is 6.9 percentage points below the national FSM rate**, placing the school below national levels for this group. This represents a significant improvement over time and demonstrates the impact of targeted attendance and family support strategies.

Behaviour and Wellbeing

Internal behaviour data shows a **substantial reduction in incidents**, decreasing from an average of **39 incidents per week to 22 per week**, representing an almost **50% reduction**. As historically a high proportion of incidents involved disadvantaged and vulnerable pupils, this reduction reflects improved regulation, engagement and wellbeing.

Targeted SEMH provision has supported pupils to regulate more effectively and remain engaged in learning.

Targeted Support and Intervention

Internal tracking indicates that **over 90% of disadvantaged pupils in Years 1–6 have accessed targeted academic or pastoral intervention over the past three years**. This sustained, responsive and, at times, intensive approach has been instrumental in securing strong attainment outcomes and maintaining diminishing differences by the end of Key Stage 2.

Evaluation of Speech and Language Therapy and WELLCOMM-informed interventions indicates that **the majority of interventions are effective or highly effective (60% for S+L and 67% for WELLCOMM)**, with pupils making strong progress from their starting points. Final effectiveness data will further quantify this impact.

Overall Evaluation

Based on this analysis, the performance of disadvantaged pupils **met and, in many areas, exceeded expectations**, and the school remains **on course to achieve the intended outcomes set out in this strategy**.

Our evaluation shows that **the strategies in place are working**. While the provision is necessarily **intensive**, it is proportionate to the needs of the cohort and has been central to securing strong outcomes. As such, the strategy prioritises **continuing and refining these approaches**, ensuring that disadvantaged pupils continue to benefit from high-quality teaching, targeted intervention and robust pastoral support.

Externally provided programmes

Programme	Provider
CUSP Curriculum	Unity
Little Wandle Letters and Sounds Revised	Little Wandle
White Rose Maths	White Rose

Further information (optional)

Our pupil premium strategy is supplemented by additional activity **not funded through pupil premium**, but which directly supports disadvantaged pupils due to their high representation within the school (42%). This work is closely aligned to our **School Improvement Plan**, reflecting our belief that *what is good for disadvantaged pupils is good for all pupils*.

Additional activity includes:

- **Embedding formative assessment and adaptive teaching** through our CPD programme, enabling teachers to identify gaps early and respond flexibly within lessons.
(EEF: Assessment and Feedback)
- **Developing adaptive teaching practice** so pupils' needs are met through high-quality classroom instruction, reducing reliance on withdrawal and strengthening inclusion.
(EEF: Special Educational Needs in Mainstream Schools)
- **Staffing a nurture provision using EHCP and high-needs funding**, providing structured SEMH support for pupils with complex needs, many of whom are disadvantaged.
(EEF: Social and Emotional Learning)
- **Participation in the EEF 'Deepening Reading' project** at Trust level, strengthening disciplinary reading and comprehension strategies across the curriculum.
(EEF: Reading Comprehension Strategies)
- **Implementing an Occupational Therapy (OT) Champion model** to embed sensory and regulation strategies across classrooms, improving access to learning for vulnerable pupils.
(EEF: Improving Behaviour in Schools)
- **Developing a Year 1 readiness and transition tool** to support more forensic use of EYFS assessment and ensure early identification of learning gaps, particularly for disadvantaged pupils.
(EEF: Preparing for Literacy)

Planning, implementation and evaluation

This strategy has been developed alongside our **School Improvement Plan**, ensuring coherence and sustainability. Given the proportion of disadvantaged pupils in the school, this alignment is essential to securing impact at scale.

Planning was informed by triangulating statutory outcomes, internal assessment, attendance and behaviour data, EYFS and GLD analysis, and pupil, parent and staff voice. We also drew on national research and EEF guidance to identify approaches most likely to be effective in our context.

The **EEF implementation framework** has been used to support careful diagnosis, selection and sequencing of strategies, and continues to inform delivery and review.

(EEF: A School's Guide to Implementation)

Implementation is supported through clear leadership ownership, high-quality CPD and instructional coaching. Impact is evaluated through attainment and progress data, intervention effectiveness, attendance and behaviour trends, and qualitative evidence.

Current approaches are **intensive but necessary**. Evidence indicates they are working, and therefore the focus of this strategy is on **sustaining and refining effective practice** to secure strong and equitable outcomes for disadvantaged pupils.