

St George's CE Infant School

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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 Infant School
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 years recommended)	2025-2026
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Victoria Harjette
Pupil premium lead	Victoria Harjette/Lucy O'Mahony
PP Governor	Victoria Mote

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,845
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	

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 well across all subject areas, to fulfil their full potential and flourish. Our school vision 'Inspire, Believe, Achieve- 'Let Your Light Shine' applies to all our children. The focus of our Pupil Premium Strategy is to support our disadvantaged pupils to achieve their goals, including progress for those who are already high attainers. All St George's staff understand that it is the school's role to ensure children who are disadvantaged have the best education and opportunities to prepare them for the next stage in their education to improve their outcomes for their future.

We will consider the challenges faced by our pupils, which could include being a young carer, being known to social care or having an additional learning need. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first 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. Our intention is that disadvantaged pupils' progress will be sustained and improved over time, therefore closing the attainment gap between their non-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 are set
- act early to intervene at the point need is identified
- ensure all children have the opportunity to access a range of extra-curricular activities to enhance their life experiences and cultural capital.
- 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
1	Following observations and feedback gathered by pupil premium leads, it remains evident that parental engagement among our PP children and families is an ongoing area of focus. Although improved, as a school we would like to further support engagement in order to mitigate any factors which contribute to the attainment gap between PP and non PP children.
2	End of year data across all year groups shows that disadvantaged children do make progress however many continue below the age related expectation.
3	Assessments and observations show that disadvantaged pupils face additional barriers which have been identified during pupil audits and case studies which may contribute to challenges in their social - emotional development.
4	Through the monitoring of attendance and scrutiny of the IDSR, trends continue to show that there are a number of disadvantaged pupils who are persistent absentees.

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
To improve parental engagement to support PP children close the attainment gap	Increased attendance at Family Liaison Sessions held for all families but with a focus on PP families to attend. These sessions involve coffee mornings, workshops and drop in sessions with a particular focus.
Improved progress and attainment among disadvantaged pupils.	Standardised assessments identify gaps in disadvantaged knowledge and understanding to inform evidence based intervention.
To achieve and sustain improved levels of attendance for all pupils, particularly for our disadvantaged pupils.	Attendance for disadvantaged cohorts will be improved. Regular monitoring and partnership with parents to support good attendance.
To support disadvantaged pupils with social and emotional regulation.	Boxall Profile will show improved scores for disadvantaged pupils across the 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to National College for teachers to access CPD online throughout the year.	High-quality CPD has a greater effect on pupil attainment than interventions such as performance-related teacher pay or introducing longer school days. A study published by the Education Policy Institute (FletcherWood & Zuccollo, 2020) concludes that the impact of highquality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. The research – a meta-analysis of 53 controlled trials of professional development interventions – was commissioned by the Wellcome Trust and also finds that “CPD has similar attainment effects to those generated by large, structural reforms to the school system”. Better availability of high-quality CPD also improves teacher retention, particularly for early-career teachers, and there is evidence that induction training and mentoring programmes are particularly effective for improving retention rates for newer teachers. The research also reports indications that high-quality CPD can lead to increased student self-efficacy and	1 2 3 4

	confidence, too. (Chris Parr, 2020, Research reveals CPD's impact on student outcomes)	
Whole staff phonics training and support for resourcing the Read, Write, Inc synthetic phonics programme within the school	Phonics gives children the key to unlocking this alphabetic code for their reading and spelling. This is why teaching phonics for reading and spelling is a cornerstone of the programmes of study for English in the national curriculum. Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England. In the United States, a seminal national study in 2000 described how: ... synthetic phonics programs produced stronger growth in reading than control programs in most of the different reader groups... The impact was 'significantly greater for at-risk kindergartners and first graders'. The authors concluded that 'synthetic phonics programs were especially effective for younger, at-risk readers'. The same alphabetic code underlies reading and writing in English regardless of differences between children. In England, the national curriculum requires maintained schools to teach reading using systematic phonics. (the reading framework, Teaching the	2

	foundation of literacy, Department for Education, July 2021)	
Deployment support staff at lunchtime	Increasing adult to child ratio Organising playground games Supporting children during playtime with their social and emotional development.	2,3 4
Engagement with the National Nurturing Schools Award	NurtureUK research reinforces that embedding the nurture principles and practice improves pupils' socioemotional functioning and academic achievement	1, 2, 3 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Nurture Group	Nurture UK research reinforces embedding the nurture principles and practice improves pupils' socioemotional functioning and academic achievement	2,3,4
One to one tutoring of individual pupils identified to boost their progress within the curriculum the equivalent of an hour a week.	The use of Specialist Teacher and support staff to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.	1 2 3 4
Specific targeted interventions in class based on gap analysis	The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support,	

	but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. (EEF, 2020 The EEF guide to supporting school planning: At tiered approach to 2020-21)	
Language Link and Wellcomm intervention groups across the school based on need, delivered by a TA.	Language Link provides assessment of strengths and weaknesses in a pupils' language development. It offers a structured programme to help develop areas of weakness. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall.	2,3
Well being Class time	Children participate in a weekly circle time activity to support emotional wellbeing and mental health.	2,3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing children with quality reading materials at home	Developing a love of reading, to support the development of oracy, reading acquisition, use of vocabulary and development of writing	1, 2 and 4
Providing opportunities to participate in after school activities	Experiencing additional sporting or creative opportunities for health and well being	1, 2, 3, 4
Ensure all children participate in school	Providing additional activities supports children's cultural capital and enables the development of the 'whole child'	1, 2, 3, 4

trips and extra school events	The following is taken from an article by Crimson Education explaining the benefits of extracurricular activities for pupils:- The Benefits of Extracurricular Activities 1. Improved Academic Performance Some students worry that participating in extracurriculars may take away too much time from their schoolwork, thus hurting their grades; however, extracurricular activities can actually improve your grades and your outlook on school in general! Participating in activities you are passionate about can increase your brain function, help you concentrate and manage your time better, all of which contribute to higher grades. High endurance sports, for example, will train you to focus and build stamina in the face of intense difficulty. This gives you an advantage when it comes to studying and taking exams. Heaps of studies have been conducted on the relationship between extracurricular activities and academic performance, and they all show that student who participate in them have higher grades, more positive attitudes toward school and higher academic aspirations. That being said, taking on too many activities can detract from your school work, but don't worry, we'll talk about that later! 2. Explore Interests and Create Broader Perspectives When you participate in multiple different activities, you'll get the opportunity to explore a range of interests and unlock passions you never knew you had! Plus, diversifying your interests subsequently broadens your world view	
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	Think about it this way: if you join a philosophy club you'll begin to look at the world through the eyes of a budding philosopher. You'll begin to question everything and anything you see or hear, which may annoy your friends a bit but will also help you think more critically and not take everything at face value – both valuable skills in today's "fake news" world. 3. Higher Self-esteem The more you achieve success through activities you're passionate about, the more your self-confidence will improve. For example, let's say you're really good at maths and your teacher encourages you to get involved in competitions. You join the school team and start training for the national Maths Olympiad. During the process you realise how fun maths can be and how talented you actually are, which gives your confidence a massive boost. Working hard and mastering new skills in a fun, relaxed – and sometimes competitive – setting allows you to be successful without the pressure of getting a good grade. Plus, once your confidence improves, you'll be more open to taking risks in all aspects of your life, not just in Maths Olympiads. 4. Social Opportunities Let's be honest, making friends can be hard but one of the easiest ways to make friends is - yep you guessed it - through extracurricular activities! Each extracurricular you engage in provides you with another opportunity to expand your	
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	social network, which will also come in handy when you're looking for a job. Hello networking! Plus, if you make friends in your extracurricular activities, you'll be more likely to get more deeply involved. For example, if you make a few friends doing community service at school, you might decide to start a volunteer club together and really make an impact in your community! 5. Productive Breaks How boring would your life be if all you did was go to school, do homework and sleep? Luckily, extracurricular activities give you something fun (and parent approved) to do aside from school. Take the much needed break. You deserve it! 6. Essential life skills On top of all of the benefits of extracurricular activities we already talked about, one of the greatest advantages that extracurricular activities give you is "real world" skills. These skills include (but are not limited to): • Goal setting • Teamwork • Time management • Prioritisation • Problem solving • Analytical thinking • Leadership • Public speaking	
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Providing school uniform for children	Wearing the correct uniform enables children to experience a sense of belonging	1,3,4
Administration staff monitoring and supporting children's school attendance	Daily contact with parents of absent children Supporting families to improve children's attendance	1 and 4
Provide school milk	Ensure children have access to a healthy, balanced diet. Healthy children are more ready to learn.	1, 2, 3 and 4
Monitoring of pupils who are entitled to PPG attendance with interventions put in place if it falls below national standards.	School absence occurs when a pupil does not attend school when it would usually be open. In England, the average pupil missed 8.4 of the 195 scheduled days in the 2018/19 academic year. However, this masks wide variation in the number of days missed, with 10.9% of pupils absent for more than 10 days (DfE, 2020). Absences happen for two broad reasons. First, pupils can fail to turn up to school on a day that the school is open. They may be ill, truanting or natural obstacles such as flooding may prevent them from attending. Second, the school may be experiencing an unscheduled closure due to a teaching strike, extreme weather or a disease epidemic (such as COVID-19). Pupils who do not attend school when school is open (uncoordinated absences) see a small decline in their academic achievement: Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement. • Equivalently, eight days of absence (the average in England) would move a pupil one place down a ranking of 100 pupils (e.g. from 50th to 51st). 4 11 • Pupils from low-income households see a larger negative effect from each day of absence. (Institute of Education UCL, Research Project, April 2021)	1, 2, 3, 4

Access to Mental Health support team (Bucks MHST) for a pupil if they need support.	Resilience is described as the capacity to 'bounce back' from adverse experiences, and succeed despite adversity. Adversity can be defined as a lack of positive circumstances or opportunities, partly brought about by physical, mental or social losses or deprivation, or the experience of trauma. Resilience has been defined as the 'opposite' of vulnerability Schools have a statutory responsibility to promote the 'wellbeing' of students. Resilience, or related concepts, is mentioned in many key documents. For example, an England-wide educational initiative on 'personal capabilities' emphasises 'tenacity, self-motivation, problem solving and self-image'; Ofsted has stated that "children's wellbeing and happiness in school underpin their attainment and achievement"; and the 2013 report from the Chief Medical Officer called for action to build emotional resilience in children. (Public Health England 2014, Building children and young people's resilience in schools).	1,2,3,4
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Total budgeted cost: £42,513

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.

St George's CE Infant School achieved the National Nurturing Schools Award in July 2023. We continue to highly value all the nurturing work we complete with our disadvantaged children across the school and see this provision as a great strength.

The data for the academic year 2025-26 is as follows:

Whole school PP progress 25-26	Expected	Above expected
Reading	29%	57%
Writing	62%	38%
Maths	52%	41%

Whole school PP Attainment 25-26	On Track in relation to Age Expectation
Reading	62%
Writing	43%
Maths	43%
GLD	40%
Phonics Screening check	75% Pass rate

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
Purple Mash	Purple Mash
Kapow	Kapow
Read Write Inc	Ruth Miskin
White Rose	White Rose
Speech and Language Link	Speech and Language Link
WellComm	GL Assessments
Sandwell Early Numeracy Test	GL Assessments
Cherry Tree Garden	Tapestry