



ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

PUPIL PREMIUM STRATEGY STATEMENT

Approved by: G Warnock

Date: 01.06.26

Last reviewed on: 01.12.25

Next review due by: 01.12.26

PUPIL PREMIUM STRATEGY STATEMENT- ST GEORGE'S SCHOOL

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 this year, within a 3-year strategy. The report considers the effect of last year's spending on our Pupil Premium pupils and the wider school.

SCHOOL OVERVIEW

Detail	Data
School Name	St George's School: A Church of England Academy
URN	140759
NOR	1032
Proportion (%) of PP eligible pupils	33.62%
Academic years that our current PP strategy plan covers	2026-2029
Date this statement was published	September 2026
Date this statement was reviewed	Annually
Statement authorised by	Mr G Warnock (Headteacher)
Pupil Premium Lead	Mrs R Fallon
Governor/Trustee Lead	Mrs C Drabble

Funding Overview

Detail	Amount
PP funding allocation this academic year	£406, 608.71
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year.	£406, 608.71

PART A: PUPIL PREMIUM STRATEGY PLAN

School Vision:

Through appreciating the and promoting the Christian values of dignity, hope, community, wisdom, humility and kindness, all members of St George's are encouraged to be aspirational. We aim to positively impact upon each other and society so that we contribute to a world where, inspired by St Paul, we can 'be devoted to one another in love. Honour one another above yourselves.'

Statement of intent

Through appreciating and promoting the Christian values of dignity, hope, community, wisdom, humility and kindness, all members of St George's are encouraged to be aspirational. We spend the pupil premium as a part of our whole-school teaching and learning strategy. The school draws on research evidence to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low prior attainment, and focus on supporting our disadvantaged pupils to achieve the highest levels. We consider effective use of Pupil Premium, as published by the EEF found here:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Our Pupil Premium spend is divided into the following three priority areas which is in line with advice and guidance from the DfE (found here:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

1. Excellent teaching

At St George's, we believe that education equips pupils with the skills to contribute positively to life in modern Britain. We strongly believe that knowledge is power and we are committed to ensuring our pupils leave school with powerful knowledge and understanding that they can use to build meaningful, successful lives. We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions in year 11 to compensate. We spend our funds on our exceptional 'core offer' which ensures 'bolt-ons' are not required.

We develop teacher talent by investing in practice and coaching evidenced through our successful implementation of Steb Lab. Regular learning walks ensure that all staff engage in meaningful discussion around the impact of classroom practice and our library of best practice videos support staff in developing their own practice. We also heavily invest in curriculum development through protected intellectual prep and curriculum booklets. In each phase, we practise key techniques collectively as a staff to ensure consistency in the quality of teaching.

The best way to ensure students make progress is to harness the power of feedback. Each day has feedback time built into it when the class teacher is

able to work with children either one-to-one or in small groups with the aim that no child goes home with a misconception. At every morning meeting, after every lunch, at every line-up, we reflect back on how the day has gone and the key highlights in learning. Each week we host a celebration assembly for all pupils to recognise pupils who have displayed the value and worked exceptionally hard each week. Improving the quality of teaching will raise outcomes for all, but it will be disproportionately beneficial to disadvantaged pupils.

2. Highly tailored interventions and more lesson time

We find out where the basic knowledge and skills gaps exist among eligible pupils as soon as they arrive in Year 7 and deploy our best teachers to help close these gaps. SATs data and internal assessment help us to identify the pupils most in need of support and we provide an intense focus on KS3 readiness when pupils start St George's.

We utilise highly tailored Direct Instruction for reading, writing and numeracy to support the pupils who arrive at school below the expected standard. Furthermore, our benchmark assessments at the start of the year for reading age and fluency are then used through our robust Reading Plus Programme. Students who graduated from reading plus, are then supported through the St George's Reading Routes, which enable them to access text which both stretch and challenge their reading potential.

In addition to our academic intervention, we also support families eligible for funding through a range of other 'soft intervention' strategies. For example, we work hard to make sure a large stock of uniform is available to families who may require support. We employ a sizeable administration team who prioritise attendance of all pupils, including PP during their 'golden hour.'. Each pupil also receives free equipment and revision guides.

We make sure that all pupils receive an exceptional core offer. We only add additional intervention if it is clearly identified, time-limited and if impact is quantifiable. These fundamental principles have served the school very well thus far and we will seek to continue to deliver for all pupils, especially those from disadvantaged backgrounds

3. Minimising barriers to achievement through pastoral support and our extra curricular offer.

We have thought carefully about what barriers to learning our pupils are likely to be experiencing, and how to remove or, at least, minimise them. For example, we invest heavily in a dedicated pastoral support team, including Pupil Welfare Officers (PWOs) and Pastoral Support Workers (PSWs), to provide well-targeted support to improve attendance, behaviour, and links with families where these are barriers to a pupil's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because pupils have to be ready to learn.

Furthermore, we ensure all pupils take part in a wide range of opportunities, regardless of socio-economic background, embedding enrichment into the

curriculum via our Carousel Programme (Years 7-9) and our electives programme for all years. Financial subsidies for uniform, revision guides, and equipment guarantee that no pupil is held back as a result of financial hardship

Challenges:

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

Challenge number	Detail of challenge
1	Cohorts with lower prior attainment is a challenge. Our current year 8 (2029 leavers) have 21% with an average KS2 score of below 100, with 3.9% scored at 80-89. Our current year 9 (2028 leavers) have 17.2% that entered with an average KS2 score below 100 with 2.8% below 89. This compares with 12.6% below 100 for our 2024 leavers, with 1.6% below 89. Our current year 7 (2030 leavers) are broadly back in line with our 2014 leavers. The data indicates that additional support will be required to help both cohorts recover.
2	Confidence and proficiency in reading and numeracy is a challenge. Assessments confirm that a proportion of disadvantaged pupils arrive with communication, language, and numerical skills that are underdeveloped. Early, rapid intervention via Direct Instruction and Reading Plus is essential to ensure they can confidently access the broader curriculum
3	Based on the 2024/2025 data, attendance at St George's for disadvantaged pupils (FSM6) is 92.9%, which is significantly above the national disadvantaged average of 88.2%. However, our overall school attendance is 94.7%, meaning an internal gap still exists between our disadvantaged and non-disadvantaged cohorts, and both figures sit below our strict whole-school target of 97%. Furthermore, persistent absence for disadvantaged pupils currently sits at 21.8%. While this heavily outperforms the national disadvantaged average of 34.5%, tackling this persistent absence rate and driving all cohorts toward the 97% expectation remains a core, ongoing challenge for our pastoral and attendance teams in 2026.
4	Aspirations amongst pupils with no history of tertiary education within their families, can be lower than their peers. The national picture indicates that this is more likely to affect those eligible for pupil premium.
5	Our information from My Concern, our internal triage system, class charts as well as discussions with pupils and families have

	identified social and emotional issues for many pupils such as anxiety, depression and low self-mood. Over the last 2 years, teacher referrals have increased yet waiting times for local services are stretched.
6	The changing cohort, most likely due to the cost-of-living crisis and increasingly stretched services, have led to an uptick in community challenges as per concerns logged on My Concern. Additionally, there is an increase in behavioural challenges related directly to self-regulation for which disadvantaged pupils are disproportionately represented

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
Achieve exceptional attainment and progress scores among disadvantaged pupils	By the end of our current plan, KS4 outcomes will demonstrate that disadvantaged pupils achieve very well: • A PP cohort Progress 8 score turning highly positive. • Sustain our exceptional PP cohort Attainment 8 score of 50.0, well ahead of national averages
Continue to eradicate literacy and numeracy gaps across KS3.	Reading Plus and Direct Instruction assessments demonstrate a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers, ensuring 100% are fully KS3-ready
To sustain high-quality wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, parent surveys, and a reduction in self-regulation behavioral incidents

To sustain excellent attendance for all pupils, particularly our disadvantaged pupils.	High attendance annually demonstrated by: • 97%+ attendance for all pupils. • FSM6 Persistent absence significantly reduced below 11.0%
All groups of pupils access a broad and balanced curriculum which provides a foundation for appropriate future career pathways	An outstanding curriculum across all subject areas that is specific, coherent and ambitious, ensuring that disadvantaged pupils are integral to curriculum planning and delivery.

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: £ 190, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning – ensuring regular observations of teaching by all staff, ensuring the needs of pupils are always met. Purchase of StepLab to provide dialogue between staff on best teaching strategies	Ensuring an outstanding teacher offer, as noted by the definition of ‘exceptional’ quality of education in Ofsted EIF .	1, 2,
Weekly CPD relating to teaching and learning led by the Assistant Headteacher in charge of teaching/CPD. All staff receive direct instruction and time to rehearse fundamental routines/structures/mantras.	The EEF are very clear that high-quality teaching is of paramount importance for any pupil premium strategy. We use CPD strategically and react to issues as they emerge. This helps consistency of teaching, with excellent stability in curriculum implementation across departments.	1, 2

	EEF - Guide to Pupil Premium	
Specialist literacy support staff maximising the effectiveness of Direct Instruction.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2,
Maximise the effectiveness of Reading Plus so that our pupils read widely and often	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2
Embed whole school reading approaches focussing primarily on comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Design and implement a bespoke CPD programme underpinned by development of a practice culture	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 4, 6
Ensure all teachers and associate teaching staff deliver greater and more impactful same day feedback	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2, 4
Employ additional staffing to work with under achieving disadvantaged students in the core subjects	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4, 5

Employment of academic mentors and teaching assistants.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4
Timetable protected intellectual prep sessions for all faculty areas to support with effective feedback.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2

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

Budgeted cost: £ 108, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic interventions for core subjects across all key stages timetabled after school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Internal small group tuition in English and maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Study club for year 10/11 PP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2

Literacy interventions such as Reading Plus and Direct Instruction	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Provide highly tailored catch up and revision sessions to Year 11 during period 7, half terms and weekends.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2
Provide subsidies to reduce barriers for e.g. revision guides and learning resources, uniform and equipment	Experience has taught us over the past year or so that we need a contingency fund to ensure that no student is held back as a result of financial hardship. This includes offering to subsidise uniforms and revision guides and providing equipment for those who need it.	1, 4, 5, 6

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

Budgeted cost: £ 108, 608.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ pastoral and behaviour mentors to support with pupils struggling to access the curriculum as a result of issues with self-regulation.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5, 6
Overstaff pastoral areas so that attendance calls can be made for the first hour of every day with each pastoral member	DFE's https://www.gov.uk/government/publications/school-attendance/framework	3

taking a critical attendance family.	<u>rk-for-securing-full-attendance-actions-for-schools-and-local-authorities</u>	
Develop the role of the behaviour and attendance officer including training and targeted support to reduce persistent absenteeism and raise levels of attendance	<u>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</u>	3, 5, 6
Enrichment embedded in the curriculum via our Carousel Programme (Year 7-9) and our electives programme (all years)	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</u>	1, 4
In house counselling service and well-being drop in	<u>https://www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/school-and-community-based-counselling-operating-toolkit/</u>	6,7

Total budgeted cost: £487, 492

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

Our academic achievement in the recent 2025 Inspection Data Summary Report (IDSR) was exceptional, vastly outperforming national disadvantaged averages. We successfully delivered on our ambition to close the attainment gap between our disadvantaged pupils and national non-disadvantaged peers.

- Attainment 8: Our disadvantaged cohort achieved an extraordinary average Attainment 8 score of 50.0. This is significantly above the national disadvantaged average of 34.9, and practically mirrors the national *non-disadvantaged* average of 50.3.
- English & Maths Success: 58.1% of our disadvantaged pupils achieved a Grade 5 or above in English and Maths. This drastically outperforms the national disadvantaged average of just 25.6%, and even exceeds the national *non-disadvantaged* average of 52.8%. Similarly, 80.6% achieved a Grade 4 or above, outperforming the national non-disadvantaged average of 72.7%.

Attendance remains a top priority for the school. Our relentless focus on attendance—including daily phone calls, home visits, and well-being checks from our PWOs—has resulted in strong attendance for our disadvantaged pupils. Overall FSM6 attendance was 92.9%, which remains far above the national FSM6 average of 88.2%. Furthermore, our persistent absence rate for the FSM6 cohort saw a statistically significant decrease to 21.8%, heavily outperforming the national average of 34.5%. We are committed to making sure that we do not become complacent and will continue to drive attendance to meet our 97% target

Our behaviour strategy and pastoral interventions have been highly effective in maintaining a calm and focused environment for the vast majority of our pupils. According to our most recent validated data (2023/24), the suspension rate for our disadvantaged (FSM6) cohort was just 6.42%, drastically outperforming the national disadvantaged average of 16.57%. Furthermore, our pastoral approaches successfully prevented repeat offences; only 1.96% of our FSM6 pupils had two or more suspensions, compared to 9.40% nationally. While these exceptionally low suspension rates are a major success, we recognise an ongoing challenge with a very small cohort of pupils struggling with severe self-regulation, which resulted in 8 permanent exclusions across the school (compared to a national average of 3). Because these exclusions were primarily driven by persistent disruptive behaviour and verbal or physical incidents against adults, this data firmly validates our continued Pupil Premium investment in dedicated pastoral and behaviour mentors. Their core focus moving forward will be providing targeted, early intervention for self-regulation to ensure challenges are de-escalated well before they reach the threshold of permanent exclusion.

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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
Direct Instruction	NIFDI
Dreambox Reading Plus	Daisy Education
Steplab	Steplab
Mathswatch	Mathswatch
UniFrog	UniFrog

Service pupil premium funding (optional)

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

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.

Additional activity: Our pupil premium strategy is supplemented by additional, whole-school activity that is not strictly funded by the pupil premium, but is designed as part of our 'core offer' to disproportionately benefit our most disadvantaged pupils. This includes:

- **A strong Christian ethos and values:** Our strong Christian, Anglican context seeks to promote the spiritual, moral, cultural, intellectual, and physical development of all our pupils. Through appreciating and promoting our core Christian values of dignity, hope, community, wisdom, humility, and kindness, we nurture our disadvantaged pupils to grow into good people who are aspirational and resilient. We aim to positively impact society so that we contribute to a world where, inspired by St Paul, we can "be devoted to one another in love" and "honour one another above yourselves".
- **Exceptional behaviour so teachers can teach:** We insist on the highest expectations of conduct, implementing strict routines from Year 7 onwards, including silent transitions and pre-emption strategies. Disadvantaged pupils benefit disproportionately from a calm, highly structured environment where teachers can deliver content unimpeded by low-level disruption.
- **Structured after-school support to close the gap:** We recognise that disadvantaged pupils may not always have access to a quiet study space or academic support at home. To prevent the attainment gap from widening, we run a Compulsory Homework Club (3:20pm - 4:20pm) and Daily Intervention Clinics. This ensures all pupils have the expert support they need to complete their independent study and revise effectively before they go home.
- **An academic offer with reading at its heart:** We understand that literacy is the gateway to the curriculum. Alongside our targeted Direct Instruction and Reading Plus interventions, we have a full-time librarian and dedicated weekly reading lessons for pupils. Pupils are guided on appropriate book choices, engage in reading competitions, and read aloud to improve fluency, fostering a genuine love of reading.
- **High-Quality Same-Day Feedback:** Across the school, our feedback model ensures that every day has feedback time built into it. Teachers utilise "quick-fire" questioning to upscale verbal responses into extended 'S.H.A.P.E' answers. This ensures no child goes home with a misconception, accelerating progress for those who need it most.
- **Enrichment and Cultural Capital for all:** We ensure that all pupils take part in a wide range of opportunities, regardless of socio-economic background. Our Carousel Programme (Years 7-9) and electives programme (which includes debating, politics, and the 'St George's Bugle' newspaper) build confidence, cultural capital, and life skills. Our Charging and Remissions policy actively ensures no pupil is excluded from these activities or residential trips due to financial hardship.
- **Unwavering Pastoral and Wellbeing Support:** Built upon our Christian values, we provide an incredibly strong pastoral safety net. This includes

our in-house counselling service, well-being drop-ins, and a dedicated team of Pastoral Support Workers (PSWs) and Pupil Welfare Officers (PWOs) who tackle barriers to attendance and self-regulation comprehensively. We also employ a full time psychotherapist to work with our most vulnerable pupils.

Planning, implementation, and evaluation We are confident that our exceptional 'core offer' combined with the targeted activities outlined in this strategy will deliver high impact on the progress and achievement of our disadvantaged pupils. As we move towards the end of this 2026-2029 cycle, we will continue to evaluate the performance of disadvantaged pupils by triangulating multiple sources of data, including external progress assessments, internal subject assessments, attendance trends, and pupil/parent voice surveys. We will remain relentless in our ambition to ensure that all pupils at St George's succeed at university or a real alternative, thrive in a top job, and have a great life, irrespective of their starting points