

Pupil premium strategy statement – St. George's CVA

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

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

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

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

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (as at October 25 census)	342
Proportion (%) of pupil premium eligible pupils	24% (83 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachael Snowdon-Poole
Pupil premium lead	Jennifer Lewis
Governor / Trustee lead	Donato Maffione

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,374.63
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£117,374.63

Part A: Pupil premium strategy plan

Statement of intent

At St. George's Catholic Voluntary Academy, it is our intention that all pupils, regardless of their background or their starting points, make excellent progress and achieve strong attainment across all curriculum subjects. The purpose of our pupil premium strategy is to focus on supporting disadvantaged pupils to achieve that aim.

Within our strategy we will consider the needs of all vulnerable and/or disadvantaged pupils.

First and foremost, high-quality teaching is at the centre of our strategy, with a focus on areas in which disadvantaged pupils require the most support. Our curriculum's design is based on cognitive load theory and the known importance of revisiting learning. We also have specialist teachers in many foundation subjects ensuring the delivery of the curriculum is well considered. Quality first teaching 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education including an excellent level of pastoral care, close management of attendance, the offer of a range of after school provision and helping students develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Invest heavily in children's pastoral care and personal development offer

Challenges

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

Challenge number	Detail of challenge
1	Poor Communication and Language skills on entry into Foundation Stage Reception baseline assessments highlight that a large number of our new starters into EYFS2 lack the ability to use verbally constructed simple sentences across a range of contexts. This is rooted in poor educational experiences for parents/carers and their lack of understanding of the importance of basic skills and also an increasing number of children with EAL. This limits communication with other children and adults, which is vital for language and cognitive development and relationship building. This can also lead to self-esteem and friendship issues including preventing their chances of excelling in other subjects.
2	Low exposure to ‘rich and ambitious’ vocabulary It is widely acknowledged the impact that poor communication and language skills have on attainment and this can impinge academic performance throughout a child’s education. There is currently a word gap between disadvantaged children and their peers when they start school. Some of our Disadvantaged children (throughout the school), in comparison to peers, do not receive regular exposure to ambitious vocabulary, both in their everyday interactions within families and their community or through their choice of reading.
3	Emotional/ Mental Health Challenges We have a large number of children who suffer with anxiety. Many of these children (although not all) are our pupil premium children. Anxieties for these children are caused by a range of factors including issues at home. We recognise that the pandemic resulted in a rise in cases of poor mental health and emotional wellbeing among our children and its impact continues. Some loss of learning is likely to have an impact on families and the pupils’ wellbeing, which we have noted in some year groups more than others. Identifying these emerging needs and responding to them appropriately has been paramount in preventing them from becoming barriers to learning, and this will continue to be so.
4	EAL – We have a large (and increasing) percentage of children who speak little or no English at home, many of whom are pupil premium eligible. This has an impact on most subjects, but especially, English writing (including vocabulary) and reading comprehension.
5	Increasing Parental Engagement It is evident that the engagement of parents in some specific cohorts is particularly poor and this is presenting itself in outcomes for children being potentially lower than they should be. There are various reasons why that might be, but as a school, it is important that we identify this as being a barrier, so that we can do everything we can to lessen its impact.

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
For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	For progression in Communication and Language skills to be accelerated in reception and KS1 and that high standard maintained in KS2. 90% of disadvantaged pupils to meet the expected standard at EYFS, KS1 and KS2 assessment points core subjects as a result of improved communication and resulting cognitive function. Positive progress scores in core subjects for 90% of disadvantaged children.
For children to experience, have understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	20% of Disadvantaged pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.
For existing emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice and for relationships between home and school to be mutually supportive.	For children with identified existing emotional health concerns to show progress in intervention and nurture groups, measureable through pupil questionnaires (including PASS tests) and in group assessments. For all parents to feel part of our school community with a real involvement in their child's education (linked to barrier E) Personal Development to be made explicit within lessons and on MTPs so that we ensure a full coverage of the areas of personal development that we have identified as being critical to ensure excellent outcomes for pupils
For all EAL students (including those entitled to PP) to gain in academic confidence in reading and writing in order to equal the attainment and progress of non-EAL students.	In KS1, at least 90% of children have the necessary support to pass the PSC In KS2, reading fluency and comprehension is tracked and monitored to identify key areas for improvement All children, throughout school, develop a real love of reading. At least 85% of EAL children leave KS2 at ARE and 15% at GD for reading and writing.
For parents/carers/families to be more engaged with their children's schooling	Specific parents are targeted to ensure more frequent attendance at school events. Class acts of worship are once again combined with lesson visits for parents to experience how learning happens in this school. Masterclasses for parents – maths/English skills/phonics To re-establish a PTFA so that parents feel like they have ownership of an element of school life

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: £ 3859

Desired Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
1.To embed a well-structured and ambitious curriculum which is coherently planned and sequenced to include robust feedback and opportunities for re-visit.	CPD to further upskill all (and especially less experienced) staff in subject management – giving them a clear understanding of identifying strengths and areas to develop.	EEF – High quality delivery and feedback enhances learning by at least 6 months	1
	Subject leads have the opportunity to review the intent of their curriculum regularly, to ensure coverage, sequencing and progression		2
	Time given to ensure that subject leads and teachers are clear about the end points of knowledge that children need to know and remember in all subjects		1,2 & 4
2. To ensure consistent delivery of the planned curriculum through quality first teaching.	Curriculum implementation reviews in all subjects on a termly basis	Close monitoring of the delivery of the curriculum and empowering subject leads has proven to be very successful in terms of giving subject leads the confidence and skill to manage their subjects professionally. EEF - Arts participation +3 months and Oral Language interventions +6 months	2
	Regular CPD for teachers and TAs as identified in curriculum review process		1-4
	Speak Out Oracy project – allowing for more use of Talkless teaching strategies to be rolled out in years one and two		1-4
3. To ensure that all learners make significant progress throughout their schooling	Insight is used as a markbook to record pupil's understanding of the taught curriculum	EEF – High quality delivery and feedback enhances learning by at least 6 months Teacher Feedback to Improve Pupil Learning' Collin & Quigley, A	1,2,4
	Termly PPMs or ATMs in each of the core subjects are held termly in order to review impact of the curriculum		1,2,4
	Investment in FFT early results service to track progress of all, including PP eligible children.		1,2,4
	Clear and robust assessment systems used (Trust Assessment Framework) to ascertain children's progress against point in time assessments		1,2,3&4
	Summative assessments used termly and QLA conducted to further identify gaps in learning		1

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

Budgeted cost: £ 25075

Desired Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
1. High quality phonics intervention in Early years and KS1 to ensure that pupils keep up and not have to catch up	Coaching/CPD throughout the year for all teachers/TAs teaching phonics to ensure consistency of approach – phonics lead to be out of class in order to facilitate this.	Closing the Vocabulary Gap – Quigley, A: 2018 EEF – Use of a highly effective, systematic, synthetic phonics scheme has an extensive impact on outcomes by 5 months on average.	1,2,4
	Continued use of the RWI phonics training portal		1,2,4
	Phonics lead to identify areas for CPD to individual members of staff and to recommend training from the portal		1,2,4
	RWI interventions used effectively with children who require targeted input		1,2,4
2. To deliver small group interventions where necessary (and where it is most needed) to fill any gaps in learning caused by absence	Question level analysis of summative assessments and analysis of formative assessments (Insight) to be used across school to identify areas where intervention is necessary	Closing the Vocabulary Gap – Quigley, A: 2018 EEF research suggests that small group tuition can provide +4 months EEF suggest that 1:1 tuition can provide +5 months	1,2,3,4
	Employment of an intervention teacher to work across the school, initially in Y5 and Y6		1,2,3,4
	Purchase of CGP revision materials and distribution FOC to PP children (Y6 only)		1,2
	RWI 1:1s organised in line with in class assessments.		1,2,3
3. To ensure that the most effective adaptations are made for pupils with SEND/ otherwise disadvantaged across the curriculum to allow them to access the knowledge being taught	EEF's 5 a day strategy rolled out across school to ensure that all learners enjoy a positive learning experience: ▪ Explicit instruction ▪ Inclusion of cognitive and metacognitive strategies ▪ Scaffolding ▪ Flexible grouping ▪ Using technology ▪ PLUS, we have added a sixth initiative which encourages an understanding of sensory issues	EEF strategy employed to include improved metacognition	1,2,3,4
	5 a day is planned and is being consolidated this academic year-across the curriculum in each year group		1,2,3,4

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

Budgeted cost: £ 88440.63

Desired Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
1.To give enhanced learning opportunities to ensure that children are familiar with the best things that have been said, written or created, with the inclusion of a wide range of vocabulary.	Continue to use the Music Partnership to allow all children to access the best possible music provision – all children will learn to play musical instruments from voice to percussion to violin and phase in wind or brass instruments this year (25-26)	EEF: Arts Participation adds 3 months to outcomes	2 & 3
	As they go through school, all children will have the opportunity to enjoy listening to and playing with the Halle orchestra		2 & 3
	Leaders and Teachers continue to tweak key knowledge and design/consolidate the curriculum such that children learn about the greatest scientists, the greatest artists, the most significant people and key events in history and they have a deep understanding of human and physical geography of the planet as well as furnishing them with the skills and knowledge to succeed in computing, PE and French which will afford them the best opportunities to be successful citizens within their communities.		1,2
2. To further enhance our Personal Development curriculum so that it allows for a progressive and ambitious offer.	The continued restructure (annually) of our RSE/PSHE re-plan, to encapsulates all issues that children may confront in their lives and extra resources to be purchased, including books through the Equaliteach scheme and Ten Ten + are added in order to better prepare children for all eventualities in life. Staff CPD (weekly) to support this	DfE research: 'Developing Character Skills in Schools' 2017 NCB Research and Policy Team	1,2,3
	To continue offer a full suite of free of charge extra-curricular activities (e.g. eco-club; archaeology club; arts and crafts club, geography club Book and a Biscuit club; cooking club, LEGO and fine motor club, plus a range of sports clubs etc.) timetabled after/before school. Places for PP/SEN children given priority (early booking available to these families). Staff to be awarded a day off for delivering a club over 6 weeks – covered by supply (or JL)		3
	School Parliament trip to Houses of Parliament (annual)		1,2
	Trips and residential funded (or partially funded for children eligible for PP. To be decided on a case by case basis).		1,2,3

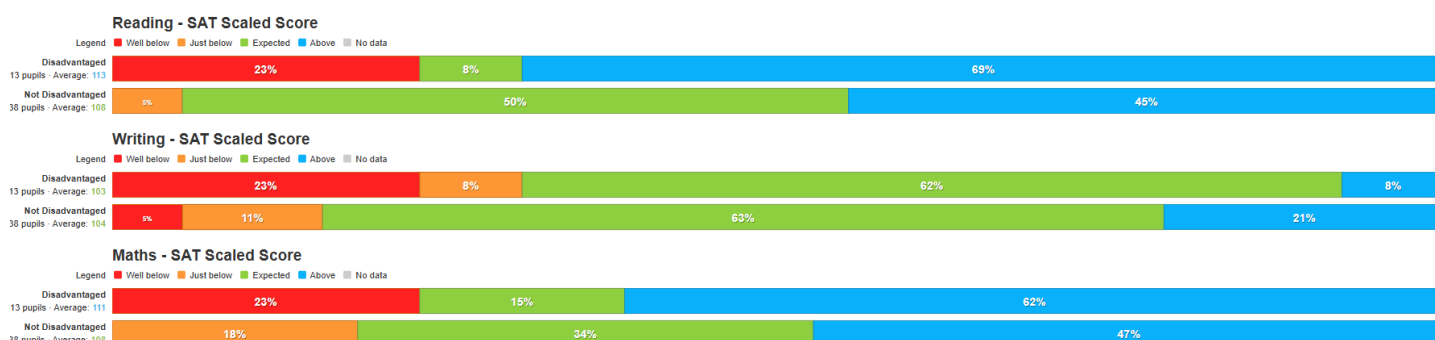
3. To provide a level of pastoral care to help all children to have at least 96% attendance wherever possible.	Continued employment of Child protection, safeguarding and Inclusion Manager and Vulnerable Children's team staff	During the time that this member of staff has been in this role, attendance figures have improved significantly and relationships with families has improved too.	3 & 5
	Nurture Groups are timetabled for all (especially PP eligible) children identified by class teachers, Priority Pupil Team and health care professionals as being vulnerable	Social and emotional skills are essential for children's development (EEF)	3
	Priority pupils meeting held for one hour each week. PP team, HT, DHT and SENDCo in attendance		3
	Pupil questionnaires issued half termly to assess the emotional state of all pupils	Monitoring children's happiness and confidence allows us to pre-empt where there may become behaviour issues in the future	1,2,3
	Check-in charts used by all classes and monitored by our Anti-Stigma Ambassadors		3
	Drop in den managed by our Mental Health lead in school and her ambassadors	Having an open approach to mental health in school is vital to breaking stigma and children feeling that they can talk about their feelings gives more opportunity for children to succeed.	3
	Wraparound care (Breakfast club and Afterschool club) funded for PP children where they choose to take it.		3 & 5
4. To further develop relationships with our parents	Parents to come to class AoW and stay for the first lesson of the day and breaktime	EEF – Positive parental engagement can have an impact of 4 months	5
	To begin the process of re-introducing a PTFA to be fully established by the end of Year 3 (July 2026)		5

Total budgeted cost: £ 117374.63

Part B: Review of the previous academic year

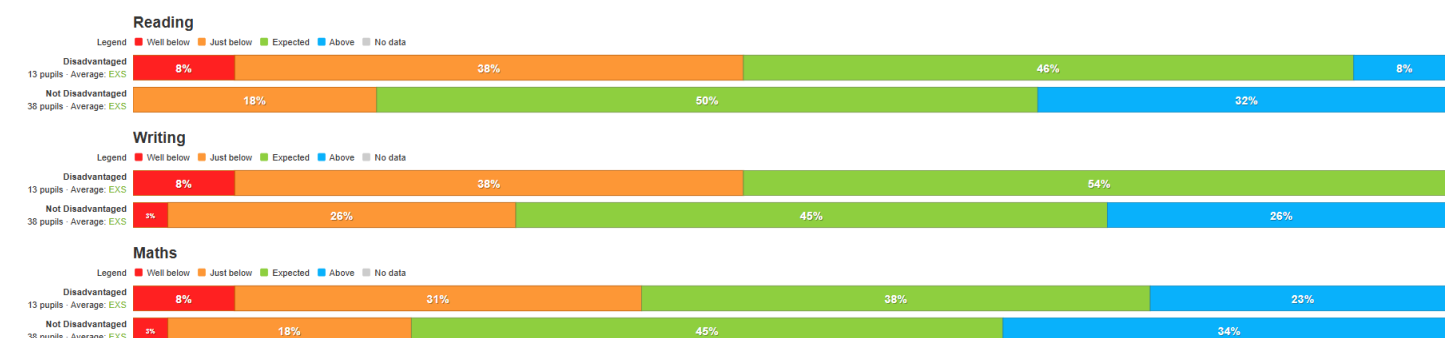
Outcomes for disadvantaged pupils

KS2 data – Disadvantaged v Non-disadvantaged



With the exception of writing, our disadvantaged pupils outperformed our non-disadvantaged children in the KS2 end of year tests, a pattern that has emerged over the past few years. The way that our reading and maths curricula are designed allows for constant retrieval and review of basic skills to ensure that foundational knowledge is secure, which is having a transformative effect on outcomes in these subjects, particularly at greater depth. During the last term of academic year 24/25, we began to restructure the way that we teach writing. It is now stripped right back in the Early years and year 1 (and year 2) in order to ensure that all children have the foundational skills necessary to build as strong a picture in writing as we already have in both maths and reading.

KS1 data – Disadvantaged v Non-disadvantaged



As in previous years, outcomes for disadvantaged children in KS1 fall below those who are not disadvantaged. Between EY and Y3, these children make great progress, but it is the consolidation and accelerating that happens in KS2 which transforms attainment. The aim in the coming years will be to intervene at an earlier stage in schooling so that children who are disadvantaged have the opportunity to catch up sooner. This is why getting 'Strong Foundations' in place early is vital.

Y1 Phonics – June 2025



88% of all Y1 children passed the phonics check – above national, with 82% of disadvantaged children passing (also, above national). 2 children did not pass, one of whom was disapplied based on the fact that he was not accessing the Y1 curriculum at that time.

Attendance data – Whole school

Attendance Statistics

📅 Date range **Custom**. Start Date **9th Sep 2024**. End Date **24th Jul 2025**. Students who are **All Enrolled Students (2024/2025)**,

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Student Group	⋮	Present R/C		⋮	Auth. Absent R/C	
		Marks (%) ↑			Marks (%)	
All Students		96.26%				

Attendance data – Non-Disadvantaged

📅 Date range **Custom**. Start Date **9th Sep 2024**. End Date **24th Jul 2025**. Students who are **All Enrolled Students (2024/2025)**, and who also are **Not Disadvantaged**,

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Student Group	⋮	Present R/C		⋮	Auth. Absent R/C	
		Marks (%) ↑			Marks (%)	
All Students		96.61%			2.75%	

Attendance data – Disadvantaged

📅 Date range **Custom**. Start Date **9th Sep 2024**. End Date **24th Jul 2025**. Students who are **All Enrolled Students (2024/2025)**, and who also are **Disadvantaged**,

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Student Group	⋮	Present R/C		⋮	Auth. Absent R/C	
		Marks (%) ↑			Marks (%)	
All Students		95.18%			3.77%	

Having robust systems in place for attendance follow-ups means that our attendance data is both strong and that data for disadvantaged and non-disadvantaged children is closely aligned.

Our intended outcomes:2024-2025

For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential. [Reading results and phonics outcomes are positive.](#) In house questionnaire data indicates that all children feel safe and happy in school. There is still some work to do for some children with regard to how positively they regard themselves as learners. Our move to weekly priority pupil meetings means that issues for children in school are picked up quickly by our pastoral team and interventions put into place for these children, the majority of whom, are disadvantaged. Two of our Priority Pupil team are EBSNA (emotionally based school non-attendance) trained which has led to a change of approach for

some families, in terms of meeting the needs for certain children to allow them to come into school with decreased anxiety. This has had a positive impact on these children and their relationship with school.
For children to experience, have understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level. Monitoring across all subjects confirms that the inclusion of vocabulary is at the heart of all learning. In addition, the amount of pupil talk and meaningful conversations in all classrooms is paramount. The models we use to encourage all children to share their opinions means that the vast majority of our children are confident speakers. We continue to be part of the 'Speak out' Oracy project which is to be rolled out across all year groups, in order to build in more opportunities for conversations that are more sophisticated and nuanced.
For existing emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For prevention strategies to be embedded in school practice and for relationships between home and school to be mutually supportive. Priority Pupil meetings (as previously mentioned) allow for early intervention to take place for those with emotional and behavioural needs. The PSHE curriculum is carefully mapped to ensure that children learn about feelings and how to deal with them at an age appropriate level. In house PASS test results show that children are happy in school and know that there are trusted adults in school that they can talk to when they need to. The pastoral team lead the anti-stigma ambassadors' team in school. Anti-stigma ambassadors are stationed in each class to help with the emotional support of the children within that class. Two of our Priority pupils team have attended EBSNA training this year which has affected the approach that we take to absence and the interventions that we put in place to help affected children access school with less anxiety.
For all EAL students (including those entitled to PP) to gain in academic confidence in reading and writing in order to equal the attainment and progress of non-EAL students. EAL students have out performed white British students within school across all subjects with the exception of writing. The strategies in place are highly effective. Over the course of the spring and summer terms in 24/25, the writing lessons in school have been overhauled and replanned to ensure full coverage of basic skills so that Strong Foundations are established prior to pushing children to write in prose long before they are able to. This is in line with the 2025 Writing Framework and the Strong Foundations in the first years of school report developed by the DfE in union with Ofsted.
For parents/carers/families to be more engaged with their children's schooling Parents are happy with the school as per our recent Ofsted report (May 2024) and our Catholic School's inspection in November 2025. We began inviting parents into our lessons (following class assemblies) again last academic year in order for parents to see the curriculum in action. Parents have found these opportunities really useful. The plan is to continue to roll out greater opportunities for parents to spend time in school.