



Pupil premium strategy statement - Saint George's CofE School

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	1390 plus 253 in Sixth Form
Proportion (%) of pupil premium eligible pupils	21% Primary Phase – 12%
1	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Simon Murphy
Pupil premium lead	Emma Warburton/ Sacha Semanshia
Governor / Trustee lead	Karen Plummer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 316719
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 316719



Part A: Pupil premium strategy plan

Statement of intent

In the Parable of the Good Samaritan, Jesus responds by saying the most important commandment is to “Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’ and, ‘Love your neighbour as yourself.’” At Saint George’s, we demonstrate this through the equity of opportunity we provide for those students who may not have had an equal starting point. We will work closely with our pupil premium students, parents/carers, teachers, and stakeholders to identify their challenges and enable them ambitiously to overcome them.

We intend to action this through our values of **Caring** for ourselves and others as unique and valuable creations, the **Respect** of all people and places in our school community and beyond and to **Share** generously of our time and talents to serve our school community and others. By doing this, we want our pupils to adopt a mindset that is confident, resilient, and strong in who they are destined to become once they leave the gates at SGS and go out to navigate the adult world.

Our aim is to champion relentlessly each disadvantaged pupil from EYFS through to Year 13. Part of this includes a commitment to ensuring that disadvantaged pupils develop the spoken language and communication skills needed to thrive academically, socially, and emotionally.

Our **ultimate objective** is that disadvantaged pupils:

- Communicate confidently and effectively in a range of contexts
- Use spoken language to support their thinking, vocabulary growth, reading comprehension, and writing
- Participate fully in classroom dialogue and collaborative learning
- Develop confidence, social capital, and cultural capital through structured opportunities to speak, perform, and lead

Our **oracy strategy** aligns with the EEF’s evidence that high-quality talk enhances cognition, vocabulary acquisition, reading, and long-term academic progress. We focus on **high-quality teaching, structured interventions**, and **wider opportunities** that give disadvantaged pupils space and support to find their “spoken voice” alongside their “written voice”.

Key principles:

- **Consistency** in oracy expectations and language routines across all classrooms
- **Explicit teaching** of vocabulary and speaking skills
- **Professional development** for teachers and support staff
- **Targeted intervention** for pupils with delayed speech, language, and communication skills
- **Enrichment and leadership opportunities** that enable disadvantaged pupils to practise oracy in authentic contexts



Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped vocabulary and limited exposure to language-rich interactions at home, resulting in weaker oral and written expression and low confidence in speaking .
2	Poor early speech, language and communication skills , particularly in EYFS and KS1, delaying phonological awareness, comprehension, and early reading. This lack of fluency in reading can become ingrained and can still be seen in KS3 and KS4 if not supported.
3	Inconsistent teacher expertise in facilitating high-quality classroom talk, dialogic teaching, and structured oracy routines.
4	Limited access to wider cultural and leadership experiences that provide meaningful contexts to use and develop oracy skills.
5	There are individuals within this group across all phases who experience elevated levels of social, emotional and mental health challenges.

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
1. Improved spoken language and vocabulary for disadvantaged pupils.	<ul style="list-style-type: none"> Increased participation & confidence in classroom talk Improved reading comprehension outcomes Improved vocabulary use and sentence construction
2. Strong foundational oracy in EYFS & KS1.	<ul style="list-style-type: none"> Disadvantaged pupils contribute more frequently and more confidently in lessons Pupil voice shows improved self-confidence in speaking <i>See also 180 Day plan Priority 1</i>
3. Improved consistency of oracy pedagogy across all phases.	<ul style="list-style-type: none"> All teachers trained in dialogic teaching / oracy frameworks



	<ul style="list-style-type: none">• Learning walks show consistent use of talk routines and structured discussion• Collaborative learning has meaningful impact because KAGAN is used skilfully across all phases.• <i>See also 180 Day plan Priority 2</i>
4. Increased exposure to enriching oracy opportunities.	<ul style="list-style-type: none">• High participation rates from disadvantaged pupils in debates, performances, presentations, and leadership clubs• Enhanced community and parental engagement• Increased cultural capital and sense of belonging• Increase in disadvantaged pupils becoming Values Ambassadors KS1-KS5• <i>See also 180 Day plan Priority 4 and 5</i>
5. Timely and effective support for disadvantaged pupils experiencing social, emotional or mental health issues.	<ul style="list-style-type: none">• Pupils and families feel supported because of early intervention through the ELSA and safeguarding teams• Attendance of disadvantaged pupils is good



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: £132,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust-wide Oracy CPD programme covering dialogic teaching, vocabulary instruction, questioning, and structured talk routines.	EEF: Oral Language Interventions (+6 months); High-quality teaching is the most impactful PP strategy.	1, 3
Development of a Trust Oracy Framework with common expectations, talk protocols, and progression pathways.	Consistency enhances implementation; EEF implementation guidance.	3
Instructional coaching to embed oracy routines in daily teaching (e.g., Think-Pair-Share, sentence stems, exploratory talk).	Instructional coaching has strong evidence of impact.	1, 3
Training support staff on modelling talk and reinforcing vocabulary	Speech & language scaffolding linked to accelerated progress.	1, 2, 3



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

Budgeted cost: £137,466

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions in EYFS/KS1	EEF Oral Language Interventions: +6 months	1
Small-group oracy intervention for KS2 and KS3 disadvantaged pupils , focusing on vocabulary, comprehension, articulation & confidence	Structured interventions are highly effective; EEF small-group tuition.	1, 3
1:1 pre-teaching of vocabulary linked to upcoming curriculum content	Closing language gaps improves comprehension and attainment.	1
Reading aloud and performance reading groups	Improves fluency, expression, and confidence; linked to oracy.	1, 2, 4
Secondary phase LAB lessons	Structured interventions are highly effective; EEF small-group tuition.	1, 3

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

Budgeted cost: £47,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased opportunities for disadvantaged Values Ambassadors to speak publicly .	Authentic speaking opportunities build transferable skills and confidence.	1, 4
Debate clubs, Trust Oracy Festival, public speaking competitions	Authentic speaking opportunities build transferable skills and confidence.	1, 4
Strengthen access to social action and leadership projects In line with eth Saint George's vision and values	Leadership roles increase social & cultural capital.	1, 4
Ensure that disadvantaged pupils are supported to take part in trips, visits and enrichment that broaden vocabulary	Cultural capital strongly linked to oral & written expression.	2, 4



Targeted intervention to secure still better attendance for disadvantaged pupils	DfE Attendance strategy documentation 2024-25	5
Parental engagement workshops (supporting early language, reading aloud, talk routines at home, the language of education)	EEF: Parental engagement (+4 months).	1, 2, 4, 5
Mental Health support through counselling, ELSA, Community Leaders and Mental Health Lead		5

Total budgeted cost: £316,719

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview

This review evaluates the outcomes for disadvantaged pupils using the most recent IDSR evidence across **attendance, behaviour, attainment, progress, and destinations**. Due to small cohort sizes in some phases, particularly in KS2, conclusions are drawn cautiously, with emphasis placed on **patterns over time** rather than single-year fluctuations.

Overall, the evidence shows that disadvantaged pupils at the school are **well supported behaviourally**, make **broadly similar progress to disadvantaged pupils nationally**, and benefit from a stable learning environment. However, **early literacy, KS2 attainment and subject-specific outcomes at KS4** remain barriers that can limit attainment and widen gaps to non-disadvantaged pupils.

Behaviour and Inclusion

Behaviour outcomes for disadvantaged pupils are a clear strength of the school.

- Disadvantaged pupils are **significantly less likely than their peers nationally** to receive suspensions.
- Rates of both **one or more suspensions** and **two or more suspensions** for disadvantaged pupils are consistently **well below national averages** and stable over time.



This indicates that disadvantaged pupils are well supported pastorally, that exclusion is not a barrier to learning, and that strong relationships and inclusive systems are in place.

Attendance Relative to National

Attendance for disadvantaged pupils, while lower than for all pupils, is broadly **in line with national disadvantaged averages**.

- Disadvantaged attendance has improved over time and remains close to national benchmarks. For example, 2024-25 PP attendance improved to 88.9% in 2024-25 which was up from 85.5% in 2023-24.

Attendance continues to act as a limiting factor on the impact of teaching and intervention for a small number of disadvantaged pupils across all phases.

Persistent Absence

- Persistent absence for disadvantaged pupils has **reduced significantly** since 2022/23, demonstrating that strategies to re-engage pupils and families are beginning to have an impact.
- Persistent absence is still close to national disadvantaged levels and significantly higher than for all pupils.

So, although it is improving, **persistent absence for disadvantaged pupils remains an improvement priority**.

Early Literacy and Phonics (KS1)

Early reading remains a significant barrier for disadvantaged pupils.

- Disadvantaged pupils' **phonics outcomes** are below national disadvantaged benchmarks.
- Outcomes for disadvantaged pupils who require a **Year 2 phonics re-check** are weak.

This suggests that disadvantaged pupils are not securing decoding skills quickly enough, increasing the risk of persistent literacy gaps as they move through the school.

Key Stage 2 – Expected Standard

Attainment at the end of KS2 is an area for further development for disadvantaged pupils. From a cohort of 6 pupils, we saw:



- **Reading expected standard:** 50% disadvantaged vs 63% national disadvantaged
- **Writing expected standard:** 33% disadvantaged vs 59% national disadvantaged
- **Mathematics expected standard:** 50% disadvantaged vs 61% national disadvantaged
- **GPS expected standard:** 50% disadvantaged vs 60% national disadvantaged

Across all measures, gaps to **national non-disadvantaged pupils are substantial**, with writing the weakest area. Although our first cohort was small (6), the pattern is consistent and highlights the need for sustained focus on **reading comprehension, writing accuracy and stamina, and oracy and language development** throughout KS2.

Key Stage 4 - Progress and Attainment

Despite lower attainment thresholds, disadvantaged pupils' **headline progress and attainment measures** at KS4 show important positives.

- **Progress 8 for disadvantaged pupils** is described as **close to national** across multiple years, indicating that disadvantaged pupils make similar progress to disadvantaged pupils nationally.
- **Attainment 8** for disadvantaged pupils is also **close to national disadvantaged averages** across the last three years.
- **English Attainment 8** for disadvantaged pupils is close to national disadvantaged and shows a **narrowing gap** to non-disadvantaged pupils.

These measures suggest that, once disadvantaged pupils reach KS4, the school's ethos, curriculum and teaching enable them to make progress broadly in line with national expectations for disadvantaged cohorts.

Key Stage 4 – Subject-Specific Outcomes

While headline KS4 measures are close to national disadvantaged, **subject thresholds reveal widening gaps**.



- **Science grade 4+:** close to national disadvantaged, but with a large and widening gap to non-disadvantaged pupils.
- **Languages grade 4+:** below national disadvantaged, with a widening gap.
- **Humanities grade 4+:** significantly below national disadvantaged, with the widest gap to non-disadvantaged pupils.

In addition:

- **EBacc Attainment 8** for disadvantaged pupils is close to national disadvantaged but shows a **widening gap** to non-disadvantaged pupils.
- **English and maths grade 5+** for disadvantaged pupils fell sharply in the most recent year, placing outcomes below national.
- Heavy investment in practical and vocational options produce pleasing results for disadvantaged pupils with a vocational learning **ALPs of 2** in 2024-25.
- ALPS 4 – 3D studies
- ALPS 1 - Drama
- ALPS 3 – Sport
- ALPS 2 – performing Arts
- ALPS 2 – Music
- ALPS 3 – hospitality and catering

These findings indicate that disadvantaged pupils are accessing the curriculum but are not consistently translating this into strong outcomes, particularly in EBacc subjects and at higher thresholds.

Post-16 Destinations

Disadvantaged pupils generally sustain participation after KS4.

- Sustained education, employment or training (EET) rates for disadvantaged pupils were **93–94%** for 2020 and 2021 leavers.
- Although the 2022 figure fell to **85%**, overall participation remains broadly secure.

This indicates that most disadvantaged pupils successfully transition into post-16 pathways, though the dip in the most recent cohort highlights the need for continued focus on transition support.

Conclusion

The IDSR evidence shows that disadvantaged pupils at the school benefit from **strong behavioural support, inclusive practice**, and make **broadly typical progress** by



KS4 when compared to disadvantaged pupils nationally. These are significant strengths.

However, **early literacy**, **KS2 attainment**, and **subject-specific KS4 outcomes** remain barriers to preventing disadvantaged pupils from achieving parity with non-disadvantaged peers. The widening gaps in some KS4 subjects and threshold measures reinforce the need for a pupil premium strategy that prioritises:

- Early reading and language development
- A high focus on collaborative learning and oracy
- High-quality academic intervention, particularly in writing, humanities and languages
- Targeted KS4 support to improve grade 4+ and 5+ outcomes

The priorities are partly outlined in Part A of this document and within the 180 Day planning documents for disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Embedding Formative Assessment	SSAT
PiXL Testing suite KS1-2	PiXL
PiXL Intervention packages KS1-2	PiXL
Accelerated Reader	Accelerated Reader
Bedrock Reading test suite	Bedrock

Service pupil premium funding (optional)

*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***

£1071

The impact of that spending on service pupil premium eligible pupils

