Pupil premium strategy statement – St. George and Teresa Primary

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 in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	146 exc Nursery
Proportion (%) of pupil premium eligible pupils	14%
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)**	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Louise Flanagan
Pupil premium lead	Louise Flanagan
Governor / Trustee lead	Mark O'Dwyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,060
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£27,060

Part A: Pupil premium strategy plan

Statement of intent

At St. George and St. Teresa's School our intention is to offer all of our children rich, vibrant experiences that develop a thirst for learning, curiosity in the world around them and skills that will prepare them for every stage in their future lives irrespective of their background or the challenges they may face. Every child in our care, is valued, respected and entitled to develop to their full potential through high quality learning and teaching. Our curriculum is broad and balanced, delivering challenging learning opportunities purposefully and in context to help every child achieve this and be successful in life. We are committed to ensuring the achievement of pupils who are eligible for Pupil Premium is equal to the achievement of non-eligible pupils. Funding from the Pupil Premium Grant is used to support learning and teaching support, enrichment and well-being for our socially disadvantaged pupils. We will endeavour to achieve this through using assessments, observations discussions with parents and all members of school staff, to determine how best to use the Pupil Premium grant to support pupils and raise education attainment.

All staff will aim to provide early intervention at the point where need is identified. Identifying and providing support aimed to tackle a range of barriers as specified below.

Challenges

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

Challenge number	Detail of challenge
1	Reducing class sizes is leading to limited staff to support and deliver intervention groups.
2	Internal assessments indicate that attainment in core subjects among disadvantaged pupils is below that of non-disadvantaged pupils. Our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap remains steady to the end of KS2 although it is reduced.
3	Knowledge of the children in our care, indicates that a high proportion of disadvantaged children are impacted by external factors (safeguarding, SEMH, Anxiety, family dynamics)
4	Assessments and observations indicate support needed in writing skills.
5	

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
Increased % of children at ARE at end of Key Stage 2 in English	Assessments and observations will show that attainment among disadvantaged pupils is increasing year on year. Within the next three years 70% of PP children will be at expected age related standard in reading and writing.
Increased % of children at ARE at end of Key Stage in Maths	Assessments and observations will show a continued increase in attainment among disadvantaged pupils, increasing year on year. Within the next three years 70% of PP children will be at expected age related standard in maths.
Children feel safe and secure in school and are happy to attend on a regular basis.	Through observations, professional discussions and working with parents, ensure that children feel safe and secure in school. SEMH support will be delivered to children either 1:1 or in small groups.
Identification of causes for difficulties observed which are impacting on learning and progress of a child. To enable children who are struggling to attain at age related expectations to narrow the gap through specialist support to accelerate their learning.	Use external professional service e.g. SISS SEMH team, SENTAA (cognition and learning assessments) to provide advice and bespoke intervention for higher needs learners. Collaborative partnerships with families to support pupils holistically. Referrals made to NHS or partner services for further assessment of needs as required. Staff CPD - understanding a range of SEND and quality first teaching strategies to meet the needs of pupils with working memory and executive functioning and sensory processing differences and/or concentration difficulties. Participation and completion in PINS programme and NurtureUK, to further support children's needs by upskilling all staff.

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 and Targeted academic support (for example, CPD, recruitment and retention)

Budgeted cost: *£ 22,760*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support in EYFS, Key Stages One and Two for intervention groups within the classroom	• Small group tuition has an average impact of four months' additional progress over the course of a year. • Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. • Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	
Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and CPD.	DFE research and analysis Strong foundations in the firstyears of school The EEF guidance is based on a range of the best available evidence: Improving literacy in Key stage one and two.	

Accelerated reader continued to be used to track and support our disadvantaged pupils.	The scheme is widely used across schools and evidence suggests that it supports low attaining readers Accelerated Reader | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £ *4300*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support disadvantaged children to access all activities offered. Pupil premium funding will cover the cost of all activities offered.	Using Pupil Premium funding to provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum. Parents of children in receipt of this funding have commented that not having the added financial strain of school activities is helpful.	5.6
To support children in regards to SEMH through specialist support, working closely with SENDCO, parents and other agencies	Social and emotional competences are relevant across life from childhood to adulthood. Understanding and supporting children with their social and emotional needs is about helping them for life, with skills that can be utilised far beyond the classroom.	4,5, 6.

Total budgeted cost: £ *27,060*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment and progress of disadvantaged pupils was carefully evaluated through statutory assessment outcomes, school-based summative assessments, teacher assessment, pupil progress meetings, attendance information, behaviour records and wellbeing monitoring. Due to the very small number of disadvantaged pupils in several year groups, percentages should be interpreted with caution as the outcomes of individual pupils can significantly affect overall figures. In addition, some pupils included in published data experienced disruption to their schooling during and following the Covid-19 pandemic, which may continue to affect attainment and progress.

Academic Outcomes

Early Years Foundation Stage

There was one disadvantaged pupil within the Reception cohort. This pupil did not achieve a Good Level of Development (GLD), resulting in 0% attainment for disadvantaged pupils in this measure. However, internal assessment information showed progress across the year, and attainment remained closely linked to poor speech, language and communication development on entry.

Phonics

The Year 1 disadvantaged cohort comprised three pupils, of whom 33% met the expected standard in the Phonics Screening Check. By the end of Year 2, however, 100% of disadvantaged pupils had achieved the expected standard, demonstrating the positive impact of targeted phonics intervention and additional support.

Key Stage 1

The disadvantaged cohort in Year 2 consisted of two pupils. Outcomes showed:

- 50% achieved the expected standard in reading, writing and mathematics combined.
- 100% achieved the expected standard in reading.
- 50% achieved the expected standard in writing.
- 50% achieved the expected standard in mathematics.
- 100% achieved the expected standard in science.
- One pupil (50%) achieved greater depth in reading.

Although outcomes vary because of the very small cohort size, disadvantaged pupils generally made expected progress from their starting points and benefited from targeted intervention and structured support.

Key Stage 2

The disadvantaged Year 6 cohort consisted of four pupils. Outcomes showed that:

- 25% achieved the expected standard in reading, writing and mathematics combined.
- 75% achieved the expected standard in reading.
- 50% achieved the expected standard in mathematics.
- 25% achieved the expected standard in writing.
- 50% achieved the expected standard in grammar, punctuation and spelling.
- 25% achieved the expected standard in science.
- No disadvantaged pupils achieved higher standards in combined measures, writing or mathematics.

Reading was the strongest area, with an average scaled score of 104.8. Mathematics and GPS average scaled scores were 97.5.

Wider Outcomes

Internal school monitoring demonstrated that disadvantaged pupils continue to face a range of barriers beyond academic attainment. Attendance monitoring, safeguarding information, parental engagement records and pastoral observations indicate that a small number of disadvantaged pupils experience additional challenges linked to:

- attendance and punctuality;
- speech, language and communication needs;
- emotional wellbeing and resilience;
- social and economic disadvantage affecting readiness to learn.

These factors continue to influence attainment and progress outcomes and have informed the school's targeted support offer throughout the year.

Evaluation of Strategy Effectiveness

Successful aspects of the strategy include:

- Effective phonics intervention, evidenced by 100% of disadvantaged pupils passing the phonics check by the end of Year 2.
- Strong reading support resulting in 75% of disadvantaged Year 6 pupils achieving the expected standard in reading.
- Targeted pastoral and wellbeing provision supporting pupil engagement and readiness to learn.
- Small-group and one-to-one interventions helping pupils make progress from individual starting points.

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
