

Pupil premium strategy statement – St George’s Hanover Square CE Primary 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 in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	30.09.2025
Date on which it will be reviewed	01.09.2026
Statement authorised by	Harvey Webb – Executive Headteacher
Pupil premium lead	Elizabeth Barnes – Head of School
Governor / Trustee lead	Judy Powell - Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,843 (estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£34,843

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for disadvantaged pupils to develop the skills of Early Reading to become fluent readers with outcomes at least in line with their non-disadvantaged peers. Disadvantaged pupils should leave primary school attaining at the expected standards in reading at least in line with their non-disadvantaged peers.

Disadvantaged pupils' oracy skills and vocabulary should enable them to make the necessary progress across the curriculum.

High quality teaching is essential to support disadvantaged pupils in meeting these objectives. We use our pupil premium to support the development of teachers to teach high quality phonics and reading skills, especially for pupils at the stages of Early Reading. Teachers are supported to develop high quality teaching of oracy skills and vocabulary.

- Where disadvantaged pupils need additional support, our pupil premium enables small group and one-to-one intervention and tuition for these pupils to make the most progress.

We start from the viewpoint that disadvantaged pupils must be in attendance at school in order to benefit from high quality teaching, behaviour and personal development and social interaction and continue to place considerable effort and resources into improving attendance.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is lower than attendance of non-disadvantaged pupils. Persistent absence of disadvantaged pupils is higher than persistent absence of non-disadvantaged pupils
2	Assessment shows that there is often a difference between disadvantaged pupils' attainment in meeting the Phonics Screening Check compared to their non-disadvantaged peers.
3	Assessment shows that pupils attaining at the lowest 20% of each class in reading often include disadvantaged pupils.

4	Assessment shows that most pupils begin with poor oral language skills – well below the expected standard for their age upon entry to Reception class.
5	Assessment shows that disadvantaged pupils are more likely to have a lower vocabulary than their non-disadvantaged peers. This ‘word gap’ can make it harder for pupils to master the curriculum if it is not closed.
6	Assessment shows disadvantaged pupils with high prior attainment from KS1 are at greater risk of not making the necessary progress across KS2 than their non-disadvantaged peers.

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
Disadvantaged pupils improve attendance to school.	The difference between the attendance of disadvantaged pupils compared to non-disadvantaged pupils decreases. The difference between the persistent absence of disadvantaged pupils compared to non-disadvantaged pupils decreases.
Disadvantaged pupils develop fluency in Early Reading.	The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check compared to non-disadvantaged pupils is diminishing.
Pupils attaining at the lowest 20% of each class in reading make the necessary progress.	Pupils attaining at the lowest 20% of each class in reading meet their challenging targets.
Improve oral language skills for disadvantaged pupils in all year groups.	Disadvantaged pupils in all year groups use their improved oral language skills to make the necessary progress across the curriculum and meet their academic targets in all subjects.
Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use.	Disadvantaged pupils in all year groups use their increased vocabulary to make the necessary progress across the curriculum and meet their academic targets in all subjects.
Disadvantaged pupils identified as having the potential to reach Greater Depth/Higher Standard reach Greater Depth/Higher Standard by the end of KS2.	Disadvantaged higher attaining pupils in KS2 make the necessary progress and meet their academic targets in Reading, Writing and Maths.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in teaching systematic synthetic phonics	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1, 2
Ongoing CPD for class teachers in effective teaching through using Rosenshine's principles of direct instruction. Programme of regular evaluation, feedback and coaching	<p>Rosenshine's principles of direct instruction were collated through decades of research. These principles come from three sources: a) research into cognitive science; b) research on master teachers; and c) research on cognitive supports.</p> <p>Research in cognitive psychology shows strong evidence of the impact of regular retrieval practice, modelling worked examples and teaching in small steps to take into account the limits of working memory and aid the process of moving learning to long term memory and keeping it there.</p>	1, 2, 3, 4, 5
CPD for all staff in effective provision for Looked After Children	Looked After Children (either currently or previously) are at higher risk of falling behind academically due to their often difficult start in life and possible ongoing difficulties.	1, 2, 3, 4, 5

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

Budgeted cost: £32,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher support in Reception to Year 6 to give capacity to class teachers to provide small group focused teaching	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment	2, 3, 4, 5, 6
'Talk Boost' Language Intervention for disadvantaged pupils.	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.</p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and <p>the use of purposeful, curriculum-focused, dialogue and interaction</p>	4, 5 and 6
Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.</p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction <p>Isobel Beck calls such vocabulary 'second tier' words. "A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up." <i>Beck IL,</i></p>	4, 5 and 6

	<i>McKeown MG and Kucan L (2013). 'Bringing words to life: robust vocabulary instruction'</i>	
High quality teaching in KS2 Reading lessons which explicitly teach and practise reading comprehension strategies	<p>The EEF summary of evidence in 'Improving Literacy in KS1 and KS2' rates the explicit teaching of reading comprehension strategies as having 'high impact'. Reading lessons in KS2 teach pupils a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'.</p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and <p>the use of purposeful, curriculum-focused, dialogue and interaction</p>	3, 5 and 6
High quality teaching in KS2 Reading lessons which explicitly teach and practise reading fluency	<p>The DFE Reading Framework sets out the importance of continuing to develop reading fluency through KS2. EEF Improving Literacy in KS2 guidance report defines reading with fluency as reading with:</p> <ul style="list-style-type: none"> • Automaticity • Accuracy • Prosody 	3, 5 and 6
Small group tuition for pupils who are not yet at the Expected Standard in Reading and Maths	<p>The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 1:1 and small group tuition has a positive impact on pupil attainment. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2, 3 and 6

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Senior Attendance Champion meets regularly with the local authority attendance officer to review pupils with persistent absence and meet parents to plan improvements. Identify and reward pupils with improving attendance.</p>	<p>Best practice from ‘Working Together to Improve School Attendance’</p>	<p>1, 2, 3, 4, 5 and 6</p>
<p>Introduce Being Whole and Zones of Regulation positive thinking and language strategies to support pupil resilience and good mental health using structured conversations and tools with pupils on ‘helpful and unhelpful thinking’</p>	<p>The EEF summary of evidence in the ‘Teaching and Learning Toolkit’ shows that social and emotional learning interventions which ‘seek to improve pupils’ interaction with others and self-management of emotions’ has a positive impact on pupil attainment. EEF Improving Behaviour in Schools guidance report</p>	<p>1, 2, 3, 5 and 6</p>
<p>A core set of carefully chosen books in each class to read aloud to pupils that will promote a love of reading, introduce new vocabulary and improve comprehension. The story time books are replicated in class libraries for pupils to read independently or share with an adult at home.</p>	<p>The DFE Reading Framework sets out the case that there are important cognitive consequences of the story format. Pupils explore language and emotional engagement. Pupils have multiple exposure to vocabulary and language that they are unlikely to hear in everyday conversation. Isobel Beck calls such vocabulary ‘second tier’ words. “A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up.” <i>Beck IL, McKeown MG and Kucan L (2013). ‘Bringing words to life: robust vocabulary instruction’</i></p>	<p>3, 4, 5</p>

Total budgeted cost: £34,843

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment of disadvantaged pupils throughout the school 2024/25 compared to their challenging end of year targets.

	READING		WRITING		MATHS	
Reception 13 children	End of year attainment: Emerging 8% Expected 92%	End of year target: Emerging 8% Expected 92%	End of year attainment: Emerging 8% Expected 92%	End of year target: Emerging 8% Expected 92%	End of year attainment: Emerging 8% Expected 92%	End of year target: Emerging 8% Expected 92%
Y1 11 children	End of year attainment: ES+ 64% GDES 9%	End of year target: ES+ 64% GDES 9%	End of year attainment: ES+ 55% GDES 9%	End of year target: ES+ 55% GDES 9%	End of year attainment: ES+ 64% GDES 9%	End of year target: ES+ 64% GDES 9%
Y2 13 children	End of year attainment: ES+ 85% GDES 31%	End of year target: ES+ 85% GDES 23%	End of year attainment: ES+ 85% GDES 15%	End of year target: ES+ 85% GDES 15%	End of year attainment: ES+ 92% GDES 15%	End of year target: ES+ 92% GDES 15%
Y3 11 children	End of year attainment: ES+ 91% GDES 27%	End of year target: ES+ 91% GDES 27%	End of year attainment: ES+ 82% GDES 18%	End of year target: ES+ 91% GDES 9%	End of year attainment: ES+ 82% GDES 18%	End of year target: ES+ 91% GDES 0%
Y4 6 children	End of year attainment: ES+ 67% GDES 17%	End of year target: ES+ 67% GDES 17%	End of year attainment: ES+ 50% GDES 17%	End of year target: ES+ 50% GDES 17%	End of year attainment: ES+ 67% GDES 17%	End of year target: ES+ 67% GDES 17%
Y5 13 children	End of year attainment: ES+ 69% GDES 15%	End of year target: ES+ 69% GDES 15%	End of year attainment: ES+ 69% GDES 15%	End of year target: ES+ 69% GDES 15%	End of year attainment: ES+ 69% GDES 15%	End of year target: ES+ 69% GDES 15%

Y6 17 children	End of year attainment: ES+ 71% GDES 58%	End of year target: ES+ 71% GDES 24%	End of year attainment: ES+ 71% GDES 18%	End of year target: ES+ 71% GDES 18%	End of year attainment: ES+ 82% GDES 47%	End of year target: ES+ 82% GDES 18%
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We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Intended outcome	Success criteria
A. Disadvantaged pupils develop fluency in Early Reading.	The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check compared to non-disadvantaged pupils is diminishing.
B. Pupils attaining at the lowest 20% of each class in reading make good progress.	Pupils attaining at the lowest 20% of each class in reading meet their challenging targets.
C. Improve oral language skills for disadvantaged pupils in all year groups.	Disadvantaged pupils in all year groups use their improved oral language skills to make good progress across the curriculum and meet their academic targets in all subjects.
D. Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use.	Disadvantaged pupils in all year groups use their increased vocabulary to make good progress across the curriculum and meet their academic targets in all subjects.
E. Disadvantaged pupils identified as having the potential to reach Greater Depth/Higher Standard reach Greater Depth/Higher Standard by the end of KS2.	Disadvantaged higher attaining pupils in KS2 make good progress and meet their academic targets in Reading, Writing and Maths.

The data demonstrated that:

Outcome A: The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check was 2/2 pupils compared to non-disadvantaged pupils was 5/9 in 2024/25. The gap is closing over the last three years. The school did meet its intended outcome.

Outcome B: Pupils attaining at the lowest 20% of each class in reading all met their challenging targets. The school did meet its intended outcome.

Outcome C: Disadvantaged pupils in all year groups used their improved oral language skills to make good progress across the curriculum and all met their academic targets in all subjects. The school did meet its intended outcome.

Outcome D: Disadvantaged pupils in all year groups used their increased vocabulary to make good progress across the curriculum and all met their academic targets in all subjects. The school did meet its intended outcome.

Outcome E: Disadvantaged higher attaining pupils in KS2 make good progress and all met their academic targets in Reading, Writing and Maths. The school did meet its intended outcome.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. This includes the school's behaviour records analysis, pupil voice questionnaires and attendance data.

Behaviour monitoring data demonstrated that disadvantaged pupils behaviour is exceptional, in line with the behaviour expected of all pupils in the school.

Pupil wellbeing data demonstrated that 98% of pupils said they enjoy coming to school and 98% said they feel safe at school. This demonstrates excellent wellbeing among all pupils, including disadvantaged.

Attendance data demonstrated that disadvantaged pupils attendance in 24/25 was 88% which was below the attendance of non-disadvantaged pupils (93%) in the school. The gap in school was (5%). This gap is larger than the national gap between disadvantaged (92%) and non-disadvantaged pupils (95.4%) nationally, which was 3.6%.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are achieved all the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The school will include an additional intended outcome to improve the attendance of disadvantaged pupils.

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
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A