Pupil premium strategy statement – St George's Hanover Square CE Primary School- updated 21.9.26

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	71
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026/2027 to 2028/2029
Date this statement was published	30.9.26
Date on which it will be reviewed	01.09.2027
Statement authorised by	Clare Dyson – Executive Headteacher
Pupil premium lead	Chloë Mitchell – Head of School
Governor lead	Judy Powell - Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£44.950**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£44.950**

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. We want to improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use in order to enhance cognitive processing.

High quality teaching is essential to support disadvantaged pupils in meeting these objectives. The evidence tells us that high-quality teaching remains the most powerful lever available, particularly when informed by careful diagnosis of pupil need rather than blanket interventions. Explicit instruction, careful modelling, and guided practice to secure core knowledge; systematic use of retrieval and assessment to identify gaps in prior learning; and high expectations supported by clear routines that maximise learning time all contribute to closing gaps.

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 over the last three years is typically lower than attendance of non-disadvantaged pupils by 5% Persistent absence of disadvantaged pupils over the last three years is higher than persistent absence of non-disadvantaged pupils by 5.5% – 6.6%
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 many pupils begin at our school with poor oral language skills – well below the expected standard for their age upon entry to Reception class. These are more likely to be disadvantaged pupils.
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.	Sustained high attendance by the end of 2028-29 demonstrated by: • The difference between the attendance of disadvantaged pupils compared to non-disadvantaged pupils decreases by 2% • The difference between the persistent absence of disadvantaged pupils compared to non-disadvantaged pupils decreases by 2%
Disadvantaged pupils develop fluency in Early Reading so that strong foundations are secure	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 so that strong foundations are secure	Pupils attaining at the lowest 20% of each class in reading meet their challenging targets.
Improve oral language skills, including a wider vocabulary, for disadvantaged pupils in all year groups so that strong foundations are secure	Disadvantaged pupils in all year groups use their improved oral language skills, including wider 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: £22,970

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.	2, 3
Continually replenish all resources needed for the effective delivery of Read Write Inc (DfE validated Systematic Synthetic Phonics programme)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	2,3
Ongoing CPD for class teachers in effective explicit instruction through using Rosenshine's principles of instruction. Programme of regular evaluation, feedback and coaching to develop the consistent use of explicit instruction	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. 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. The EEF Special Educational Needs in Mainstream Schools guidance includes Explicit Instruction in their '5 a day principle' recommendation to 'Ensure all pupils have access to high quality teaching'.	2, 3, 4, 5, 6
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, 6
CPD for all staff in how to explicitly	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language	4, 5 and 6

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 questioning, retrieval practice and use of vocab walls.	interventions consistently show positive impact on learning'. Oral language approaches include: • 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 high quality interaction 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." *Beck IL, McKeown MG and Kucan L (2013). 'Bringing words to life: robust vocabulary instruction'*	
CPD for all staff in using the ShREC approach and use of interaction prompts in the Early Years and with pupils at early stages of language to improve communication and language through high quality interactions	The EEF summary of evidence in the 'Early Years Toolkit' shows that 'Communication and Language approaches typically have a very high impact.' Communication and language approaches in the early years can be grouped and include: • Approaches that support the linguistic aspects of communication, such as teaching and modelling vocabulary and language • Approaches that simultaneously support both cognitive and linguistic aspects of communication, such as interactive reading or collaborative talk • Approaches that support the physical aspects of communication such as teaching and modelling social communication skills In addition, the EEF 'Improving early education through high-quality interactions' guide explains that the ShREC approach provides a simple and memorable set of specific, evidence-informed strategies which we can embed into everyday practice.'	4, 5 and 6
CPD for all staff in using the ShREC approach and use of collaborative talk opportunities such as 'Think, Pair, Share' throughout the school to improve and communication and language through high quality interactions	The EEF 'Improving early education through high-quality interactions' guide explains that the ShREC approach provides a simple and memorable set of specific, evidence-informed strategies which we can embed into everyday practice.' Effective use of 'Think, Pair, Share' routines in all lessons provides opportunities for high quality interactions between pupils and between pupils and teachers. In addition, the EEF summary of evidence in the 'Teaching and Learning Toolkit' shows	4, 5 and 6

	'Collaborative Learning approaches has a positive impact' and 'peer tutoring has a positive impact.' Effective use of 'Think, Pair, Share' routines in all lessons provides opportunities for collaborative learning and peer tutoring.	
CPD for all staff in how to teach high quality Reading lessons in KS2 which explicitly teach and practise reading comprehension strategies	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows the explicit teaching of reading comprehension strategies as having 'high impact'. Reading lessons in KS2 teach pupils a range of strategies which enable them to comprehend the meaning of what they read. Comprehension strategies include: • Setting a purpose for reading • Activating schema • Previewing the text • Predicting • Visualising (creating mental pictures) • Asking a question • Making connections by activating prior knowledge • Clarifying • Using graphic or semantic organisers • Self-questioning • Making inferences • Paraphrasing • Summarising • Drawing conclusions • Determining main ideas or recurring themes In addition, the EEF summary of evidence in the 'Teaching and Learning Toolkit' shows 'Collaborative Learning approaches has a positive impact' and 'peer tutoring has a positive impact.' Our KS2 Reading curriculum lessons have a high amount of collaborative learning and peer tutoring. The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows 'Metacognition and self-regulation' as having a high impact. Developing specific strategies for planning, monitoring and evaluating comprehension is key to our KS2 Reading strategies lessons.	3, 5 and 6
CPD for all staff in how to teach high quality Reading lessons in KS2 which explicitly teach and practise reading fluency	The DFE Reading Framework sets out the importance of continuing to develop reading fluency through KS2. The EEF Improving Literacy in KS2 guidance report recommends schools 'support pupils to develop fluent reading capabilities' and defines reading with fluency as reading with: • Automaticity • Accuracy • Prosody	3, 5 and 6

	In addition, the EEF shows 'Collaborative Learning approaches has a positive impact' and 'peer tutoring has a positive impact.' Our KS2 Reading curriculum lessons have a high amount of collaborative learning and peer tutoring.	
CPD for all staff in challenging higher attainers in every subject specific curriculum CPD	EEF guidance on Within class attainment groups shows that "By adapting teaching to pupils' needs and prior knowledge, teachers may be able to support, stretch, and challenge pupils' learning more effectively."	2, 3, 4, 5, 6

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

Budgeted cost: £13,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher support in Reception to Year 6 to give capacity to class teachers for high quality teaching including some small group focus teaching within lessons	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' Early Language targeted Intervention for disadvantaged pupils in Early Years and Key Stage 1.	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning' Oral language approaches include: • 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 high quality interactions	4, 5 and 6
Small group tuition for pupils who are not yet at the Expected Standard	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: Small group tuition | Teaching and Learning Toolkit | EEF	2, 3 and 6

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

Budgeted cost: £13,485

Activity	Evidence that supports this approach	Challenge number(s) addressed

The Senior Attendance Champion (Head of School) completes the DFE RISE Attendance and Behaviour Self-assessment tool and creates an action plan using the DFE RISE Attendance and Behaviour Action Plan template	Best practice from 'Working Together to Improve School Attendance' EEF Supporting School Attendance guidance	1, 2, 3, 4, 5 and 6
The Senior Attendance Champion (Head of School) meets regularly with the local authority attendance officer to review pupils with persistent absence (below 90%) and meet parents to plan improvements. Identify and reward pupils with improving attendance through Attendance Praise Postcards or refer to Local Authority for Penalty Notice where there is no improvement	Best practice from 'Working Together to Improve School Attendance' EEF Supporting School Attendance guidance	1, 2, 3, 4, 5 and 6
The Senior Attendance Champion (Head of School) leads on identifying pupils with attendance between 90.0 – 95.0%. Senior leaders and class teachers meet with parents to plan improvements. Identify and reward pupils with improving attendance through Attendance Praise Postcards.	Best practice from 'Working Together to Improve School Attendance' EEF Supporting School Attendance guidance	1, 2, 3, 4, 5 and 6
Train and enable class teachers to have structured supportive conversations with parents of pupils whose attendance is causing a concern to plan improvements.	Best practice from 'Working Together to Improve School Attendance' EEF Supporting School Attendance guidance	1, 2, 3, 4, 5 and 6
Train staff in using Being Whole and Zones of Regulation positive thinking and language	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that social and emotional learning interventions which 'seek to improve	1, 2, 3, 4, 5 and 6

strategies to support pupil resilience and good mental health using structured conversations and tools with pupils on 'helpful and unhelpful thinking'	pupils' interaction with others and self-management of emotions' has a positive impact on pupil attainment. EEF Improving Behaviour in Schools guidance report	
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.	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." *Beck IL, McKeown MG and Kucan L (2013). 'Bringing words to life: robust vocabulary instruction'*	3, 4, 5

Total budgeted cost: £44.950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment of disadvantaged pupils throughout the school 2025/26 compared to their challenging end of year targets.

St. George's C of E Primary School
Whole school end of year final results Vs target setting 2025/26 - DISADVANTAGED
(Updated 23.07.26)

	READING		WRITING		MATHS	
Reception 1 child Assessment tool: Development Matters statements EYFS Framework ELG statements	End of year attainment: Emerging 0% Expected 100%	End of year target: Emerging 0% Expected 100% National 2024 ES 76%	End of year attainment: Emerging 0% Expected 100%	End of year target: Emerging 0% Expected 100% National 2024 ES 71%	End of year attainment: Emerging 0% Expected 100%	End of year target: Emerging 0% Expected 100% National 2024 ES 79%
Y1 4 children Assessment tool: Subject Assessment Statements	End of year attainment: BES 25% WTES 0% ES+ 75% GDES 0%	End of year target: BES 25% WTES 0% ES+ 75% GDES 0%	End of year attainment: BES 25% WTES 0% ES+ 75% GDES 0%	End of year target: BES 25% WTES 0% ES+ 75% GDES 0%	End of year attainment: BES 25% WTES 0% ES+ 75% GDES 0%	End of year target: BES 25% WTES 0% ES+ 75% GDES 0%
Y2 2 children Assessment tool: KS1 Teacher Assessment Framework	End of year attainment: BES 0% WTES 0% ES+ 100% GDES 50%	End of year target: BES 0% WTES 0% ES+ 100% GDES 50% National 2023 ES+ 68% GDES 19%	End of year attainment: BES 0% WTES 0% ES+ 100% GDES 50%	End of year target: BES 0% WTES 0% ES+ 100% GDES 50% National 2023 ES+ 60% GDES 8%	End of year attainment: BES 0% WTES 0% ES+ 100% GDES 50%	End of year target: BES 0% WTES 0% ES+ 100% GDES 50% National 2023 ES+ 70% GDES 16%
Y3 3 children Assessment tool: Subject Assessment Statements	End of year attainment: BES 0% WTES 0% ES+ 100% GDES 0%	End of year target: BES 0% WTES 0% ES+ 100% GDES 0%	End of year attainment: BES 0% WTES 0% ES+ 100% GDES 0%	End of year target: BES 0% WTES 0% ES+ 100% GDES 0%	End of year attainment: BES 0% WTES 0% ES+ 100% GDES 0%	End of year target: BES 0% WTES 0% ES+ 100% GDES 0%
Y4 4 children Assessment tool: Subject Assessment Statements	End of year attainment: BES 0% WTES 0% ES+ 100% GDES 25%	End of year target: BES 0% WTES 50% ES+ 100% GDES 25%	End of year attainment: BES 0% WTES 0% ES+ 100% GDES 25%	End of year target: BES 0% WTES 0% ES+ 100% GDES 25%	End of year attainment: BES 0% WTES 0% ES+ 100% GDES 25%	End of year target: BES 0% WTES 0% ES+ 100% GDES 0%
Y5 2 children Assessment tool: Subject Assessment Statements	End of year attainment: BES 50% WTES 0% ES+ 50% GDES 50%	End of year target: BES 50% WTES 0% ES+ 50% GDES 50%	End of year attainment: BES 50% WTES 0% ES+ 50% GDES 50%	End of year target: BES 50% WTES 0% ES+ 50% GDES 50%	End of year attainment: BES 50% WTES 0% ES+ 50% GDES 50%	End of year target: BES 50% WTES 0% ES+ 50% GDES 50%
Y6 6 children Assessment tool: SATs test results (R & M) / KS2 Teacher Assessment Framework (writing only)	End of year attainment: BES 0% ES+ 100% GDES 0%	End of year target: BES 0% ES+ 100% GDES 0% National 2025 ES+ 75% HS 33%	End of year attainment: WTES 17% ES+ 83% GDES 0%	End of year target: WTES 17% ES+ 83% GDES 0% National 2025 ES+ 72% GDES 13%	End of year attainment: BES 0% ES+ 100% GDES 17%	End of year target: BES 0% ES+ 100% GDES 33% National 2025 ES+ 74% HS 26%

Progress of disadvantaged Y6 pupils from the end of KS1 to the end of KS2 2026 compared to the progress of non-disadvantaged pupils nationally 2026

End of Y6 Reading progress score for disadvantaged pupils + 3.6
End of Y6 Reading progress score for non-disadvantaged pupils nationally +0.4
In Reading the progress of disadvantaged pupils at our school was well above the progress of non-disadvantaged pupils nationally

End of Y6 Writing progress score for disadvantaged pupils +6.3
End of Y6 Writing progress score for non-disadvantaged pupils nationally +0.3
In Writing the progress of disadvantaged pupils at our school was well above the progress of non-disadvantaged pupils nationally

End of Y6 maths progress score for disadvantaged pupils + 8.8
End of Y6 maths progress score for non-disadvantaged pupils nationally +0.5
In Maths the progress of disadvantaged pupils at our school was well above progress of non-disadvantaged pupils nationally

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 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.
B: 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.
C: 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.
D: 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.
E: 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.
F: 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.

The data demonstrated that:

Outcome A: The difference between the attendance of disadvantaged pupils compared to non-disadvantaged pupils was 4.99%. This showed a decrease from the previous year. **The school did meet its intended outcome in 2025/26.**

The difference between the persistent absence of disadvantaged pupils compared to non-disadvantaged pupils was 5.54%. This showed a decrease from the previous year. **The school did meet its intended outcome in 2025/26.**

Outcome B: The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check compared to non-disadvantaged pupils was 5%. The attainment of disadvantaged pupils meeting the Phonics Screening Check was 3/4 compared to non-disadvantaged 4/5. The gap is closing over the last 3 years. **The school did meet its intended outcome in 2025/26.**

Outcome C: All pupils attaining at the lowest 20% of each class in reading meet their challenging targets. **The school did meet its intended outcome in 2025/26.**

Outcome D: All 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. **The school did meet its intended outcome in 2025/26.**

Outcome E: All 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. **The school did meet its intended outcome in 2025/26.**

Outcome F: All Disadvantaged higher attaining pupils in KS2 make the necessary progress and meet their academic targets in Reading, Writing and Maths. **The school did meet its intended outcome in 2025/26.**

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 100% of pupils said they enjoy coming to school and 100% said they feel safe at school (See Annual Pupil Questionnaire). This demonstrates excellent wellbeing among all pupils, including disadvantaged.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we achieved all of the outcomes we set out to achieve by 2025/26, 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 use of the DFE RISE Attendance and Behaviour Self-assessment Tool and DFE RISE Attendance and Behaviour Action Plan to improve the attendance of disadvantaged pupils. The school will include the use of additional Early Language Development materials.

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

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
No Service Pupil Premium funding received
The impact of that spending on service pupil premium eligible pupils
No Service Pupil Premium funding received