

Pupil Premium Strategy Statement 2023 - 2026

George Street Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. As a school we recognise that some of our children sit out with the threshold to be entitled to the PPG however they are very much disadvantaged in their experiences, and services they can access, these children too are considered within this strategy.

It outlines our pupil premium strategy, how we intend to over spend the funding in this academic year

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	27% (57 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 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Angela Hughes
Pupil premium lead	Angela Hughes
Chair of Governors	Kevin Hallahan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,085 (39 @ £1515)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£59,085

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well.

At George Street Primary School, we recognise through our internal assessments and monitoring, those children in receipt of pupil premium funding, have achieved lower than their peers in the last twelve months (this is a national trend).

In addition, our Pupil Premium strategy takes on board the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, this group is not exclusive to and is in addition to 19% of pupils from who we received a pupil premium grant.

Consistent high-quality teaching is at the heart of our approach and are rooted in evidence, where they have been shown to allow pupils to make significant progress. In addition, carefully planned intervention and support groups will support pupils in narrowing gaps in their learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside improvement in progress and attainment for their disadvantaged peers. *(Education Endowment Foundation 2021).*

As a school we will focus our efforts on vocabulary instruction and acquisition from the time the child starts at our school. The Education Endowment Fund states: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. This year we have widened our scope to include oracy. *(We need to talk: Oracy Commission Oct 2024. 'But if – once and for all – our education system is to narrow the achievement gap between children from advantaged and disadvantaged backgrounds, we are convinced that oracy has as foundational role to play as reading, writing and mathematics. It is the fourth 'R'.')*

We are acutely aware that assumptions and stereotypes about disadvantage pupils can be all too limiting in its implementation and so we will continue to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and through the strong adult child relationships we build.

Our approaches and plans also align to the School Development Plan with teachers and subject leaders working on a common drive to close the gap. Our subject leaders

are also accountable for monitoring the impacts on disadvantaged pupils within the subjects they lead.

We are aware of the correlation between some disadvantaged pupils and attendance. Through careful monitoring, we make every reasonable effort to address any levels of absenteeism and remove potential barriers by implementing timely plans to ensure that all pupils have access to consistent and regular schooling.

Challenges

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

Challenge	Detail of challenge
1	<p>Assessments data summer 2024 indicated that attainment is lower disadvantaged pupils compared to non-disadvantaged pupils, except in phonics (PP numbers are low in these year groups):</p> <p>GLD: PP(6) 67% Non PP 78% EYFS Phonics: PP(6) 83% Non PP 79% (y1) RWM combined PP(5) 60% Non PP 78% (y6) Reading: PP 60% Non PP 91% (y6) Writing: PP 80% Non PP 87% (y6) Maths: PP 60% Non PP 78% (y6)</p>
2	<p>Additional learning needs.</p> <p>Our school data indicates 28% of PPG pupils are identified as having specific learning difficulties.</p>
3	<p>Observations of pupils, assessments and discussions with teachers indicate that oral language and vocabulary range is less developed for those pupils who are disadvantaged. This is evidenced in pupils' work.</p>
4	<p>Our attendance data for the academic year 2024-2025 indicates that attendance among disadvantaged pupils is approximately 8% lower than for non-disadvantaged pupils. This is having a negative impact on these pupils' progress.</p>
5	<p>As a school, we are well-known for our extensive commitment to developing the whole child and providing extra-curricular experiences. Where children have missed out on real-world experiences results in reduced cultural capital over time. Therefore, we aim to build engagement through whole school community activities (special assemblies, visitors, feel good week etc) and extra-curricular clubs (fully funded or subsidised for disadvantaged pupils)</p>
6	<p>Economic hardship: Our observations and close work with families show that some families struggle to meet basic needs of children - such as</p>

	school uniform, breakfast and see trips as luxuries that they cannot afford.
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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. Closing the reading attainment gap between disadvantaged and their peers	End of year data across the school (year on year 2023 – 2026)
2. Closing the writing attainment gap between disadvantaged and their peers	End of year data across the school (year on year 2023 – 2026)
3. Disadvantaged and SEND children make progress	Parents feedback, reviewed individual education plans with specific targets aiding progress.
4. Disadvantaged have more experiences	Vocabulary will be improved through oracy and writing about new experiences Children will talk favourably about new experiences Children will feel they 'belong' Children will recall the experiences long after the event Future academic aspirations are fuelled or exist for more of our vulnerable children.
5. Language acquisition across all of school increased (Oracy is embedded into our teaching and learning)	Knowledge organisers highlight the key language to be taught Pupils have good retrieval of language taught to them Teachers are aware of the teaching pedagogies in implicitly teaching vocabulary More children are articulating ideas, developing understanding and engaging with others through speaking, listening and communication
6. Improve attendance 20 of these pupils are persistently absent	The gap in attendance of PPG pupils to non-PPG pupils has reduced from the previous year. There will be less persistently absent pupils.

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

Budgeted cost: £ 31,295

Activity	Evidence that supports this approach	Challenge numbers(s) addressed
RWI subscription and ongoing training, mentoring and coaching for staff delivering phonics	The DfE has provided a list of phonics programmes from which schools need to adopt – RWI is one of these agreed suppliers on account of the systematic phonics programme is delivers. <i>EEF research suggests that teaching phonics systematically has a positive impact on progress (+5 months)</i>	1 & 3
RWI resources	Purchasing adequate resources to ensure the fidelity of the programme is being sustained and children have access to high quality resources.	1 & 3
Accelerated reader subscription helping to support high quality teaching of reading	In the past few years this has helped track progress and target reading progress across Y2 – KS2. The quizzes act as good retrieval practise and the diagnostics provided allow for forensic tracking of progress across all pupils using the programme <i>EEF key findings: • Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i>	1 & 3
Developing high quality teaching in English and Early Years through the commissioning of specialist teachers from HfL.	External specialist advisors, who are experts in their field and are seeing good practise in lots of different provisions, is advantageous to our practitioners May 2024 OFSTED English Subject Report: The value of spoken language.	1,2,3 &5
Embedding mastery maths	Maths subject lead is developing and mastering her own practise through the DFE endorsed mastery maths teaching programme A recent study supported by the Fischer Family Trust (FFT) has revealed that pupils in schools using the Mastery Maths programme for four years or more are making, on average, an additional three months' progress – rising to	3

	seven months' progress for disadvantaged pupils.	
Embedding an oracy programme (Voice 21)	<p>EEF Key findings</p> <p>1. On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).</p> <p>2. Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers.</p> <p>3. The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum.</p> <p>4. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.</p>	5

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

Budgeted cost: £ 16,655

Activity	Evidence that supports this approach	Challenge numbers (s) addressed
Teaching assistants to carry out specific targeted interventions/pre-teach activities / or extra practise following the lesson.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (EEF 2021)	1,2,3 & 5
Key Stage meetings SLT Monitoring Number of sessions PPG	Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. https://educationendowmentfoundation.org.uk/education-evidence/teaching-	1,2 & 3

pupils receive to be regularly reviewed.	learningtoolkit/reading-comprehension-strategies	
Ensure that every PPG pupil reads to a member of staff (or practises phonics)	<p>EEF Key findings on regular reading:</p> <ul style="list-style-type: none"> • Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. (Fresh start RWI) • Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</p> <p>EEF Key findings on phonics:</p> <ul style="list-style-type: none"> • Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</p>	1,2 & 3
Improve school attendance	<p>EEF Build a culture of community and belonging for pupils (Jan 2024)</p> <p>Why belonging in school matters Sep 2025</p>	6

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge letter(s) addressed
Special Visitors and Assemblies	<p>Things like our Feel Good Week – where visitors exposed children to new ideas, things to promote good mental health, or religious visitors that can share meaningful stories and resources that the children may not have been exposed to before.</p> <p>Visitors that talk about overcoming barriers or how they showed resilience helps our children to acknowledge adversities and that they are possible to overcome.</p>	4 & 6

The Brilliant club	<p>The Scholars Programme inspires a love of learning and raises attainment in students aged 8-18, provides practical experience of higher education and helps develop the skills needed to thrive in academia and careers.</p> <p>Ran by a PHD student the 14 pupils work over 2 months to write an end assignment followed by a 'graduation' at a local university.</p>	4 & 6
<p>Ukulele lessons delivered by a specialist and loan of instruments for one class over the entire year.</p> <p>30 x ukulele lessons delivered by specialist and loan of instruments.</p>	<p>Music can help to improve memory and retention. When we listen to music, our brain releases dopamine, a chemical that helps to increase our "good" feelings. These positive feelings can help us memorise or recall information more easily. The primary way music helps us retain information is by engaging in the parts of the brain responsible for memory and learning. While reaching the brain in the right areas, music can help to improve mood and focus—which can help us pay attention better while retaining information more effectively. Music can also help create a conducive learning environment, reduce stress and anxiety, and improve our ability to memorise important information, experiences, lessons learned, or stories.</p>	4 & 6
School trips and residential	<p>School trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student's knowledge foundation, promoting further learning and higher-level thinking strategies. With understanding comes confidence and intrinsic motivation. ERIC</p>	4 & 6
School uniform assistance	<p>Children should not be excluded from feeling part of a community because of economic barriers</p>	4 & 6
Breakfast club	<p>It is well documented that children focus better when they are not hungry. A calm, positive start to the day can also hugely benefit a number of vulnerable children.</p>	4 & 6

Total budgeted cost: £ 62,950 (+6865 above funding received)