Pupil Premium Strategy Statement – St. George's Junior School

Pupil premium strategy statement Summer 2025-Summer 2026 & REVIEWED for 2024-25

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	352
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2024/2025 to 2026/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Kelly Lee Headteacher
Pupil premium lead	Charlotte Worley, Deputy headteacher
Governor / Trustee lead	Phil Merrick, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,461
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£83,461

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Statement: St. George's Junior School - Our Commitment to Every Child's Success

Our Aim

We want every pupil – regardless of background – to make excellent progress, achieve highly, and feel confident in their learning.

At St. George's Junior School, we are committed to ensuring that every pupil, regardless of background or circumstance, makes strong progress and achieves highly across the curriculum. Our Pupil Premium strategy focuses on removing barriers to learning, raising aspirations, and ensuring that disadvantaged pupils – including high attainers – thrive alongside their peers.

We recognise the needs of vulnerable learners, such as those with a social worker or young carers, and provide tailored support for all pupils who need it, whether or not they are eligible for Pupil Premium funding.

Who we support

- Pupils eligible for Pupil Premium funding.
- Vulnerable pupils (including those with a social worker or young carers).
- Any learner who needs extra help to achieve their best.

Our approach is:

- Driven by research and evidence, ensuring every decision is based on proven strategies that have the greatest impact on learning.
- Centred on high-quality teaching, particularly in areas where disadvantaged pupils need the most support.
    - Skilled teaching in the areas where pupils need the most support.
    - Challenging and engaging learning for all.
- Collaborative, working closely within Empower Trust to share expertise, resources, and best practice to support every learner.

- Responsive and proactive, early targeted interventions, and adapting support to individual needs.

Through robust assessment, targeted interventions, and a whole-school commitment to high expectations, we aim to close the attainment gap while raising achievement for all.

Our Promise

- Close the attainment gap between disadvantaged and non-disadvantaged pupils.
- Maintain and improve achievement for all pupils.
- Create a whole-school culture of high expectations.

Together, we ensure every child at St. George's Junior School is supported, challenged, and inspired to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Improving writing attainment for disadvantaged pupils is a key challenge for our school. Current data shows gaps in vocabulary, sentence structure, vocabulary and spelling in extended writing compared to peers, which impacts overall literacy and progress across subjects.
2	Improving maths attainment for disadvantaged pupils is a key challenge for our school. Current data shows gaps in fluency, reasoning, and problem-solving compared to peers, which impacts overall progress and readiness for next stages.
3	A challenge for our school is supporting the social and emotional health of disadvantaged pupils. Some pupils struggle with self-regulation, resilience, and emotional wellbeing, which impacts attendance, engagement, and academic progress.
4	Parental and community engagement remains a challenge for our school. Limited involvement from some disadvantaged families reduces the impact of our Pupil Premium provision and affects attendance, learning support, and access to wider opportunities.
5	As a school, we recognise that reducing persistent absence among disadvantaged pupils is a significant challenge for us. Attendance rates for this group remain below our expectations and impact their access to learning and progress.

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
Improved writing attainment outcomes amongst disadvantaged pupils	Disadvantaged pupils develop secure writing skills, including improved accuracy in sentence construction, rich vocabulary, and the ability to produce extended, coherent pieces of writing across genres. By the end of the academic year, the proportion of disadvantaged pupils meeting or exceeding age-related expectations in writing will increase.
Improved maths attainment among disadvantaged pupils.	Data and observations show sustained improvement in fluency, reasoning, and problem-solving skills, verified through teacher assessments and standardised tests.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. All pupils demonstrate emotional health and wellbeing and increasing resilience to become successful learners
To achieve strong parental partnership and engagement	• Family support worker uptake: at least 75% of targeted disadvantaged families engage with the Family Support Worker per term. • Agency Access: identified families successfully access internal support (e.g., pastoral, mentoring) and external agencies (e.g., health, housing, welfare, nursing team) where needed. • Parental Engagement: disadvantaged families attend school-led events or workshops, or access resources • Impact on Outcomes: Improved attendance and narrowing attainment gaps for disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Persistent absence among disadvantaged pupils reduces • Overall attendance for disadvantaged pupils improves • Gap between disadvantaged and non-disadvantaged attendance narrows • Disadvantaged pupils demonstrate improved engagement and progress (monitored through termly data).

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 (for example, CPD, recruitment and retention)

Budgeted cost: £37,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outcome 1 and 2 Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Assessment used for purpose	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1, 2,
Outcome 1 Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing: Oral language interventions | Teaching and Learning Toolkit | EEF High Quality CUSP evidence-based curriculum purchased for all pupils, with extensive and depth vocabulary woven throughout.	1,2
Outcome 1 Continue to purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	1
Outcome 2 Enhancement of our maths 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 to access Maths Hub resources and CPD (including Teaching for Mastery training). Engage in teaching at Mastery KS2 to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2

improve x table fluency and recall		
Outcome 3, 4 and 5 Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF EEF research and wider studies highlight that social and emotional learning (SEL) interventions can add +4 months progress when embedded into daily practice. Effective strategies include: • Whole-school SEL programmes (explicit teaching of self-regulation and coping strategies). • Targeted small-group interventions for pupils with higher needs. • Parental involvement in well-being plans to reinforce strategies at home. • Access to specialist support through multi-agency collaboration (mental health services, community organisations). • Staff CPD on trauma-informed practice and emotional coaching.	1,2,3,4 and 5
Outcome 5 Engage in the three Year Inclusive attendance accredited professional development program.	**Early identification and monitoring** • Use real-time attendance tracking to flag patterns of absence quickly.	3, 4 and 5

Work with Virtual school and local authority attendance teams. An attendance team based on robust tracking and targeted support**.**	• Weekly review of disadvantaged pupil attendance by SLT and pastoral team. **Targeted support** • Assign attendance team for high-risk pupils. • Implement personalised plans (home visits, regular check-ins, incentives). **Parental engagement** • Hold structured meetings with families to address barriers. • Provide clear communication on attendance expectations and support available. **Incentives and recognition** • Introduce rewards for improved attendance (certificates, recognition events). • Celebrate attendance milestones in assemblies and newsletters. **Collaboration with external agencies** • Work with Education Welfare Officer and local support services for persistent cases. • Offer access to counselling or family support where needed. **Curriculum and wellbeing** • Ensure pupils returning from absence receive catch-up support. • Address underlying issues (mental health, transport, uniform) through pastoral care.	
Outcome 3, 4 and 5	**Evidence-Informed approach**	1, 2, 3, 4 and 5

Employment of Family Support worker and dedicated pastoral support offer	EEF research shows that effective parental engagement can add +3–4 months progress when strategies are practical, tailored, and sustained. Recommended actions include: • Structured communication (personalised texts, calls, bilingual materials). • Practical home learning support (short guides, workshops). • Intensive support for high-need families via Family Support Worker and multi-agency collaboration. • Community hubs and parent champions to build trust and reduce barriers.	

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

Budgeted cost: £29,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outcome 1 and 2 One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings QFT and target groups; External teacher for group sessions; Beanstalk reader	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1, 2,

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support on transition into KS2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1
Outcome 1 and 2 Purchase and provide a range of interactive and online platforms to support learning. LBQ; IDL; SUMDOG; SeeSaw	EEF evidence: Digital tools can improve attainment when they complement high-quality teaching • Structured content aligned to curriculum goals. • Opportunities for peer interaction and collaboration. • Scaffolding for independent learning and self-regulation. • Integrated feedback and progress tracking. • Enhances engagement and motivation. • Supports flexible, self-paced learning.	1,2, 3 and 4
Outcome 3, 4 and 5 High quality CPD training for pastoral team; ELSA; Nurture UK; Emotion Coaching Deliver effective evidence-based interventions. ELSA sessions package. Nurture Curriculum and provision.	**EEF evidence and Nurture UK evidence**: • Social and Emotional learning (SEL) approaches can aid progress when implemented effectively. • Strategies that teach self-regulation, resilience, and emotional literacy alongside academic learning are strongly recommended. • Groups significantly improve social-emotional wellbeing, attendance, and behaviour.	3 and 5

	• Whole-school nurturing approaches enhance pupil engagement, reduce barriers to learning, and support academic progress.	

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

Budgeted cost: £16,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outcome 3 and 5 Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	3,4 and 5
Outcome 5 Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Outcome 3 and 5 Ensure pupils benefit from a wide range of experiences that enhance and further their education. Broaden experiences through a range of visits and visitors and yearly residential experience	**EEF evidence**: • Arts participation and cultural experiences can add progress when linked to curriculum learning. • Outdoor adventure learning shows positive impact on confidence, resilience, and teamwork, especially when integrated into teaching. Learning away research:	3, 4

	• High-quality residentials improve engagement, self-confidence, relationships, and academic motivation. • Benefits are strongest when residentials are purposeful, inclusive, and connected to curriculum goals. National reviews (NFER/DfE): • Enrichment activities and visits enhance wellbeing, belonging, and attendance, reducing barriers to learning.	
Outcome 3, 4 and 5 Transition within keys stages. KS1 to KS2 transition into Year 3 Year 6 to year 7	The Education Endowment Foundation (EEF) states that 'Schools who put significant effort into sharing information and making new, positive connections, so that pupils start confidently in their new setting. 3. Wider strategies | EEF	3, 4 and 5
Outcome 4 Parental Engagement: Deliver curriculum workshops and support sessions to help parents actively support their child's learning. Regular opportunities for parents to come into school and be engaged in school community. Strong relationships: Maintain open communication through regular newsletters, website updates, and visible leadership presence (e.g., SLT greeting families at the gate each morning).	Research suggests that 'The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement' (Review of best practice in parental engagement Research Report DFE-RR156) +4 months Parental engagement | EEF	3, 4 and 5
Outcome 3	The EEF's Social and Emotional Learning (SEL) in Primary Schools	3 and 5

Supporting pupils' social and emotional needs through implementing evidence-base intervention programme; by training and sustaining emotional literacy support assistant (ELSA). YouthShoots Resilience Reps Hearts and Minds training and whole school approach,	guidance report that when carefully implemented, SEL approaches can increase positive pupil behaviour, mental health and well-being and academic performance. Social and emotional learning | EEF YouthShoots provides training for pupils on mental health, wellbeing, resilience, coping strategies and internet safety and harms. Peer-led intervention of positive change that improves pupils resilience to challenges ahead and promote and protect their wellbeing. *Every stage of YouthShoots' engagement aligns with the current Legislation (Online Safety Act 2023), Regulation (Ofcom, "A Positive Vision for Media Literacy: Ofcom's Three-Year Media Literacy Strategy"/"Evaluation Toolkit.."), Government curriculum (RSE "Mental Wellbeing" and "Internet Safety & Harms") and initiatives (Senior Mental Health Leads and PHE's "Promoting Children and Young People's Emotional Health and Wellbeing"), which are currently quickly evolving, as pupil wellbeing and internet safety awareness has achieved its deserved priority.*	
Outcome 3 and 5 Enrichment and enhancement curriculum	Consistent reports demonstrate benefits of arts, drama, music, etc participation in the form of more positive attitudes to learning and increased well-being. Arts participation | EEF Physical activity | EEF Enrichment and Enhancement Curriculum – Evidence of Impact • EEF evidence shows that enrichment activities such as arts participation can add + when integrated into teaching, improving confidence, wellbeing, and engagement.	3, 4 and 5

	• Sports and physical activity enhance social skills, self-regulation, and attendance, indirectly supporting academic achievement. • Activities that build cultural capital, language development, and problem-solving are particularly effective for disadvantaged pupils.	

Total budgeted cost: £ £83,461

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (23/24 – 24/25)

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.

The data demonstrated that [*school would provide an overview of conclusions drawn from this analysis, including reference to school performance measures data, once published*].

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that [*school would provide an overview of conclusions drawn from this analysis*].

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that [*school would provide an overview of conclusions drawn from this analysis*].

Based on all the information above, the performance of our disadvantaged pupils [*exceeded/met/did not meet*] expectations, and we are at present [*on course/not on course*] to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that [*school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year*].

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

All disadvantaged pupils to who did not reach the expected standard in phonics check by end of KS1 to access consistent phonics linked to reading. Improved phonics knowledge.

Overall impact

- All staff have continued to access RWI training and have worked with Infant school staff to support delivery.
- All pupils have made progress
- Significant reduction in pupils accessing phonics (showing reducing the gap)
- Fluency and speedy reading developed for pupils post phonics completion

24 review

Reading attainment in Year 3 67% EXS+ of the remaining not at EXS, 13% also SEND)

100% pupils have made progress over the year.

73% of pupils (year 3 and 4), who did not pass at KS1, have come off phonics.

End of Key stage all pupils attainment 23 - 25

All pupils - Reading expected standard

Year	Cohort	School	National	National distribution banding
3-year	257	82%	74%	Above (sig+)
2025	82	80%	75%	Close to average (non-sig)
2024	85	80%	74%	Close to average (non-sig)
2023	90	86%	73%	Above (sig+)

Higher standard

All pupils - Reading higher standard

Year	Cohort	School	National	National distribution banding
3-year	257	45%	30%	Above (sig+)
2025	82	51%	33%	Above (sig+)
2024	85	36%	29%	Above (non-sig)

Year	Cohort	School	National	National distribution banding
2023	90	48%	29%	Above (sig+)

Expected standard

All pupils - Writing expected standard

Year	Cohort	School	National	National distribution banding
3-year	257	77%	72%	Close to average (non-sig)
2025	82	73%	72%	Close to average (non-sig)
2024	85	80%	72%	Above (non-sig)
2023	90	77%	71%	Close to average (non-sig)

Greater depth

All pupils - Writing greater depth

Year	Cohort	School	National	National distribution banding
3-year	257	13%	13%	Close to average (non-sig)
2025	82	12%	13%	Close to average (non-sig)
2024	85	11%	13%	Close to average (non-sig)
2023	90	16%	13%	Close to average (non-sig)

Expected standard

All pupils - Mathematics expected standard

Year	Cohort	School	National	National distribution banding
3-year	257	75%	73%	Close to average (non-sig)
2025	82	82%	74%	Above (non-sig)
2024	85	71%	73%	Close to average (non-sig)
2023	90	73%	73%	Close to average (non-sig)

Higher standard

All pupils - Mathematics higher standard

Year	Cohort	School	National	National distribution banding
3-year	257	25%	25%	Close to average (non-sig)
2025	82	32%	26%	Close to average (non-sig)
2024	85	22%	24%	Close to average (non-sig)
2023	90	21%	24%	Close to average (non-sig)

Expected standard

All pupils - EGPS expected standard

Year	Cohort	School	National	National distribution banding
3-year	257	77%	72%	Close to average (non-sig)
2025	82	76%	73%	Close to average (non-sig)
2024	85	76%	72%	Close to average (non-sig)
2023	90	80%	72%	Above (non-sig)

Higher standard

All pupils - EGPS higher standard

Year	Cohort	School	National	National distribution banding
3-year	257	33%	31%	Close to average (non-sig)
2025	82	33%	30%	Close to average (non-sig)
2024	85	35%	32%	Close to average (non-sig)
2023	90	30%	30%	Close to average (non-sig)

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged	
		School	National
3-year	35	66%	62%
2025	11	64%	63%
2024	18	72%	62%
2023	6	50%	60%

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged	
		School	National
3-year	35	54%	59%
2025	11	45%	59%
2024	18	61%	58%
2023	6	50%	58%

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	35	57%	60%	Close to average (non-sig)
2025	11	64%	61%	Close to average (non-sig)
2024	18	56%	59%	Close to average (non-sig)
2023	6	50%	59%	Close to average (non-sig)

All pupils demonstrate emotional health and well-being, increasing resilience and positive growth mindset.

Type of SEMH Support (23-24)	Non PPG		PPG		LAC		PLAC	
	22-23	23-24	22-23	23-24	22-23	24-24	22-23	23-24
ELSA	TOTAL= 1	TOTAL = 3	TOTAL= 1	TOTAL =3	TOTAL =0	TOTAL= 1	TOTAL= 0	TOTAL= 1
CBT (Approaches)	TOTAL= 3	TOTAL= 6	TOTAL= 2	TOTAL = 1	TOTAL= 0	TOTAL= 1	TOTAL =1	TOTAL =0
Drawing and Talking	TOTAL= 3	TOTAL= 0	TOTAL= 2	TOTAL=0	TOTAL =0	TOTAL= 0	TOTAL= 1	TOTAL=0
Think Bricks	TOTAL =0	TOTAL= 2	TOTAL = 0	TOTAL = 4	TOTAL = 0	TOTAL= 0	TOTAL= 0	TOTAL= 0
Social Games	TOTAL =0	TOTAL= 5	TOTAL=2	TOTAL= 7	TOTAL= 0	TOTAL= 2	TOTAL= 0	TOTAL = 2
Play Practitioner	TOTAL =0	TOTAL= 0	Total=0	TOTAL =1	TOTA= 0	TOTAL=1	TOTAL= 0	TOTAL= 2
No Worries	TOTAL= 12	TOTAL= 23	ToTAL= 3	TOTAL= 9	TOTAL =0	TOTAL= 2	TOTAL= 1	TOTAL= 1

- Safer schools survey, 92% of pupils report feeling safe at school. Behaviour and bullying survey shows
- 93% of pupils are happy in school; 86% feel they can talk to someone in school or use a worry box.
- Increased capacity of key pupils access time with school dog; reduction in behaviour due to reduced anxiety.
- 100% of pupils report enjoyments and calmness after working with school dog.
- Communication with parents around mental health and wellbeing; delivery of mindfulness workshops to support regulation at home. Additional parental support, communication and signposting having a positive impact upon working relationships.
- Mindfulness built into the curriculum and delivered by expert trained teachers. Extended Mindfulness offered through lunchtime clubs and bespoke to pupils with support plans to support regulation.
- Engagement in Youth Shoots and promotion of pupil voice has enabled pupils to have confidence in sharing and support each other though challenge.

Opportunities are available to disadvantaged pupils to engage in wider opportunities and life Experiences.

Through the use of targeted use of PPG funding, all disadvantaged children access all visits and visitors alongside their peers. Access to extended school provision and music tuition is also encouraged in order to develop their life experiences.

Additional sporting events and coaching targeted for pupils who do not uptake a physical enrichment Club. Additional curriculum enrichment.

Pupils engage in high levels of attendance and demonstrate behaviours appropriate to the values of the school.

	2022/2023 attendance	2023/2024 attendance	2024/2025 attendance
Pupil premium	**95%**	**94%**	**94%**
Non pupil premium	**96%**	**96%**	**97%**

Close liaison with EWO and working closely with families to improve attendance has had a positive impact with increased attendance across both PP and non PP. Various support for medical needs and school attendance has positively impacted upon increased attendance for key groups.

Parents actively engage in children's learning activities

- Workshops for the following have taken place; e-safety for parents; maths and times tables, reading and spelling and mindfulness. Resources and clips shared for parents unable to attend.
- Regular updates through weekly newsletters and news updates through website and regular assemblies and parental engagement opportunities throughout the school year 95+%.
- Reading engagement with parents and high up-take of parental participation for World Book Day and Pjarmarama Day.
- High engagement and attendance at St. George's Day; class assemblies; Sports day and the increased community events.
- Parents supporting school with careers and wanting to support enrichment of the curriculum offer.
- Parent lunches – a high uptake and positive feedback received from parents

Externally provided programmes

Programme	Provider
Behaviour Support	Educational Psychology Service Inclusion Team
Read Write Inc	OUP/Ruth Miskin
Fresh Start	OUP
NFER assessments	NFER assessments
LBQ learning by questions	Learning by questions.
ELSA	Educational Psychology Service Inclusion Team
Snip Spelling intervention	SNIP Literacy

PINS-Partnership for Inclusion of Neurodiversity in Schools	DFE
Nurture training x 5 staff	Nurture UK via Virtual Schoo
IDL Literacy	IDL
Sumdog	Sumdog
MISP	Mindfullness in Schools Programme

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.