

Pupil premium strategy statement – St George’s Catholic Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	531
Proportion (%) of pupil premium eligible pupils	12% (65)
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)	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Mr Paul O’Rourke
Governor / Trustee lead	Catherine Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101 860
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4930
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£9500
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>	£116 290

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that all pupils, regardless of their background, are able to reach their full potential. As part of this commitment, we have been focusing on improving the progress of disadvantaged pupils at Key Stage 2, in line with our school's vision and the priorities identified in our recent Ofsted inspection. The objective of our Pupil Premium strategy is to increase the progress of disadvantaged pupils at Key Stage 2, so that their attainment is above the national average for Pupil Premium pupils and on par with their non-disadvantaged peers nationally.

We are also committed to ensuring that all pupils, including those from disadvantaged backgrounds, have the support and opportunities they need to thrive both academically and personally. As part of this commitment, the school has identified the need to improve the social and emotional aspects of school life for disadvantaged pupils. The objective of this initiative is to provide disadvantaged pupils with mentors who can give them self-belief in their work, act as positive role models for their behaviour, and advocate for their success.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment in maths
2	Less well-developed reading ability, children leaving KS1 behind their peers
3	Curriculum information meetings for parents
4	Lower attendance by pupil premium children
5	Participation in clubs, visits and classes
6	Social and Emotional difficulties

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
Scores in maths and reading assessments improve	Numbers of disadvantaged pupils moving up from WNE to NE, or NE to ANE increases
Reading fluency is improved	Disadvantaged pupils progress through reading scheme more quickly
Pupils are well supported in their learning at home	Numbers of disadvantaged pupils moving up from WNE to NE, or NE to ANE increases
Our aim is to create a welcoming and engaging environment where every pupil feels valued and motivated to attend school regularly.	Attendance of disadvantaged pupils is at least as good as non-disadvantaged peers
Children do not miss out on opportunities due to disadvantage	Increased participation in enrichment activities by disadvantaged pupils
Mentoring will provide both targeted academic support In addition, young male mentors will be introduced to act as positive role models for appropriate children	Improved self-belief in potential For pupils to engage more effectively with the learning process Behaviour and attitude of learners improves

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 (for example, CPD, recruitment and retention)

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching – NTECM training	Implement a mastery approach to teaching mathematics, ensuring that all pupils have a deep understanding of concepts before moving on to new material. Source: NCETM	1
<i>Develop a programme of professional development to replace organisational staff meetings</i>	Provide ongoing professional development for teachers (staff meetings) disseminating new learning and ensuring that teaching is responsive to pupil needs. Source: EEF	1, 2
<i>Curriculum Information meetings for parents</i>	Develop workshops and resources for parents to highlight the importance of regular attendance and how they can support their children.	1, 2, 3
<i>Monitor and Support Attendance: Use data effectively to track attendance patterns and identify pupils who may need additional support.</i>	Regularly review attendance data to ensure all relevant staff are aware and can contribute to improving attendance. Source: EEF	4
<i>use teacher appraisal targets to improve academic progress by disadvantaged pupils</i>	Set clear expectations and monitor performance: Establish high expectations for all pupils and regularly monitor their progress to ensure that disadvantaged pupils are achieving their potential. (EEF)	1, 2

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 sessions with class teacher for tutoring, pre-teaching or catch-up work</i>	For pupils identified as needing additional support in mathematics. This targeted approach allows for personalised instruction that meets individual learning needs. (EEF) Establish after-school mathematics clubs that provide additional practice and support in a less formal setting,	1

	encouraging engagement and confidence in the subject.	
<i>Curriculum information meetings for parents</i>	This can enhance pupil outcomes and strengthen the home-school connection (EEF)	3
<i>Establish homework clubs or provide resources for pupils to complete homework effectively.</i>	This can help reinforce learning and provide additional support outside of school hours (EEF)	1, 2
<i>Pair disadvantaged pupils with mentors who can provide academic support and guidance.</i>	This relationship can foster a sense of belonging and motivation to succeed (EEF)	1, 2, 6
<i>Personalised Attendance Plans: For pupils with persistent absence, create individualised attendance plans that involve discussions with the pupil and their family</i>	to identify barriers and set achievable attendance goals. (Portsmouth Education Partnership)	4

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

Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Social and Emotional Support: Implement ELSA programme to promote social and emotional learning (SEL) to help pupils develop resilience and coping strategies. source.</i>	This can improve their overall well-being and academic performance (EEF)	6
<i>Provide access to extracurricular programmes that enhance learning opportunities and promote engagement.</i>	Activities such as sports, arts, and clubs can help build confidence and social skills (EEF)	5
<i>Establish a system for monitoring attendance and providing support</i>	This can include working with families to address barriers to attendance (EEF)	4

<i>for pupils with high absence rates.</i>		
<i>Utilise technology to enhance learning experiences and provide additional resources for pupils.</i>	This can include using educational software that adapts to individual learning needs (EEF)	1, 2

Total budgeted cost: £ 100000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment - The impact of these actions is evident in the progress made by our disadvantaged pupils at Key Stage 2. By the time they leave our school, their attainment is now above the national average for Pupil Premium pupils and on par with the non-Pupil Premium pupils nationally.

Progress - the following numbers of Pupil Premium pupils who were previously working towards national expectations are now meeting those standards:

40% of Pupil Premium pupils are now making 'good' progress in reading, 47% in writing and 39% in maths

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.