

Pupil premium strategy statement – Saint George’s CofE School

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	1390 plus 253 in Sixth Form
Proportion (%) of pupil premium eligible pupils	21% Primary Phase – 12% Secondary Phase 21%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2027
Statement authorised by	Simon Murphy
Pupil premium lead	Emma Warburton/ Sacha Semanshia
Governor / Trustee lead	Karen Plummer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 316719
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 316719

Part A: Pupil premium strategy plan

Statement of intent

In the Parable of the Good Samaritan, Jesus responds by saying the most important commandment is to “Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’ and, ‘Love your neighbour as yourself.’” At Saint George’s, we demonstrate this through the equity of opportunity we provide for those students who may not have had an equal starting point. We will work closely with our pupil premium students, parents/carers, teachers, and stakeholders to identify their challenges and enable them ambitiously to overcome them.

We intend to action this through our values of **Caring** for ourselves and others as unique and valuable creations, the **Respect** of all people and places in our school community and beyond and to **Share** generously of our time and talents to serve our school community and others. By doing this, we want our pupils to adopt a mindset that is confident, resilient, and strong in who they are destined to become once they leave the gates at SGS and go out to navigate the adult world.

Our aim is to champion relentlessly each disadvantaged pupil from EYFS through to Year 13. Part of this includes a commitment to ensuring that disadvantaged pupils develop the spoken language and communication skills needed to thrive academically, socially, and emotionally.

Our **ultimate objective** is that disadvantaged pupils:

- Communicate confidently and effectively in a range of contexts
- Use spoken language to support their thinking, vocabulary growth, reading comprehension, and writing
- Participate fully in classroom dialogue and collaborative learning
- Develop confidence, social capital, and cultural capital through structured opportunities to speak, perform, and lead

Our **oracy strategy** aligns with the EEF’s evidence that high-quality talk enhances cognition, vocabulary acquisition, reading, and long-term academic progress. We focus on **high-quality teaching, structured interventions**, and **wider opportunities** that give disadvantaged pupils space and support to find their “spoken voice” alongside their “written voice”.

Key principles:

- **Consistency** in oracy expectations and language routines across all classrooms
- **Explicit teaching** of vocabulary and speaking skills
- **Professional development** for teachers and support staff
- **Targeted intervention** for pupils with delayed speech, language, and communication skills
- **Enrichment and leadership opportunities** that enable disadvantaged pupils to practise oracy in authentic contexts

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped vocabulary and limited exposure to language-rich interactions at home, resulting in weaker oral and written expression and low confidence in speaking .
2	Poor early speech, language and communication skills , particularly in EYFS and KS1, delaying phonological awareness, comprehension, and early reading. This lack of fluency in reading can become ingrained and can still be seen in KS3 and KS4 if not supported.
3	Inconsistent teacher expertise in facilitating high-quality classroom talk, dialogic teaching, and structured oracy routines.
4	Limited access to wider cultural and leadership experiences that provide meaningful contexts to use and develop oracy skills.
5	There are individuals within this group across all phases who experience elevated levels of social, emotional and mental health challenges.

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. Improved spoken language and vocabulary for disadvantaged pupils.	<ul style="list-style-type: none"> Increased participation & confidence in classroom talk Improved reading comprehension outcomes Improved vocabulary use and sentence construction
2. Strong foundational oracy in EYFS & KS1.	<ul style="list-style-type: none"> Disadvantaged pupils contribute more frequently and more confidently in lessons Pupil voice shows improved self-confidence in speaking <i>See also 180 Day plan Priority 1</i>
3. Improved consistency of oracy pedagogy across all phases.	<ul style="list-style-type: none"> All teachers trained in dialogic teaching / oracy frameworks

	<ul style="list-style-type: none"> • Learning walks show consistent use of talk routines and structured discussion • Collaborative learning has meaningful impact because KAGAN is used skilfully across all phases. • <i>See also 180 Day plan Priority 2</i>
4. Increased exposure to enriching oracy opportunities.	<ul style="list-style-type: none"> • High participation rates from disadvantaged pupils in debates, performances, presentations, and leadership clubs • Enhanced community and parental engagement • Increased cultural capital and sense of belonging • Increase in disadvantaged pupils becoming Values Ambassadors KS1-KS5 • <i>See also 180 Day plan Priority 4 and 5</i>
5. Timely and effective support for disadvantaged pupils experiencing social, emotional or mental health issues.	<ul style="list-style-type: none"> • Pupils and families feel supported because of early intervention through the ELSA and safeguarding teams • Attendance of disadvantaged pupils is good

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: £132,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust-wide Oracy CPD programme covering dialogic teaching, vocabulary instruction, questioning, and structured talk routines.	EEF: Oral Language Interventions (+6 months); High-quality teaching is the most impactful PP strategy.	1, 3
Development of a Trust Oracy Framework with common expectations, talk protocols, and progression pathways.	Consistency enhances implementation; EEF implementation guidance.	3
Instructional coaching to embed oracy routines in daily teaching (e.g., Think-Pair-Share, sentence stems, exploratory talk).	Instructional coaching has strong evidence of impact.	1, 3
Training support staff on modelling talk and reinforcing vocabulary	Speech & language scaffolding linked to accelerated progress.	1, 2, 3

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

Budgeted cost: £137,466

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions in EYFS/KS1	EEF Oral Language Interventions: +6 months	1
Small-group oracy intervention for KS2 and KS3 disadvantaged pupils , focusing on vocabulary, comprehension, articulation & confidence	Structured interventions are highly effective; EEF small-group tuition.	1, 3
1:1 pre-teaching of vocabulary linked to upcoming curriculum content	Closing language gaps improves comprehension and attainment.	1
Reading aloud and performance reading groups	Improves fluency, expression, and confidence; linked to oracy.	1, 2, 4
Secondary phase LAB lessons	Structured interventions are highly effective; EEF small-group tuition.	1, 3

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

Budgeted cost: £47,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased opportunities for disadvantaged Values Ambassadors to speak publicly .	Authentic speaking opportunities build transferable skills and confidence.	1, 4
Debate clubs, Trust Oracy Festival, public speaking competitions	Authentic speaking opportunities build transferable skills and confidence.	1, 4
Strengthen access to social action and leadership projects In line with eth Saint George's vision and values	Leadership roles increase social & cultural capital.	1, 4
Ensure that disadvantaged pupils are supported to take part in trips, visits and enrichment that broaden vocabulary	Cultural capital strongly linked to oral & written expression.	2, 4

Targeted intervention to secure still better attendance for disadvantaged pupils	DfE Attendance strategy documentation 2024-25	5
Parental engagement workshops (supporting early language, reading aloud, talk routines at home, the language of education)	EEF: Parental engagement (+4 months).	1, 2, 4, 5
Mental Health support through counselling, ELSA, Community Leaders and Mental Health Lead		5

Total budgeted cost: £316,719

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>KS2</p> <p>The school performed well at the end of KS2 in the summer of 2025. 33% of disadvantaged pupils achieved the expected standard in R, W, M from a small cohort of 6 pupils. 50% of PP pupils achieved the expected standard in Mathematics and 50% in Reading.</p> <p>KS4</p> <p>The school performed well at KS4 in the summer of 2025, with pupil premium pupils achieving the following headline scores.</p> <p>E and M 4 + 41%</p> <p>E and M 5 + 26% (whole school 29%)</p> <p>Attainment 8 - 34.09</p> <p>We also invest heavily in vocational options and were very pleased with the performance of pupil premium pupils:</p> <p>Vocational learning overall ALPs 2</p> <p>ALPS 4 – 3D studies</p> <p>ALPS 1 - Drama</p> <p>ALPS 4 - French</p> <p>ALPS 2 - Spanish</p> <p>ALPS 3 – Sport</p> <p>ALPS 2 – performing Arts</p>
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ALPS 2 – Music
ALPS 3 – hospitality and catering
2024-25 PP Attendance Whole School 88.9% (up from 85.5% in 2023-24)
2.3% of pupils were found to be NEET in 2023 (latest figure available). (In 2021 the NEET percentage was at 12.2% and in 2022 was 2.6% with the average within Kent 5.1%)

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
Embedding Formative Assessment	SSAT
NTS Testing suite KS1-2	NTS
Accelerated Reader	Accelerated Reader
Bedrock Reading test suite	Bedrock

Service pupil premium funding (optional)

<i>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</i>
£1071
The impact of that spending on service pupil premium eligible pupils

