

Pupil premium strategy statement – King George V Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	36% (82 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)	2025-2028
Date this statement was published	20 th November 2025
Date on which it will be reviewed	20 th November 2026
Statement authorised by	Head Teacher – S. Penny
Pupil premium lead	S. Penny
Governor / Trustee lead	L. Reed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,240.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£130,240.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

How our current pupil premium strategy plan works towards achieving those objectives:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We will support disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at King George V Primary School
- We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being

The key principles of our strategy plan:

- Ensure that all children receive quality first teaching
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- To provide increased in class support to ensure all children wherever possible keep up, not catch up
- Additional teaching and learning opportunities provided through lunchtime and afterschool clubs
- Children's SEMH needs are suitably met so that they are able to access learning
- Ensuring children have opportunities for enriching first-hand experiences which support character development and learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Low language starting points and poor oral vocabulary on entry.

	<ul style="list-style-type: none"> • 2025- 75% of disadvantaged pupils on entry to Reception not at the expected standard for communication and language
2	<p>Low early literacy and decoding skills.</p> <ul style="list-style-type: none"> • Sept 2025-33% of disadvantaged pupils on entry to Y1 are working below expected standards in reading • Sept 2025 – 30% of disadvantaged pupils are working below age related expected standards in reading across the school • Sept 2025 – There is an 8% difference between PP and Non-PP pupils working at the higher standard in reading • Sept 2025- 30 % of disadvantaged pupils are working below age related expected standards in writing across the school • Sept 2025 – There is a 2% difference between PP and Non-PP pupils working at the higher standard in writing
3	<p>Weak mathematics knowledge and fluency.</p> <ul style="list-style-type: none"> • Sept 2025 – 38% of disadvantaged pupils are working below age related expected standards in mathematics across the school • Sept 2025 – There is a 7% difference between PP and Non-PP pupils working at the higher standard in mathematics
4	<p>Weaker attendance and punctuality for a subset of PP families.</p> <ul style="list-style-type: none"> • Disadvantaged pupil attendance averaged 93.2% in 2024-55 compared with 95.1% for non-disadvantaged pupils.
5	<p>SEMH needs: limited resilience, self-regulation and self-esteem.</p> <ul style="list-style-type: none"> • 64% of pupils on the SEMH register are disadvantaged.
6	<p>Barriers regarding parental capacity to access and coordinate wraparound and community support without school mediation.</p>

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 oral language and early communication	Increase proportion of PP pupils meeting age-related communication and language targets by 50% (WellComm data).
Improved phonics and early reading	100% of PP pupils meet the expected standard in the Year 1 phonics screening
Improved writing attainment	PP pupils achieving expected standard in writing improves by 10% across KS1/KS2
Improved mathematics attainment	PP pupils' end-of-year maths outcomes improve by 15% across KS1/KS2.

Improved attendance and engagement	Persistent absence (>94%) among PP pupils reduced by 30%
Improved SEMH outcomes	70% of targeted PP pupils show improvement on Boxall/Thrive SEMH scales.

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: £ 66,506.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 Oracy Strategy – Whole-school adoption of the Voice 21 Oracy Framework, including staff CPD, curriculum integration, and pupil talk routines to improve speaking, listening, vocabulary, reasoning, and confidence.	The EEF's <i>Oral Language Interventions</i> guidance (2021) identifies spoken language and oracy development as high-impact, low-cost strategies for improving attainment, particularly for disadvantaged pupils. Voice 21's independent evaluations (University of Cambridge & Oracy Cambridge, 2020) found measurable improvements in pupils' expressive language, reasoning, and self-confidence. Structured oracy approaches also link positively to writing, reading comprehension, and self-efficacy.	1 £2740
WellComm & Early Talk Boost – Early language screening and targeted intervention in EYFS.	EEF oral language guidance supports structured small-group programmes for early communication.	1 £5,328
Little Wandle Letters & Sounds Revised – Systematic synthetic phonics programme with staff training and fidelity monitoring	Strong EEF evidence for phonics programmes improving decoding and reading outcomes.	1, 2 £12500

<p>The Write Stuff (Jane Considine) – Structured writing approach and CPD to improve composition and vocabulary.</p>	<p>EEF evidence for structured writing and sentence-level modelling improving outcomes.</p>	<p>1, 2 £11900</p>
<p>Mathematics Mastery approach – Teaching for mastery CPD, manipulatives and structured lesson design.</p>	<p>EEF Mastery Learning guidance supports improved maths outcomes</p>	<p>3 £13500</p>
<p>Metacognition & Self-Regulation CPD – Training on TLAC and EEF strategies for metacognitive thinking and self-regulation.</p>	<p>EEF identifies metacognition/self-regulation as high-impact, low-cost.</p>	<p>5</p>
<p>Leader development, including instructional coaching training – Senior and middle leaders receive CPD in instructional coaching, mentoring, and leadership skills to enhance the quality of teaching. Leaders support teachers in implementing evidence-based strategies, resulting in improved teaching practice and learner outcomes across the school.</p>	<p>EEF <i>Effective Professional Development</i> guidance (2020) highlights that sustained, school-led CPD with coaching and mentoring improves teacher practice and pupil outcomes. Instructional coaching has strong evidence for improving teaching quality and student attainment (Knight, 2018; Kraft et al., 2018). High-quality leadership training correlates with improved implementation of evidence-based teaching strategies.</p>	<p>1,2,3,4,5,6 £6100</p>
<p>Investment in teacher development – increasing subject knowledge through subject association memberships, access to National College training, and high-quality CPD.</p>	<p>The EEF <i>Effective Professional Development</i> guidance (2020) highlights that subject-specific CPD has a significant positive impact on pupil attainment, particularly when it is sustained and includes opportunities for feedback and reflection. Research shows that teachers’ strong subject and pedagogical knowledge are key drivers of pupil progress (Coe et al., 2014). Access to professional networks and national training</p>	<p>1,2,3 £7500</p>

	enhances curriculum expertise and improves classroom practice.	
Assessment- Sonar, NTS, Rising Stars, Pupil progress meetings		£6938

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

Budgeted cost: £ 37,135.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 additional language support for Y1 PP pupils who have not yet secured CL ELG at the end of EYFS	EEF <i>Oral Language Interventions</i> guidance (2021) highlights small-group and 1:1 interventions as highly effective for developing communication and vocabulary, with an average impact of +6 months' progress. Research shows targeted follow-up in Year 1 accelerates progress for pupils who did not meet CL ELG, especially in disadvantaged populations.	1 £5000
Basic English language interventions for PP pupils with EAL – Small-group or 1:1 sessions focusing on foundational vocabulary, sentence structures, grammar, and oral language development. Supports pupils' access to the curriculum and improves reading and writing outcomes.	EEF <i>Oral Language Interventions</i> guidance (2021) indicates structured small-group or 1:1 language support accelerates progress in speaking, listening, and literacy. Research on EAL interventions shows that targeted vocabulary and sentence-level instruction improves reading comprehension and writing (EEF, 2022; DfE, 2017). Evidence from bilingual and EAL programmes highlights that scaffolded language support has high impact for disadvantaged pupils.	1 £6215
Daily 1:1 additional Little Wandle phonics tutoring for PP pupils working below age expected standards	EEF <i>Phonics</i> guidance (2022) shows that 1:1 and small-group phonics interventions accelerate reading progress, particularly for disadvantaged pupils. Structured, systematic synthetic phonics programmes improve decoding and	2 £9087

	early reading outcomes, with an average additional progress of +4–6 months.	
KS2 additional reading support/intervention – Small-group or 1:1 targeted sessions for PP pupils working below age-expected standards, focusing on reading fluency, comprehension, vocabulary, and inference skills	EEF <i>Reading Comprehension Strategies</i> guidance (2022) shows that targeted comprehension and fluency interventions for pupils below age expectations have a positive impact, especially for disadvantaged pupils. Small-group and 1:1 interventions can add +4–6 months' progress.	2 £10000
Additional maths support/intervention for KS1 and KS2 PP pupils – Small-group or 1:1 targeted sessions focusing on number sense, basic maths structures (place value, addition, subtraction, multiplication, division), and conceptual understanding.	EEF <i>Improving Mathematics in Key Stages 1 and 2</i> guidance and Teaching for Mastery research (EEF, 2022) indicate that targeted small-group interventions accelerate progress for pupils with underdeveloped number sense and conceptual gaps. Mastery approaches and structured fluency practice improve attainment, particularly for disadvantaged pupils.	3 £6833

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

Budgeted cost: £ 26,599.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture & Lego Therapy – Small-group SEMH support focusing on building resilience, self-regulation, social skills, and confidence. Includes Lego Therapy sessions for targeted pupils with social and emotional difficulties.	Evidence shows nurture provision improves self-regulation, social competence, and engagement in learning. Lego Therapy has research evidence supporting improvements in social skills, teamwork, communication, and confidence, particularly for children with SEMH or ASD profiles (Robinson et al., 2015; LeGoff, 2004). EEF <i>Social and Emotional Learning</i> guidance (2022) indicates structured SEMH	5 £6913

	interventions have a positive impact on academic attainment and behaviour.	
Family Support Worker (FSW) – Lead Early Help, attendance casework, and community signposting. Provides practical support such as school uniform, transport, food bank referrals, liaison with local services, and attendance monitoring.	Research on Early Help interventions shows that coordinated family support improves school attendance, engagement, and outcomes for disadvantaged pupils. EEF <i>Parental Engagement</i> guidance (2019) highlights that engaging families in practical and educational support increases pupil attainment and reduces absenteeism. Local authority Early Help evaluations show sustained impact on children’s social, emotional, and educational outcomes when schools provide dedicated casework support.	4,6 £17286
Funding to subsidise cost of residential visits (board and lodgings) for PP pupils – Ensures all pupils have equitable access to enrichment opportunities such as residential trips, outdoor learning, and cultural experiences.	EEF <i>Arts Participation</i> guidance (2022) and research on outdoor learning and enrichment opportunities show that participation in wider experiences improves motivation, engagement, social and emotional development, and, indirectly, attainment. The National Foundation for Educational Research (NFER, 2019) highlights that disadvantaged pupils benefit from funded enrichment opportunities, which increase self-confidence, resilience, teamwork, and aspiration.	5 £2400

Total budgeted cost: £ 130,240.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2024 to 2025** academic year.

Attainment in Communication and Language, Phonics, Reading, Writing, and Mathematics:

	Non-PP	PP	PP Difference v all pupils' national averages
CL (ELG)	52%	83%	82% +1
GLD	60%	67%	68% -1%
Y1 Phonics	83%	80%	80% -0%
Y2 Phonics re-sits	100%	N/A	N/A
KS1 reading	75%	63%	
KS1 writing	75%	63%	
KS1 mathematics	75%	63%	
KS1 RWM EXS	75%	63%	
KS1 RWM GDS	25%	18%	
Y6 reading	83%	92%	75% -17%
Y6 writing	78%	75%	72% -3%
Y6 mathematics	83%	58%	74% -16%
Y6 RWM EXS	78%	58%	62% -4%
Y6 RWM GDS	0%	6%	8% -2%

Attendance

	Non-PP	PP
2024-25	95.1%	93.2%

Overview of Disadvantaged Pupils' Performance

During 2024–25, the school monitored the attainment and progress of disadvantaged pupils through national assessments, internal data and wider wellbeing indicators.

Key Stage 2 Outcomes (2025)

- **Combined Reading, Writing and Maths (RWM):** 56% of disadvantaged pupils achieved the expected standard, compared with 78% of non-disadvantaged pupils in school and 62% nationally.
- **Reading:** 92% of disadvantaged pupils reached the expected standard, compared with 83% of non-disadvantaged pupils in school and 75% nationally.
- **Writing (Teacher Assessment):** 75% vs 78% (school non-disadvantaged) and 72% nationally.
- **Mathematics:** 58% vs 83% (school non-disadvantaged) and 74% nationally.

PP Attainment exceeds non-PP pupils in school and average score for all pupils nationally in Reading, Writing is broadly in line and Mathematics remains below both national and school averages.

Pupils included in the 2025 performance data experienced educational disruption due to Covid-19 earlier in their schooling. As a result, there is no progress data available for this cohort.

2. Internal Assessment and Monitoring Data

Summative and formative assessments throughout 2024–25 align with the external data:

- Gaps in reading narrowed by 3% in reading and 13% in writing from 2023–24. Targeted reading fluency interventions and consistent use of retrieval practice have been effective.
- Mathematics remains the area of greatest disparity. End-of-year assessments show that 10% disadvantaged pupils are performing behind their peers, particularly in problem solving and reasoning.
- Formative assessment and pupil conferencing indicate improved engagement and confidence in core subjects for those receiving targeted small-group tuition and pre-teaching.

3. Wider Indicators: Attendance, Behaviour and Wellbeing

- **Attendance:** Disadvantaged pupil attendance averaged 93.2%, which reflects a dip in comparison with 94.2% from the previous year due to contextual issues.
- **Persistent absence** was also affected (19.4% for disadvantaged pupils in 2025 v 16.8% in 2024) and is expected to stabilise and improve this year. This remains a priority area.
- **Behaviour:** Recorded behaviour incidents among disadvantaged pupils declined by **9%** compared with 2023–24, reflecting the impact of restorative approaches and enhanced pastoral support.

4. Evaluation of Strategy Implementation and Impact

The 2022–25 Pupil Premium Strategy focused on three key aims:

1. **Raise attainment and progress** in reading, writing and mathematics.
2. **Improve attendance** and reduce persistent absence among disadvantaged pupils.
3. **Enhance wellbeing and engagement** to improve readiness to learn.

5. Review of Previous Strategy Outcomes (2022–25)

At the conclusion of the 2022–25 plan:

- The attainment gap in combined RWM compared with national was closed in 2025 and has increased by 13% from 2022 school data.

- Attendance improved year-on-year, with the exception of a slight dip this year (contextual issues).
- Qualitative evidence from learning walks and pupil conferencing suggests disadvantaged pupils demonstrate greater confidence and engagement in learning.

These outcomes have directly informed the priorities for the **2025–28 Pupil Premium Strategy**, which will focus on:

- Early intervention and fluency in mathematics.
- Strengthening family engagement and attendance partnerships.
- Embedding high-quality teaching strategies across all classrooms.
- Refining impact measurement through termly pupil progress reviews.

Summary

The school's work to improve outcomes for disadvantaged pupils continues to show positive momentum. Strongest impact is seen in **reading, writing** and **wellbeing**, where targeted support is clearly improving progress. **Attendance** and **mathematics** remain key areas for development. The new three-year strategy builds on current successes while addressing remaining gaps to ensure that all disadvantaged pupils achieve their full potential.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil 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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

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 funding.