

Pupil premium strategy statement

George Washington 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	385
Proportion (%) of pupil premium eligible pupils	43%
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 – 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024 November 2025 November 2026
Statement authorised by	Ryan Knight – Head of School
Pupil premium lead	Ryan Knight – Head of School
Governor / Trustee lead	Rev. Julie Wing

Funding overview 2025/2026

Detail	Amount
Pupil premium funding allocation this academic year	2025/2026 - £231,795
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>	£231,795

Part A: Pupil premium strategy plan

Statement of intent

At George Washington Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Pupil premium pupils are not all alike, as they have a range of diverse needs, and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy works towards a three-tiered approach that balances approaches to improve quality first teaching, targeted academic support and wider strategies. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

Challenges

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

Challenge number	Detail of challenge
1	Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income: this is particularly evident in the early years where speech and language is lower than expected on entry. In addition to this, resources and educational based activities are limited in the home setting and local community for some pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as fluent readers.
3	Some disadvantaged pupils in Key Stage 2 are not making the same progress in reading and writing as their peers. Many do not develop a love of reading and do not read widely enough. Their comprehension and understanding of vocabulary is not yet developed meaning many disadvantaged pupils do not meet age-related expectations in reading or writing.
4	Parental engagement with school is limited. Some disadvantaged pupils do not engage in extra-curricular activities or learning experiences outside of school, including reading and homework.
5	Attendance for disadvantaged pupils is lower than other pupils in school.
6	Observations and assessments show that children need support to develop their basic skills in reading, writing and maths.
7	Discussions with pupils and parents/carers have shown there can be a lack of enrichment opportunities outside of school compared to non-PP pupils due to financial constraints at home or the lack of opportunities made available to them.

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
For pupils to obtain a good knowledge of vocabulary.	<ul style="list-style-type: none">• pupils to have a good understanding of a wider range of vocabulary• pupils to verbally use and feel confident about using a wider range of vocabulary during discussions and everyday conversations• pupils to use and feel confident about using a wider range of vocabulary in their writing

	<ul style="list-style-type: none"> • pupils to have a firm understanding of what they have read. • more pupils to achieve expected or above in EYFS, KS1 and KS2.
Improved writing and maths attainment among disadvantaged pupils	Improved statutory outcomes for disadvantaged pupils in Y1, Y4 and Y6.
Increased opportunities for Cultural Capital and curriculum visits / experiences funded by school for PP, impact positively on pupil achievement for this group.	Enrichment opportunities (capital culture) across all key stages will be planned across the year to ensure trips and themed school environment experiences for all pupils to increase learning and vocabulary development.
Parental engagement is high for all pupils. Pupils engage in learning experiences outside of school including reading and homework. Reading books are read frequently and pupils read widely.	All families of disadvantaged pupils engage with school through parent meetings, supporting homework, supporting engagement in pupil activities and experiences. Engagement is high for all families.
For pupils to take part in many enrichment opportunities, both in school and out of school.	<p>Pupils take part in a range of educational visits that enhance learning</p> <p>Pupils to experience a range of educational visitors that enhance learning</p> <p>pupils to have the opportunity to take part in out of school activities</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025-2026 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% from 92%.</p> <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 7% lower than their peers.</p>

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Complete EYFS baselines within the first weeks of Autumn term to ensure gaps in attainment can be addressed early.	Early intervention is key to closing the gap. School past data shows that the gap is less likely to close if children leave EYFS / Year 1 below the expected level.	6
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 resources and CPD	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	6
To ensure quality teaching and learning across the school to be at least good with most outstanding.	"Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011)	2, 3, 6
PP pupils to have focused quality teaching in small groups 2x week in all classes (TA supervises rest of class) Use of full-time school-based tutor	EEF cites favourable impact on accelerating learning when taught in focused small groups by a class teacher by 3 months progress.	2, 3
Continue to implement 'Little Wandle' validated phonics scheme across the school with a daily focus in reception and	There is extensive evidence to support the use of a systematic phonics programme with children in Key Stage 1. (EEF Teaching and Learning Toolkit: Phonics) Research shows that teaching	2, 6

<p>year 1. All staff to attend whole school updated 'Little Wandle' accredited training. Fluency in reading developed through effective delivery of reading sessions in reception and year 1 and whole class quality first teaching. In year 2, Little Wandle spelling programme will be delivered alongside effective guided reading sessions.</p>	<p>children how to read using synthetic phonics results in significant long-term benefits for disadvantaged pupils from poorer backgrounds and those who do not have English as their first language. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p>	
<p>Develop the English curriculum to ensure that children access high quality texts. Improve their love of reading through enhancing the reading curriculum, developing reading areas and ensuring there is a wide range of high-quality texts for pupils to access freely.</p>	<p>The Centre for Literacy in Primary Education (CLPE) evidence the importance of using high quality texts to support children in learning to read. They provide suggested high-quality texts and evidence their success in teaching and learning.</p>	6
<p>Ensure daily maths lessons develop children's fluency, problem solving and reasoning through quality first teaching. Provide opportunities for children to practise their fluency until it becomes embedded. Revisit prior learning through Memory Joggers. Embed TT Rockstars and Mathsframe into the curriculum to practice fluency skills.</p>	<p>The EEF state: 'High quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.' We aim to improve teaching in the fluency of number to raise attainment in maths.</p>	6

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum is well planned to include dialogic activities. Embedding dialogic activities across the school curriculum. Dialogic activities use conversation or shared discussion to explore the meaning of something. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase of new curriculum resources and books to support this.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
High quality verbal feedback during lessons focuses on when things are correct and incorrect. Feedback to focus on a task, subject and self-regulation strategies.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1
Additional phonics (across the school) sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered using Little Wandle Letter and Sounds (SSP) Use of full-time school-based tutor	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.	6
Improve the quality of social and	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	

<p>emotional (SEL) learn-ing.</p> <p>Staff to ensure that the same children are not being supported all the time and every child has the opportunity to develop independence in all lessons.</p> <p>Teach and promote resilience in all areas of learning.</p>	<p>performance, attitudes, behaviour and relationships with peers).</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities (capital culture) across all key stages to ensure trips, visitors and school experiences increase learning and vocabulary development	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. (EEF) Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.	1, 7
Continue to offer roles where children can lead and build confidence and independence. such as: school council, house captains, gym leaders, anti-bullying team, etc	Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes. Developing responsibility therefore impacts both on positive mental health and educational outcomes.	1, 7
Whole staff training on using the zones of regulation to self-	Both targeted interventions and universal approaches can have positive overall effects:	5

regulate own behaviour.	Behaviour interventions EEF www.educationendowmentfoundation.org.uk	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Non-classed based Family Support Worker	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £235,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcomes	Impact
For pupils to obtain a good knowledge of vocabulary.	<p>New medium-term plans for foundation subjects have been implemented over the last two academic years which included a focus on technical vocabulary and impact is noticeable from pupil voice.</p> <p>The school's English curriculum was reviewed in 2024/2025 with new supporting documents created to support with the planning and delivery of all aspects of English, including speaking and listening.</p>
Improved writing and maths attainment among disadvantaged pupils	<p>School's KS2 combined for disadvantaged pupils in 2025 was 52% compared to 48% in 2024. For non-PP pupils it was 72% and 86% respectively.</p> <p>Nationally, in 2025, 47% of disadvantaged pupils obtained RWM combined compared with 69% of pupils who are not known to be disadvantaged.</p> <p>In the 2025 MTC, 48% of our disadvantaged pupils obtained full marks compared to 43% of our non-disadvantaged pupils. This compares to 2024 when 32% of our disadvantaged children got full marks compared to 37% of our non-disadvantaged pupils.</p> <p>Nationally, in 2025, 27% of disadvantaged got full marks compared to 41% of those not known to be disadvantaged.</p>
Parental engagement is high for all pupils. Pupils engage in learning experiences outside of school including reading and homework. Reading books are read frequently and pupils read widely.	<p>School's overall phonics pass rate improved to 83% in 2024/2025 compared to 80% in 2024, 75% in 2023 and 70% in 2022.</p> <p>In 2024/2025, 85% of PP pupils passed the phonics check compared to 74% in 2023/2024.</p> <p>The Little Wandle programme has been embedded for three full years.</p> <p>Reading books are read frequently at home and in school. Parental engagement opportunities are offered throughout the year.</p>

For pupils to take part in many enrichment opportunities, both in school and out of school.	School tracks all extra-curricular clubs and promotes these with disadvantaged pupils. In 2024/2025 56% of disadvantaged pupils accessed at least one club compared to 62% of pupils who are not disadvantaged. This compared to 48% and 54% the year before respectively.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance rate for Pupil Premium children was 92.6% in 2024/2025 compared to 91.1% in 2023/2024 so an improvement of 1.5%. Nationally PP pupils had an attendance rate of 92.6% in 2024/2025 which was up from 92% in 2023/2024. Persistent Absence (PA) for school's PP pupils dropped to 25.2% in 2024/25 from 33.8% in 2023/2024. Nationally PA for PP pupils was 24.2% in 2024/2025 compared to 27.1% in 2023/2024.

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

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.