

George Spicer Primary School Three Year Pupil Premium Strategy Statement 2024-2027

"Learning well today to live a better tomorrow"



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	George Spicer Primary
Number of pupils in school	703
Proportion (%) of pupil premium eligible pupils	243 pupils = 34%
Academic year/years that our current pupil premium strategy plan covers, the current academic year is highlighted in green	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Dominic Spong
Pupil premium Lead	Livia Mangiapane
Governor / Trustee lead	Deborah Dykins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372,605
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At George Spicer 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 attainers and those with additional needs.

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.

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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance & punctuality In 2023-24 academic year – Disadvantaged 92.4% which was -3.3% compared to non-disadvantaged (non-disadvantaged 95.7%)</p> <p>26.6% (70 chn) of disadvantaged pupils were persistent absentees compared to 6.5% (35 chn) of non-disadvantaged.</p> <p>30% of the disadvantaged children had attendance less than 80%.</p>
2	<p>Low starting points – in 2023-24 30% of ALL pupils starting in Reception met the starting baseline expectations (GLD) 26% for disadvantaged compared to 32% non disadvantaged.</p> <p>By the end of the year GLD for All pupils was 66.3% (National 68% LA 68% London 70%) Disadvantaged 58.8% (National 52% LA 58.6% London 59%)</p> <p>In 2023-24 disadvantaged children in Reception had lower starting points, compared to non-disadvantaged in most areas in particularly in word reading (-20%) and writing (-7%)</p> <p>For the start of 2024-25 19% of ALL pupils in Reception are meeting the starting baseline expectations (GLD) 4% disadvantaged compared to 24% non-disadvantaged. Disadvantaged children are below non-disadvantaged children in 9 out of the 12 GLD areas. Significant gaps fine motor -19%, writing -10% and number -18%</p>
3	<p>Many pupils face additional challenges to those of being disadvantaged In 2023-24 – 57.5% of disadvantaged children were EAL and 30.4% were SEN provision</p> <p>In 2024-25 61% of disadvantaged children are EAL and 29% are SEN and 15% are dis advantaged, EAL and SEN.</p>
4	<p>For 2023-24, end of year attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils. (on average 16% lower across the school from Y1-Y6 in RWM)</p> <p>Most significant gaps are in Year 5.</p>
5	<p>Deprivation in the local area means that PP children in school often lack wider experiences and have specifically had a lack of enrichment opportunities during school closures. Southbury ward, where our school is located, is within the 30% most deprived wards in England. Enfield being the 9th most deprived borough in London.</p>

6	Parental engagement and capability – with 58% of disadvantaged families being EAL, language barriers and different experiences of school systems can hamper parent’s abilities in supporting their child’s learning.
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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
<p>Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>A sustained & improved attendance through 2024 to 27 is demonstrated by:</p> <ul style="list-style-type: none"> • The attendance rate for all pupils meets the school’s target of 96% • Attendance for disadvantaged pupils will increase to at least 95% • The percentage of disadvantaged pupils who are persistent absentees is below 10% • The attendance gap of disadvantaged pupils versus non-disadvantaged pupils will be narrowed.
<p>Early Years An increase in the number of disadvantaged children achieving GLD due to current low starting points.</p>	<ul style="list-style-type: none"> • The gap between disadvantaged and non-disadvantage GLD is reduced. (2023-24 Disadvantaged 60% Non-disadvantaged 68%) • Attainment gap between disadvantaged and non-disadvantaged in Literacy and Maths are narrowed.
<p>Reading Attainment Improved reading attainment for disadvantaged pupils across the school.</p>	<ul style="list-style-type: none"> • The reading attainment gap is narrowed between disadvantaged and non-disadvantaged children across the school. • Reading interventions result in higher attainment/more than expected progress for disadvantaged children. • Increased numbers of parents are engaging in supporting their child’s reading at home.
<p>Maths Attainment Improved maths attainment for disadvantaged pupils across the school.</p>	<ul style="list-style-type: none"> • The maths attainment gap is narrowed between disadvantaged and non-disadvantaged children across the school. • Maths interventions result in higher attainment/more than expected progress for disadvantaged children.
<p>Writing Attainment Improved writing attainment for disadvantaged pupils across the school.</p>	<ul style="list-style-type: none"> • The writing attainment gap is narrowed between disadvantaged and non-disadvantaged children across the school. • Writing interventions result in higher attainment/more than expected progress for disadvantaged children.

<p>Interventions Interventions are appropriate and have impact.</p>	<ul style="list-style-type: none"> • Interventions are based on evidence of education research. They are regularly reviewed for impact and show accelerated progress. • Trained staff deliver interventions
<p>Extra Curricular Disadvantaged pupils access additional provision in line with or greater than non-disadvantaged pupils</p>	<ul style="list-style-type: none"> • Disadvantaged pupils attend clubs and activities in line with non-disadvantaged pupils. • Disadvantaged pupils attend visits and residential visits in line with non-disadvantaged pupils. • Parents of disadvantaged children attend school events.

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: £114,045

Activity	Evidence that supports this approach	Challenge nos addressed
<p>Assigned member of SLT leads and co-ordinates PP strategy including monitoring, analysis of data and reporting.</p>	<p>EEF guidance and wider research about this role ensures the implementation of the research for delivering an effective strategy.</p> <p>Annual external data and internal data is analysed by the PP Lead in conjunction with SLT and all teachers. The analysis will be used to identify and plan interventions for every PP pupil across the school. Interventions need to be led, monitored, measured and costed for impact.</p> <p><u>EEF Guidance to Pupil Premium</u></p> <p>Review of evidence on implementation in education. https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/eef_implementation_in_education_evidence_review_-_april_2024.pdf?v=1731951759</p>	<p>1, 2, 3, 4, 6</p>

<p>Ensuring a good quality of education is provided to all pupils, including the most disadvantaged by further developing teaching and learning strategies through high quality professional development (Literacy Tree, Behaviour, Opening Worlds, Walkthrus link to SIP)</p> <p>SLT to release middle leaders to monitor curriculum areas, quality of teaching and pupil outcomes.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p><u>Effective Professional Development Guidance I EEF</u></p> <p><u>Great Teaching Toolkit</u></p>	<p>2, 3, 4, 5</p>
<p>Introduction of a new writing scheme – Literacy Tree for the teaching of writing to provide a clear support structure for teachers to work within.</p> <p>Focus area for academic Yr. 2024-25 is Writing.</p>	<p>Evidence shows that combining reading and writing instruction, particularly through high quality text, improves outcomes.</p> <p><u>EEF, Combining Reading and Writing Instruction: an integrated approach.</u></p>	<p>2, 3, 4</p>
<p>Further develop the role of TA Managers, HLTA (Intervention) HLTAs to coach and support colleagues.</p> <p>Use of INSIGHT to track the impact of interventions.</p>	<p>Evidence from a range of sources indicates that peer coaching improves skills and knowledge by motivating staff in identifying successes as well identifying and solving problems and giving ongoing support.</p> <p>The Education Endowment Foundation’s (EEF) recent guidance report on implementing initiatives in schools, placed instructional coaching at the heart of its outline of effective practice.</p> <p><u>Effective Professional Development I EEF</u></p>	<p>2, 3,4</p>

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

Budgeted cost: £207,230

Activity	Evidence that supports this approach	Challenge nos addressed
<p>Through rigorous assessment identify need for interventions across the school.</p> <p>Interventions monitored and reviewed regularly through the use of INSIGHT.</p> <p>S&L TAs to delivery language specific interventions.</p> <p>Training of TAs in evidence based interventions.</p>	<p>Statutory and school data used to identify areas of need. Pupil progress and SEN meetings identify areas of need.</p> <p>The EEF Teaching and Learning Toolkit is used to identify proven interventions, based on evidence of education research.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral Language Interventions I EEF</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a positive benefit. Interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teaching Assistant Interventions I EEF</p>	<p>2, 3, 4</p>
<p>Focus on early language acquisition and vocabulary interventions. Led by S&L TAs and embedded in quality first teaching. (Literacy Tree – Vocabulary focus and ECASS training)</p>	<p>There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities.</p> <p>EEF Communication and Language Approaches</p>	<p>2, 3, 6</p>

<p>Use of AHTs to reduce class sizes and deliver targeted interventions.</p>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>EEF Reducing Class Size</p>	<p>2,3,4,5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,014

Activity	Evidence that supports this approach	Challenge nos addressed
<p>Embedding principles of good practice set out in the DfE's guidance on <u>working together to improve school attendance</u>.</p> <p>Attendance officer, DHT, PP Lead and Attendance Learning Mentor to monitor and improve attendance of disadvantaged children.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Good attendance is essential for good progress and attainment. It is also important for well-being.</p> <p><u>Attendance and Persistence Absence Review I EEF</u></p>	<p>1, 2,3, 4, 5, 6</p>
<p>To ensure the curriculum is balanced and carefully sequenced and the creative curriculum allows opportunities for cultural development.</p> <p>Disadvantaged children to have funded trips, visits, residential clubs.</p> <p>Increased parental engagement in school events.</p>	<p>Children need to experience different settings and events as well as engaging in extracurricular activities. This supports learning, language, well being and raises aspiration.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p><u>Arts Participation I EEF</u></p> <p>It is crucial that settings consider how parental engagement strategies will engage with all parents, as these interventions have the risk of increasing attain-</p>	<p>2,3,4,5,6</p>

	<p>ment gaps if the parents that access parental engagement opportunities are primarily from more affluent backgrounds.</p> <p>EEF Parental Engagement</p>																																																		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5, 6																																																	
<p>Whole school training on behavior management and anti-bullying approaches with the aim of developing our school ethos and improving behavior across the school.</p> <p>(Introduction of house points, CPD on Challenging Behaviors,)</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>Behaviour interventions – Teaching and Learning Toolkit – EEF +4 months</p> <p>EEF Improving Behaviour in Schools: Evidence Review</p>	2,3,4																																																	
Investment in and training of TAs/HLTAs to deliver ELSA (Emotional Literacy Support Assistants)	<p>Investing in professional development for teaching assistant to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large differences in efficacy between different deployments of teaching assistants.</p> <p>EEF – Teaching Assistant Interventions +4 months</p> <p>Emotional Literacy Support Assistants: Evaluation Summary 2023-2024 https://welleducation.uk/wp-content/uploads/2024/06/WELL-Project-ELSA-Evaluation-2024.pdf</p> <table border="1"> <thead> <tr> <th colspan="5">Considering the pupils supported this year, to what extent do you feel the ELSA work is impacting on the needs identified Rated from 1 to 5 where 1 equals "No Impact" and 5 equals "Significant impact"</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">ELSA</th> <th colspan="2">Headteacher</th> </tr> <tr> <th>Count</th> <th>Impact</th> <th>Count</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Confidence and Self Esteem</td> <td>70</td> <td>4.07</td> <td>64</td> <td>4.14</td> </tr> <tr> <td>Separation and attachment</td> <td>48</td> <td>3.96</td> <td>46</td> <td>4.04</td> </tr> <tr> <td>Self-regulation</td> <td>63</td> <td>3.95</td> <td>58</td> <td>4.00</td> </tr> <tr> <td>Social/Friendship skills</td> <td>68</td> <td>4.01</td> <td>62</td> <td>4.16</td> </tr> <tr> <td>Lesson engagement</td> <td>32</td> <td>3.97</td> <td>34</td> <td>4.03</td> </tr> <tr> <td>Anxiety</td> <td>62</td> <td>4.16</td> <td>61</td> <td>4.08</td> </tr> <tr> <td>Other</td> <td>24</td> <td>3.91</td> <td>16</td> <td>4.13</td> </tr> </tbody> </table>	Considering the pupils supported this year, to what extent do you feel the ELSA work is impacting on the needs identified Rated from 1 to 5 where 1 equals "No Impact" and 5 equals "Significant impact"						ELSA		Headteacher		Count	Impact	Count	Impact	Confidence and Self Esteem	70	4.07	64	4.14	Separation and attachment	48	3.96	46	4.04	Self-regulation	63	3.95	58	4.00	Social/Friendship skills	68	4.01	62	4.16	Lesson engagement	32	3.97	34	4.03	Anxiety	62	4.16	61	4.08	Other	24	3.91	16	4.13	2,4
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Total budgeted cost: £ £337,712

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

The Pupil Premium (PP) lead has significantly raised the profile of disadvantaged pupils across various areas within the school. Class teachers are actively encouraged to engage with parents, particularly in relation to Parent Consultations and workshops resulting in 96% of disadvantaged parents attending consultations for the 2024-25 academic year (2 meetings) and a whole school average of 67% attendance at workshops. A low percentage of disadvantaged pupils attended both the Y4 and Y6 residential. ACTION: The payment contribution has been increased for 2025-26.

Attendance at School Events of disadvantaged pupils
96% attendance across both Parent Consultations
Workshop Attendance whole school average 67%
Cuffley 26% of disadvantaged attended vs 65% not disadvantaged
PGL 47% of disadvantaged attended vs 62% not disadvantaged

The attendance of our disadvantaged pupils remains a priority, supported by ongoing collaboration with the Attendance Officer, dedicated Learning Mentor, and Head of Sites. In the academic year 2024-25, there was a slight increase in overall attendance, rising by 0.3% to 92.7% compared to the previous year. Persistent absences decreased from 26.6% to 22.5%. Extensive work ranging from Social Care involvement, EWO, court orders, keeping on roll due to safeguard concerns, was applied to 5 significant pupils. Excluding their data would see the attendance of disadvantaged pupils increasing from the previous year by 1.1%.

The school has continued to invest in the training of Teaching Assistants (TAs) to deliver effective and impactful interventions. A range of training programmes has been implemented, including Early Literacy Support, 5 Minute Box, and ELS Phonics. The tracking of interventions using INSIGHT has commenced and is being rolled out across the school this academic year. Of the new interventions ELSA has not performed as well as others. The HLTA for Interventions has collaborated with the Assessment and Pupil Premium Lead to utilise INSIGHT for tracking the effectiveness of these interventions. ACTION: to use INSIGHT and track the effectiveness of interventions across the school.

Intervention	Effectiveness (for disadvantaged pupils)
5 Minute Box	69%
Phonics	75%
NELI	100%
ELSA	

The HFL Reading Fluency Project was implemented in Year 5 and Year 6, targeting disadvantaged pupils to enhance their reading skills. The results indicate that 44% of participants made expected progress, while 56% exceeded expectations. Notably, half of the Year 6 students who were not on track at the beginning of the year achieved the expected standard for Reading by the end of the academic year. This project demonstrates significant improvements in reading fluency among disadvantaged learners. ACTION: The principles and strategies of Hfl are to be rolled out across Year 5.

Dis-advantaged pupils in Reception made accelerated progress in 2025 (52% made more than expected progress). 7% of disadvantaged pupils were at expected level on entry and 60% achieved GLD which was 8.5% higher than the National average. The percentage of disadvantaged pupils was significantly higher than previous years at 40%.

Disadvantaged pupils outperformed non-disadvantaged pupils in the Year 1 Phonics screener by 4% (86% vs 82%) and by 19% compared to the National average.

Recent data indicates a favourable shift in Reading across the school. However, the new Writing scheme, Literacy Tree, has shown limited impact on attainment. Learning walks, book looks, and teacher feedback reveal that lessons are well-structured, skill coverage has improved, and high-quality texts are being utilised. Additionally, there has been an increase in both the focus and quality of vocabulary. ACTION: Continue to access CPD from Literacy Tree and concentrate on writing assessments.

Whole School: Difference between attainment of disadvantaged vs non-disadvantaged		
	2024-2025	2023-2024
Reading	-13	-17
Writing	-17	-18
Maths	-18	-16

Statutory assessments for Year 6 demonstrate that the performance of disadvantaged pupils was strong, in particularly to national averages for expected outcomes. ACTION: to monitor the progress and attainment of more able disadvantaged pupils to narrow the attainment gap.

	George Spicer	Compared to National Average
Reading		
Expected	68%	+4%
Above Expected	17%	-4.5%
Writing		
Expected	62%	+2%
Above Expected	11%	+4%
Maths		
Expected	66%	+5
Above Expected	11%	-5%
Combined		
Expected	51%	+3%
Above Expected	4%	+0.7%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Additional activity

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

- Focused half termly assemblies & activities based on our school values of Respect, Responsibility, Equality, Resilience, Determination & Kindness, to enhance our pupils' personal development.
- As a Rights Respecting School, continuing to increase our pupils' awareness of the UNCRC and Children's Rights through careful planning, embedding and teaching throughout the curriculum.
- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.