

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	St George's School
Number of pupils in school	1374
Proportion (%) of pupil premium eligible pupils	3.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Helen Barton Headteacher
Pupil premium lead	T Linsell, SENDCo
Governor / Trustee lead	T Bull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,980
Recovery premium funding allocation this academic year	£ 14,056
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	£86,036

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background and various challenges they may face, make good progress, are successful in line with their goals and aspirations, and are given the opportunity to 'Aim Higher.'

High quality teaching is the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our approach will be based on pupil's individual needs, not assumptions, and to ensure strategies are effective, we will:

- identify early interventions
- ensure disadvantaged pupils are challenged and expectations are high, not low and limited
- ensure all staff take responsibility for disadvantaged pupil's progress
- ensure that all disadvantaged pupils have access to the same opportunities as everyone else, both within the curriculum and beyond, developing the cultural capital of our disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The strategy therefore recognises the broader needs of young people, including challenges disadvantaged pupils face in terms of Social, Emotional and Mental Health needs, Cultural Capital (trips and visits) and meeting pupil's material needs (equipment).

Challenges

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

Challenge number	Detail of challenge
1	% of PP students attainment at GCSE compared to peers
2	Aspirations and motivation – providing students with a curriculum pathway to leads to them achieving success and enables learners to take the next step in their educational journey.
3	Ensuring the full range of learners are being met in the classroom via curriculum provision and effective adaptive and high-quality teaching.
4	Literacy – a number of disadvantaged pupils enter with lower literacy skills than their non-disadvantaged peers.
5	Resources for learning – a significant minority, lack resources at home to facilitate their learning.

6	Developing the cultural capital of our students
7	Attendance and punctuality
8	Wellbeing- Addressing the needs of our PP students with SEMH concerns. Our assessments, observations and discussions with pupils have identified SEMH has increased for many pupils, such as low self-esteem, anxiety and depression, partly driven by loss of learning and loss of enrichment opportunities; particularly affecting disadvantaged pupils.

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 attainment for disadvantaged pupils across the curriculum by the end of KS4.	2025/6 KS4 outcomes demonstrate that disadvantaged pupils achieve results in line with their cognitive ability assessments.
Improved curriculum opportunities and pathways for all pupils.	Core skills programme will be further adapted to stretch and challenge. An alternative pathway for KS3 will be created to allow greater flexibility for targeted interventions. Literacy intervention implementation will be reviewed and improved.
Improve pupil progress and outcomes for all students and key cohorts, using adaptive teaching to meet the needs of the learners in the classroom.	Lesson observations will evidence adaptive teaching. Students eligible for PP to make as much progress as non-disadvantaged students.
Improved literacy and reading abilities for students eligible for PP	Students reading age will be age appropriate to put them equal to their peers.
All students eligible for PP will have resources necessary for school, including access to ICT as the school develops its use of Google Classroom.	Pupils will have access to ICT at home and be able to access the relevant school platforms needed for learning. Pupils eligible for PP will have fewer consequences for lack of equipment.
All pupils eligible for PP will develop their cultural capital , which is understood to contribute to 'getting on with life'.	All students eligible for PP will have the same opportunities to attend trips and visits as their non-disadvantaged peers.
Improved attendance and punctuality for those students with PP, aiming for 95% and higher.	95% or higher attendance rate for PP students.

<p>To achieve and sustain improved wellbeing for all pupils, including those that are disadvantaged.</p>	<p>Qualitative data – from Pastoral Support Manager /student voice and data from Q code on Sims indicates that PP student are accessing support for their SEMH and numbers receiving support are in line with non-disadvantaged students.</p> <p>A decrease in number of pupils accessing long-term support from Student Services is indicated.</p>
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Activity in this academic year 2023-24

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence based strategies to support Quality First Teaching.</p> <p>Continue to develop Adaptive Teaching & Metacognition – CPD with Mike Gherson (as part of our 2 year training CPD)</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>The PISA research says that ‘adaptive instruction’ is one of the approaches most positively correlated with student performance.</p>	<p>1,3, 2</p>
<p>Improving the reading fluency of PP students to access the curriculum</p>	<p>EEF – evidence strength 4 and 6+ months progress</p>	<p>1,2, 4</p>
<p>Providing PP students with access to ICT at home, (laptop/data) so they can access online support and live lessons.</p>	<p>ICT if used correctly, can be high impact <u>www.teep.org.uk/</u> Resources/how_ict_Can_be_used_to_enhance_teaching_and_learning</p> <p>The EEF toolkit suggests around +5 months additional progress</p>	<p>5</p>

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Books and revision guides provided to students as part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	1
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3
Employment of specialist English LSA to provide targeted literacy interventions	Evidence from the DfE report 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' (2015) list literacy interventions are some of the most successful strategies in raising achievement.	1,3,4
Employment of a LSA specifically to support PP/SEND students.	+4 months. LSA can be used to deliver targeted interventions to individual pupils/small groups.	1,3
Lexonik reading programme (specifically for Secondary)	+6 months – enabling and developing reading comprehension.	3,4
Rapid Readers programme	+6 months – enabling and developing reading comprehension.	4
1:1 tuition/mentoring	+5 months - LAC students have access to additional tutoring for specific curriculum areas according to their need.	1,3

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

Budgeted cost: £16,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 Homework Club – staffed by teachers to provide a safe and engaging environment where students can receive targeted support	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,3
Financial Support for Music tuition	EF toolkit suggests +3 months additional progress	6
Ensure all PP students have access to student services and their HPA with a check in.	Many PP students have significant social and emotional barriers to learning and/or SEND and are subject to external multiagency plans.	8
Offer bespoke SEMH interventions to pupils through the 'Directional Mentor' scheme.	Government research recognises the benefit of school-based counselling with the advantage that children and young people do not need a clinical diagnosis to access practical short term and long-term strategies to prevent problems escalating over time. Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months	8
Running Mindfulness Courses by Professional Counsellor	Many PP students have significant social and emotional barriers to learning and/or SEND and are subject to external multiagency plans.	8
Assistance with transport costs and attendance/punctuality rewards	GOV.UK – attendance data shows that those students who performed better at the end of secondary school missed fewer days than those who didn't perform as well.	7
Duke of Edinburgh's award / Extracurricular / Activities Week trips	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning	6

Support for educational trips to enable PP students to access the full range of educational experiences and opportunities enriching their knowledge, skills and enjoyment.	Physical activities that also develop students social and communication skills, which have been impacted by the pandemic.	1,2, 3, 6
Student Focus Groups to review provisions and interventions as well as reviewing curriculum.	Student voice to broaden their input into their education and to take ownership, developing their leadership skills.	2
Developing the Transition programme.	+3 months. Supporting transition from Primary to Secondary through a series of workshops run by various departments across the year and a Year 7 overnight activity and for those transitioning to college, through organising a talk/visit.	2, 5,6,8
School House events e.g., House Music	+3 months. Promote engagement of disadvantaged students in Arts based activities.	6, 8

Total budgeted cost: £ 86,036

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 2022 to 2023 academic year.

Summary of 2022-23

This PP statement was updated in September 2023.

Our initial exam feedback suggests that the performance of disadvantaged students in both Maths and English saw positive value added, +0.3 (Maths) and +0.6 (English) and the overall average GCSE grade for disadvantaged students was 5.3. However, this is still lower than the non-disadvantaged pupil's average grade of 6.4. 43% of the Year 11 PP students also had Special Educational Needs, with 21.4% of the Year 11 PP students having an EHCP.

Overall attendance in 2022/23 was the same for both disadvantaged pupils and all pupils (91%), however this remains a priority to ensure that the attendance and

punctuality of PP students is increased and the PP statement has been updated to reflect that for this academic year (23/24).

The impact from Covid-19 is still having an effect on pupil wellbeing and mental health, with an increase of pupils suffering with anxiety. The impact was particularly acute for disadvantaged pupils. We are continuing to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required as well and extending students enrichment opportunities for things they may have missed out on and will continue to support this through funding opportunities within school, and through the work of 'Directional'.

Externally provided programmes

Programme	Provider