

Pupil premium strategy statement – George Mitchell

This statement details our school’s use of pupil premium funding to help improve the

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	1012 Total 415 Primary (Nursery-Yr6) 597 Secondary (Yr7-11)
Proportion (%) of pupil premium eligible pupils	393/1012 = 38.8% Primary 136/415= 32.8% Secondary 257/597= 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)	September 2024 – July 2027
Date this statement was published	February 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Ms Simmons
Pupil premium lead	Mr Farrow
Governor / Trustee lead	To be appointed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£456,905
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>	£456,905 Primary £198,393 Secondary £258,512

Part A: Pupil premium strategy plan

Statement of intent

George Mitchell School is committed to creating a universal culture for all pupils that demands success. Where aiming high is actively encouraged through the expectation that pupils will strive to achieve regardless of circumstance. To deliver this the school will set high standards for all pupils, breaking down the barriers that financial inequality creates to ensure that high aspirations are the expectation for all pupils no matter their background.

All pupils will be provided with a highly sequential curriculum that is rooted in the core, but designed to provide its pupils with a dynamic, informed curriculum offer that is as least as ambitious as the National Curriculum. The curriculum will ensure high levels of academic achievement at the end of each Key Stage, whilst promoting pupils' sense of global identity and contexts.

Disadvantaged pupil performance and positive learning behaviours will be monitored through robust school systems, rewarding and applauding success of all kinds through the setting and achievement of challenging targets. These targets will remain appropriate to the ability level of the pupil, irrespective of their background.

Staff at the school will ensure that Disadvantaged pupils remain a high-profile priority within the school through the identification and monitoring of academic performance, well-being, attendance and behaviour. This will ensure that all stakeholders are focussed on reducing the difference between Disadvantaged and Other pupils.

The school's current Pupil Premium strategy is designed to identify and intervene with Disadvantaged pupils who are falling behind when compared to their peers. The strategy demonstrates the school's belief that all pupils should have access to Quality First Teaching (QFT) and wrap-around pastoral support through the school's holistic pastoral support programme.

George Mitchell School believes that every child matters, with pupil engagement and progress maximised through an appropriately supportive, but challenging learning environment based on strong relationships. This learning environment will be created and maintained by all staff, supported, and advanced through its comprehensive evidence based CPD programme and delivered through weekly dedicated professional development time.

The well-being of pupils is a central priority for the school due to the impact of COVID-19 pandemic on its pupils. The school's pastoral structure will deliver high quality localised care, providing human-scale support that is targeted to meet the needs of all pupils. A dedicated on-site mentoring service will be available to all pupils, as well as close links with external agencies and support providers.

The school's enrichment, cross-curricular and cultural programmes will provide all pupils with opportunities to excel in areas of passion and interest outside of the realms of academic studies. This programme will develop and promote pupil well-being and supports positive mental health and behaviours, which in turn support academic progress.

The Key Principles of the school's Pupil Premium Strategy statement are as follows:

- The work undertaken through the use of the Pupil Premium Grant will be aimed at improving the lives and future choices of our most disadvantaged pupils.
- Appropriate provision is in place to accelerate pupil progress to meet and exceed age-expected standards.
- Teaching and learning meet the needs of all pupils.
- The well-being and aspirations of our pupils are enhanced and championed throughout the school with the provision of high-quality career and enrichment opportunities to facilitate informed life choices.
- We will ensure that appropriate provision is made for disadvantaged pupils, including the needs of socially disadvantaged pupils are assessed and addressed.
- Pupil Premium funding will be linked to the school's priorities.

Challenges

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

Challenge number	Detail of challenge
	<p><i>Primary</i> The percentage of all students making expected levels in RWM remains under national averages.</p> <p><i>Secondary</i> The progress of our school progress was -0.23 for all pupils and -0.55 for PP pupils meaning they made on average half a grade less progress than the national average. A number of challenges have been identified to support closing the gap.</p>
1	<p>Attendance/Suspensions</p> <p>Attendance below 95% has a negative impact on pupil progress. Persistent absence below 90% can seriously damage a pupil's chance of future success.</p> <p><i>PA across the school in 23-24 was 17.5% - 15.6% primary 18.8% Secondary, for PP students this was 15.5% primary and 22% secondary.</i></p>
2	<p>Literacy</p> <p>A significant proportion of pupils join the school with less than expected literacy and reading ages. This prevents our pupils from engaging fully with the curriculum, hindering their ability to demonstrate progress in their studies.</p> <p><i>Percentage of KS3 PP students under their reading age: Yr 7 28%, Yr8 38%, Yr 9 41%</i></p>
3	<p>Extra-Curricular/Cultural Capital Opportunities</p> <p>In each year group a number of our pupil premium students fail to attend and/ or participate in extra-curricular activities and cultural capital opportunities. This prevents them from 'getting on in life' or 'social status', and being able to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.</p>
4	<p>Home Learning/Resources</p> <p>Some of our pupils are unable to access appropriate learning resources outside of the school and as a result complete less home learning than none PP pupils. This inability to develop their own understanding outside of normal learning hours can have a negative impact on their academic progress and participation in enrichment activities.</p>
5	<p>Welfare</p> <p>A significant number of our PP pupils compared to non-PP pupils require additional support for a range of emotional, social and family issues. These issues can limit the academic progress a pupil can have, as well as causing the pupil to feel negative emotions such as stress, anxiety and low self-esteem.</p> <p><i>12 of the 18 students who received in school mentoring in Spring Term 2025 are PP.</i></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
<p>Outcomes Improved attainment among disadvantaged pupils</p>	<p>Attainment/Progress of disadvantaged students is in line with their peers.</p>
<p>Attendance/Suspensions To improve attendance and punctuality and</p>	<p>A reduction in absence (including persistent absence) from the school for Pupil Premium pupil's when compared to the 2021-22 academic year.</p> <p>A reduction in absence (including persistent absence) from the school for Pupil Premium pupil's when compared to non-Pupil Premium students.</p>
<p>Literacy To improve pupils' literacy levels and reading age.</p>	<p>Pupils Reading Age to improve in line with National Standards.</p> <p>Pupil Literacy levels and fluency to develop in line with expected standards.</p>
<p>Extra-Curricular/Cultural Capital Opportunities To provide pupils with enrichment opportunities in which they can gain a greater understanding of the world around them.</p>	<p>All pupils to be provided with a wide-ranging Enrichment and Cultural Capital programme which enhances their understanding of the world.</p> <p>Pupil Premium pupil attendance to activities is monitored, and intervention and support are put in place where appropriate to improve attendance.</p>
<p>Home Learning/Resources To provide pupils with uniform and basic equipment and improve home learning.</p>	<p>All pupils have the correct uniform and basic equipment.</p> <p>Selected students are provided with laptops dependent on need.</p> <p>Home learning to be monitored.</p>
<p>Welfare To ensure pupils feel supported and are aware of the support the school can provide</p>	<p>To ensure pupils feel supported and are aware of the support the school can provide. Mentoring to be in place where required.</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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>DfE: Using Pupil Premium Guidance for school Leaders</p> <p>https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</p> <p>EEF: Guide to Pupil Premium</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053</p> <p>EEF: Teacher recruitment and retention in schools in socio-economically disadvantaged areas in England</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/recruitment-and-retention-in-disadvantaged-schools</p> <p>EEF: Teaching Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF: Evidence of High Impact Low cost of Homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	

CPD	Whole school and individual CPD can help teachers obtain new teaching techniques, share best practice, and apply fresh approaches to teaching that allows them to improve their ability both for students, as well as expand their own personal opportunity within the teaching industry.	2,4,5
Lead practitioner recruitment and retention	To develop further a framework for T&L that meets the school's high expectations for its students and improves teaching quality. The CPD at a whole-school level and one-to-one conversations with members of staff and students focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the lead practitioner facilitates self-directed learning through questioning, active listening, and appropriate challenge in a supportive and encouraging climate.	1,2,4
To reduce class sizes for English, Maths and Science	Whilst evidence for limiting class size is mixed nationally, we believe that the way in which we organise our curriculum and teaching groups takes advantage of the opportunities smaller group sizes can offer.	2, 4
Homework	To provide all pupils with a homework booklet and a space to complete the homework in. To provide online homework which can be monitored such as Seneca and MyMaths	4
Access Reading Tests/EAL Support	ART reading tests determine what strand gaps learners need support on, at an individual and group level and target your teaching. Specific support for EAL students who are Bands A,B and C using Flash Academy	2
Vital few	All teachers to have the "vital few" identified in each class for targeting. These students are marked out on seating plans and are the focus for AFL.	1,2

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

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Afterschool Intervention	Timetabling sessions will target specific students for small group catch up sessions who are not making expected progress.	
<i>HLTA EAL Intervention</i>	Small group tutoring	

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>DfE: Promoting and supporting mental health and wellbeing in schools and colleges</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>EEF: Modelling social and Emotional Learning: promoting protective factors to support pupil wellbeing</p> <p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing?utm_source=/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing&utm_medium=search&utm_campaign=site_search&search_term=wellbeing</p>	

<p>Careers advice and intervention</p>	<p>Career guidance promotes positive well-being, including recognising strengths, a focus on the future, setting achievable goals, and building a social identity through work. It provides students with goals and a clear informed path to get there and enhances linkage of academic and career experiences and thus, improves career preparation.</p> <p>There is a strong, statistically significant relationship between participation in career development activities and more positive attitudes towards schooling.</p>	<p>5</p>
<p>Targeted participation in enrichment and Cultural Capital programmes and opportunities</p>	<p>A composite measure of cultural capital has a significant effect on academic achievement. Children's cultural capital, captured by six indicators measuring cultural participation, reading habits, and participation in extra-curricular activities, has (mostly) positive effects on children's reading recognition, reading comprehension, and math test scores.</p>	<p>3</p>
<p>Recruitment and retention of School's Attendance Officer</p>	<p>Attendance officer to track, monitor and improve the attendance of some of our most vulnerable students</p> <p>Tracking and monitoring attendance allows key stake holders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner</p>	<p>1</p>
<p>Retention of pastoral teams</p>	<p>Social Understanding: supporting students with social and emotional needs so that they can develop healthy relationships and gain greater understanding of human interaction</p>	
<p>Retention of onsite mentoring</p>	<p>Social and emotional wellbeing is essential for effective learning, yet there will always be pupils who lack confidence in their learning and who don't always feel connected with school and their teachers. Mentoring takes the</p>	<p>5</p>

	guesswork out of understanding why this might be, focusing on three broad areas – how a pupil feels about themselves, their engagement with the curriculum, and their feelings about school	
Cultural Capital and Enrichment	All staff have time given to run Enrichment and Cultural Capital experiences. PP pupils are able to access funding and are targeted to attend.	3

Total budgeted cost: £ £456,905

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Primary Data

Primary School	GMS Primary School	GMS PP pupils	Local authority all pupils	England all pupils
Percentage of pupils meeting the expected standard in reading, writing and maths	49%	52%	73%	61%
Percentage of pupils achieving at a higher standard in reading, writing and maths	5%	0%	14%	8%
Average score in reading	103	103	107	106
Average score in maths	103	102	106	104

Secondary Data

Secondary School	GMS Secondary School all pupils	GMS PP pupils	Local authority all pupils	England all pupils
P8 Score	-0.23	-0.55	-0.1	-0.03
A8 Score	47.1	43.3	45.7	45.9
English and Maths at Grade 5+	45.8%	38.3%	45.2%	45.9%
English and Maths at Grade 4+	69.2%	57.4%	64.8%	65%
Exam Entries all Quals	8.3	8.3	7.9	7.9

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
Duke of Edinburgh's Award Programme	GMS
Peripatetic Music Tuition	Private tutors (paid for by GMS)

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>
The impact of that spending on service pupil premium eligible pupils

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.