

## Pupil premium strategy statement for George Mitchell School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	1011
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2022- 2023
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Ms Simmons
Pupil premium lead	Miss Sidhu
Governor / Trustee lead	Ms Deane

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£363,190
Recovery premium funding allocation this academic year	£81, 700
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <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>	£444, 890

## 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 sup-

ports 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
1	<b>Pupil agency and autonomy</b> A pupil’s belief and attitude towards their own learning can have a significant impact on academic progress. A pupil at risk of falling behind their peers if they are unaware of how to engage with learning, representing a significant barrier to their own progression.
2	<b>Attendance</b> Attendance below 95% has a negative impact on pupil progress. Persistent absence below 90% can seriously damage a pupil’s chance of future success.
3	<b>Literacy</b> 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.
4	<b>Cultural Capital Opportunities</b> 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.
5	<b>Resources</b> Some of our pupils are unable to access appropriate learning resources outside of the school. 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><b>Welfare</b></p> <p>A significant number of our 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>
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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
To support pupils who might be at risk of suspension	<p>A sustained reduction in the number of Fixed Term Suspensions for Pupil Premium pupils from 2019-20 to 2022-23.</p> <p>A reduction in the difference of Fixed term Suspensions between Pupil Premium and 'Other' pupils.</p>
To accelerate pupil progress across the curriculum in line with National Standards	<p>Progress 8 and Attainment 8 continues to have a positive trend from 2019-20 to 2022-23</p> <p>A reduction in the difference between PP and Other pupils in Key Stage 2 and 4</p>
To improve attendance and punctuality	<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>A sustained reduction in the number of late incidents for Pupil Premium pupils from 2021 - 2022 to 2022-23.</p>
To improve pupils' literacy levels and reading age.	<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>
To provide pupils with enrichment opportunities in which they can gain a greater understanding of the world around them.	<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 is monitored, and intervention and support are put in place where appropriate to improve attendance.</p>

To provide pupils with uniform and basic equipment and where applicable laptops so they can feel secure in school and access opportunities to work at home.	<p>All pupils have the correct uniform and basic equipment.</p> <p>Pupil premium pupils' access to ICT facilities or Wi-Fi is monitored and pupils are supported where there is no access or limited access.</p>
To ensure pupils feel supported and are aware of the support the school can provide	<p>Pupil well-being is monitored across each year group.</p> <p>Pupils feel safe and cared for at the school.</p>

### 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

Budgeted cost: £232, 134

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	<ol style="list-style-type: none"> <li>1. <a href="#"><u>The EEF Teacher and Learning Toolkit</u></a></li> <li>2. <a href="#"><u>The EEF Guide to Support School Planning: A Tiered Approach (2021-22)</u></a></li> <li>3. <a href="#"><u>The OECD: Combatting COVID-19's effect on Children (2020)</u></a></li> <li>4. <a href="#"><u>DfE Guidance: Catch-up premium (2021)</u></a></li> <li>5. <a href="#"><u>DfE Guidance: Using Pupil Premium (School Leaders)</u></a></li> <li>6. <a href="#"><u>EEF Evidence Summaries: Closing the Attainment Gap</u></a></li> <li>7. <a href="#"><u>EEF Evidence Summaries: Pupil Premium</u></a></li> <li>8. <a href="#"><u>DfE Guidance: Standard for Professional Development</u></a></li> </ol> <p>Whole school and individual CPD can help</p>	1, 3, and 6

	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.	
Lead practitioner recruitment and retention	<ol style="list-style-type: none"> <li>1. <a href="#"><u>The EEF Teacher and Learning Toolkit</u></a></li> <li>2. <a href="#"><u>The EEF Guide to Support School Planning: A Tiered Approach (2021-22)</u></a></li> <li>3. <a href="#"><u>The OECD: Combatting COVID-19's effect on Children (2020)</u></a></li> <li>4. <a href="#"><u>DfE Guidance: Catch-up premium (2021)</u></a></li> <li>5. <a href="#"><u>DfE Guidance: Using Pupil Premium (School Leaders)</u></a></li> <li>6. <a href="#"><u>EEF Evidence Summaries: Closing the Attainment Gap</u></a></li> <li>7. <a href="#"><u>EEF Evidence Summaries: Pupil Premium</u></a></li> <li>8. <a href="#"><u>DfE Guidance: Standard for Professional Development</u></a></li> </ol> <p>To develop further a framework for T&amp;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.</p> <p>To provide support and encouragement for our disadvantaged students in participating in independent revision after school, communicating regularly with families and carers. Students achieve better outcomes when taught how to revise effectively using cognitive science methods which improves student's knowledge retention over time ultimately achieving better GCSE outcomes.</p>	1, 3, and 6
English recruitment and training for staff in phonics	<ol style="list-style-type: none"> <li>1. <a href="#"><u>The EEF Teacher and Learning Toolkit</u></a></li> <li>2. <a href="#"><u>The EEF Guide to Support School Planning: A Tiered Approach (2021-22)</u></a></li> <li>3. <a href="#"><u>The OECD: Combatting COVID-19's effect on</u></a></li> </ol>	3

	<p><u>Children (2020)</u></p> <ol style="list-style-type: none"> <li>4. <u>DfE Guidance: Catch-up premium (2021)</u></li> <li>5. <u>DfE Guidance: Using Pupil Premium (School Leaders)</u></li> <li>6. <u>EEF Evidence Summaries: Closing the Attainment Gap</u></li> <li>7. <u>EEF Evidence Summaries: Pupil Premium</u></li> <li>8. <u>DfE Guidance: Standard for Professional Development</u></li> </ol> <p>Effective phonics training enables all learners to access the curriculum. For students working below the national standard, accessing the curriculum lies in developing strategies that focus on facilitating and checking understanding.</p> <p>Phonics strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: in order to achieve at or above age expectations.</p>	
Alternative Provision	<ol style="list-style-type: none"> <li>1. <u>Alternative Provision guidance DfE</u></li> </ol> <p>Supporting students who have been excluded from mainstream education ensures students can still access the curriculum and complete GCSE exams and therefore improving their chances in being successful in adulthood.</p>	1 and 2

### Targeted academic support

Budgeted cost: £47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring programme	<ol style="list-style-type: none"> <li>1. <u>The EEF Teacher and Learning Toolkit</u></li> <li>2. <u>The EEF Guide to Support School Planning: A Tiered Approach (2021-22)</u></li> <li>3. <u>The OECD: Combatting COVID-19's effect on Children (2020)</u></li> <li>4. <u>DfE Guidance: Catch-up premium (2021)</u></li> <li>5. <u>DfE Guidance: Using Pupil Premium (School</u></li> </ol>	3

	<p><u>Leaders)</u></p> <ol style="list-style-type: none"> <li>6. <u>EEF Evidence Summaries: Closing the Attainment Gap</u></li> <li>7. <u>EEF Evidence Summaries: Pupil Premium</u></li> <li>8. <u>DfE Guidance: Standard for Professional Development</u></li> </ol> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Identification of students to support achievement of standard and good passes in English and Maths, Spanish/French and other EBACC subjects.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p>	
School-based pupil intervention	<ol style="list-style-type: none"> <li>1. <u>The EEF Teacher and Learning Toolkit</u></li> <li>2. <u>The EEF Guide to Support School Planning: A Tiered Approach (2021-22)</u></li> <li>3. <u>The OECD: Combatting COVID-19's effect on Children (2020)</u></li> <li>4. <u>DfE Guidance: Catch-up premium (2021)</u></li> <li>5. <u>DfE Guidance: Using Pupil Premium (School Leaders)</u></li> <li>6. <u>EEF Evidence Summaries: Closing the Attainment Gap</u></li> <li>7. <u>EEF Evidence Summaries: Pupil Premium</u></li> <li>8. <u>DfE Guidance: Standard for Professional Development</u></li> </ol> <p>Analysis of data provides staff with information on student progress so that staff can identify gaps and improve teaching and learning which ultimately improves student outcomes. The information from data also informs schools on what training and support is needed for individual teachers to ensure rapid improvement and development.</p>	1 and 3
In-lesson support	<ol style="list-style-type: none"> <li>1. <u>The EEF Teacher and Learning Toolkit</u></li> <li>2. <u>The EEF Guide to Support School Planning: A</u></li> </ol>	1, 2 and 6

	<p><u>Tiered Approach (2021-22)</u></p> <ol style="list-style-type: none"> <li>3. <u>The OECD: Combatting COVID-19's effect on Children (2020)</u></li> <li>4. <u>DfE Guidance: Catch-up premium (2021)</u></li> <li>5. <u>DfE Guidance: Using Pupil Premium (School Leaders)</u></li> <li>6. <u>EEF Evidence Summaries: Closing the Attainment Gap</u></li> <li>7. <u>EEF Evidence Summaries: Pupil Premium</u></li> <li>8. <u>DfE Guidance: Standard for Professional Development</u></li> </ol> <p>In-lesson support help students build academic skills and assist them in areas they struggle in whilst preparing them with improved work and study skills. The extra layer of preparedness and confidence students gain through this support will increase their overall academic achievement.</p>	
<p>Embedding and delivering a reading program across the bottom 20% of reading age in KS3</p>	<p>A reading programme which focuses on accelerating reading ages so that students can access the curriculum. Intensive programme which focuses on both fluency and comprehension to support students accessing a wide ranging and challenging curriculum.</p>	
<p>Diagnostic testing</p>	<p>NGRT reading tests to identify students who need intervention with literacy and reading. Developing literacy and reading ability is fundamental to a student's ability to access the curriculum. The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills to help you get to the root of any problems precisely and quickly. Particularly useful to identify EAL students who may appear to be competent readers but who could have weak comprehension completion and comprehension skills, allowing you to identify where difficulties lie.</p> <p>Lucid tests are used in KS3 to identify academic needs. It identifies pupils who may have dyslexia so that interventions are put in place that are specific and bespoke for each student to ensure rapid improvement.</p>	

## Wider strategies

Budgeted cost: £185, 690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of pastoral teams	<ol style="list-style-type: none"> <li>1. <u>DfE Guidance Promoting and Supporting Mental Health and Well-being in Schools and colleges</u></li> <li>2. <u>The Education Hub: Mental Health Resources for children, pupils, parents, carers and school/college staff</u></li> </ol> <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>	1, 2, 5 and 6
Retention of onsite mentoring	<ol style="list-style-type: none"> <li>1. <u>DfE Guidance Promoting and Supporting Mental Health and Well-being in Schools and colleges</u></li> <li>2. <u>The Education Hub: Mental Health Resources for children, pupils, parents, carers and school/college staff</u></li> </ol> <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 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.</p>	1, 2, 5 and 6
Recruitment and retention of School's Attendance Officer	<ol style="list-style-type: none"> <li>1. <u>DfE Guidance Promoting and Supporting Mental Health and Well-being in Schools and colleges</u></li> <li>2. <u>The Education Hub: Mental Health Resources for children, pupils, parents, carers and school/college staff</u></li> </ol> <p>Attendance officer to track, monitor and improve the attendance of some of our most vulnerable students.</p>	1, 2, 5 and 6

	<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>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 extracurricular activities, has (mostly) positive effects on children’s reading recognition, reading comprehension, and math test scores.</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>Retention of Educational Psychologists and School Counsellor</p>	<ol style="list-style-type: none"> <li>1. <u>DfE Guidance Promoting and Supporting Mental Health and Well-being in Schools and colleges</u></li> <li>2. <u>The Education Hub: Mental Health Resources for children, pupils, parents, carers and school/college staff</u></li> </ol>	<p>1, 2, 5 and 6</p>

**Total budgeted cost: £444, 890**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils at George Mitchell School 2022

Performance measure	National all (2022)	George Mitchell (All students)	George Michell disadvantaged 2021
Reading	74%	56%	47%
Writing	69%	72%	61%
Maths	71%	59%	51%
Combined	72%	46%	43%
P8	(published in Feb 2023)	0.37	0.1
A8	(published in Feb 2023)	46.72	45.21
% Basics grade 5+	40%	36%	35%
% entered for EBacc	36.5%	42%	18%

At GCSE, the cohort achieved a A8 score of 46.72. There is a small gap in the Attainment 8 between Pupil Premium students and 'Other' 1.51, continuing the trend from 2019 whereby the gap is continuously being closed.

In the secondary site the school has continued to ensure that Pupil premium students achieved in line with the rest of the cohort in English and maths. 62% of Pupil premium students achieved a Good pass (Grade 4+) compared with 63% by 'Other' students. 39% achieved a Strong pass (Grade 5+) compared to 42% by 'Other' students. In maths, disadvantaged pupils outperformed the rest of the cohort with 75% attaining a Good pass compared 66% for the rest of the school. The difference between Pupil Premium and 'Other' students achieving a Strong pass (Grade 5+) in maths was just 3%.

In Years 1 and 2, phonics results remain very strong with 92% passing the phonics screening. At KS2 there continues to be a significant gap between the attainment of Pupil Premium students in reading and maths (less so in writing), and 'Other' students and so narrowing the gap will remain a focus for the primary site.

The outcomes achieved by the school demonstrate a continued improvement demonstrating a diminishing difference between Pupil Premium and 'Other' students, however, there is still a gap between the attainment of PP boys and girls and SEN students who are also Pupil Premium and so the school will continue to focus on these groups to ensure we continue to close the gap.

The school's attendance of 93.85 was above the national average for the 2021-22 aca-

demical year. Pupil Premium student attendance and punctuality was broadly in line with 'Other' students at 92.8% with a difference of 1.05% and slightly above the national average. The gap in attendance between Pupil Premium and 'Other' students continues to decrease but will remain a focus of the school's strategy to ensure this reduces further.

The average number and percentage of students receiving suspensions remains under the National Average and continues a pattern of significant reduction when compared to 2020-21, ensuring pupils have access to a greater number of lessons, supporting the recovery of their academic progress. The school will continue to monitor and support student behaviour through its strategic statement, aiming to continue to show the high rates of improvement previously demonstrated.

The school recognises that pupil well-being and mental health continue to be impacted due to the after-effects of the COVID-19 pandemic, with this impact particularly acute amongst disadvantaged pupils. The school has used pupil premium funding to provide wellbeing and pastoral support to all pupils, with targeted interventions utilised where required. The school will continue to allocate funding to this due to its importance in supporting young people's academic outcomes.

### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Duke of Edinburgh's Award Programme	GMS
Peripatetic Music Tuition	Private tutors