Pupil premium strategy statement – George Mitchell Secondary

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.

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.

Secondary School overview

Detail	Data
Number of pupils in school	600 (Full PAN)
Proportion (%) of pupil premium eligible pupils	**46%**
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 2026 – July 2030
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£269,990
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*	£269,990

Part A: Pupil premium strategy plan

Statement of intent

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

Leaders have sequenced the curriculum by identifying the component knowledge necessary for academic success - the curriculum is the progression model. The George Mitchell Teaching and Learning Framework ensures that formative assessment is at the core of the pupils daily learning experience and ensures that **all** pupils make progress and misconceptions are quickly addressed.

Regular monitoring, quality assurance and evaluation of the pupil experience helps leaders provide supportive feedback to staff and identify areas for improvement. Student voice also plays a significant roll in ensuring that the curriculum is accessible and ambitious for all. Pupil Premium students are often a focus group for these processes.

Two-thirds of our students have English as a Second Language with a significant number being Band A or B. Part of our PP strategy is to ensure that these students get early intervention to acquire the language skill to access the curriculum. In addition to the identified key words for each unit/lesson, a school priority is for all staff to continuously check for understanding of tier 2 and tier 3 language. We have a reading programme for students under age related reading age and monitor progress through Age related Testing twice a year.

We have a strong ethos of inclusion and compassionate approach towards engaging and supporting our children and parents. We are a school that understands that relationships matter. There is collective understanding of the impact of disadvantage on pupils' learning, as well as their health, welfare and attendance. Staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

Targets and milestones are ambitious irrespective of background and school systems are designed to reward and praise those who are achieving highly. Students that are underperforming compared to peers are identified through our "vital few" and all staff are focused on closing the gap between the non-disadvantaged and the disadvantaged pupils. Our pastoral leaders work tirelessly to remove any barriers and ensure that pupils are in school able to access the learning with their peers.

The school's personal development programme provides all pupils with opportunities to excel in areas of passion and interest outside of the realms of academic studies. We are

proud that every single student will take part in at least one personal development activity every academic year with many taking part in a several. We believe that income should not be a barrier to ambition.

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 is aimed at minimising the impact of barriers affecting disadvantaged pupils learning, progress, achievement and future choices.
- The curriculum offer for our disadvantaged pupils is ambitious and academically rigorous.
- The George Mitchell Teaching and Learning framework ensures that all pupils can access an inclusive, knowledge rich and ambitious curriculum though quality first teaching.
- 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.
- Pupil Premium funding will be linked to the school's priorities.
- Gaps in year 7 foundational knowledge in maths, reading and writing are quickly identified and closed to ensure rapid progress
- Provide targeted support for disadvantaged pupils, enabling them to reflect on their behaviour and make better choices.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td colspan="2">Secondary
The schools A8 school has improved significantly from 2023 A8 44.7 to A8 50.2. Over the same period the achievement of PP students has increased from A8 38.2 to 2026A8 43.9 A number of challenges have been identified to support closing the gap. Although above the the achievement of similar schools we a determined to close the gap between non-disadvantaged students and disadvantage students further.</td></tr>
<tr><td>1</td><td>Attendance/Suspensions
Attendance below 95% has a negative impact on pupil progress. Persistent absence below 90% can seriously damage a pupil’s chance of future success. Many of are PP students have younger siblings or parents that are working when it is time to “get to school”. Suspensions for disadvantaged pupils are lower than the LEA and national figures, however rising internally.
However, the attendance of FSM and SEND pupils is consistently significantly above that of the national average. Our students feel like they belong at school.</td></tr>
<tr><td>2</td><td>Literacy
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. We are now tracking their progress.
<table>
<tr><td>Number of PP below expected reading age</td><td>Autum 25</td><td>Summer 26</td></tr>
<tr><td>Year 7</td><td>19</td><td>16</td></tr>
<tr><td>Year 8</td><td>20</td><td>13</td></tr>
<tr><td>Year 9</td><td>26</td><td>22</td></tr>
</table></td></tr>
<tr><td>3</td><td>Extra-Curricular/Cultural Capital Opportunities
Financial and time constraints can significantly limit a family's ability to provide extracurricular or cultural capital opportunities. We want to ensure that our students are exposed to a wide variety of opportunities which enrich their knowledge of the world, develop social skills and broaden their horizons.</td></tr>
<tr><td>4</td><td>Home Learning/Resources
Some of our pupils are unable to access appropriate learning resources outside of the school and as a result complete less home learning than</td></tr>
</table>

	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.
5	**Welfare** 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. *10 of the 17 students who received in school mentoring in Summer 2 Term 2026 are PP. Our inclusion team will works closely with families.*
6	**Gaps in foundational knowledge** The increasing gaps in students' foundational knowledge and the rising number of pupil's not meeting expected standards at Key Stage Two, highlight the needs to implement targeted interventions at closing gaps and disparities. *19/120 of the 2026 Year 7 cohort have a reading age less than 7* *40/120 of the 2026 Year 7 cohort have a reading age less than 10.*
7.	**Behaviour** Some of our pupils, eligible for Free school meals, exhibit more behavioural issues and barriers to learning, which can hinder their academic progress and character development.

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
Outcomes Improved attainment among disadvantaged pupils	Attainment/Progress of disadvantaged students is in line with their peers.
Attendance/Suspensions To improve attendance and punctuality and suspensions	Attendance for PP students 25-26 was 2% under school attendance. This figure was skewed by some individual cases but we have strategies in place to ensure that attendance improves for all students 59% of Suspensions are PP students. We want to reduce this and ensure students remain in school learning.
Literacy To improve pupils' literacy levels and reading age.	Pupils Reading Age to improve in line with National Standards. Pupil Literacy levels and fluency to develop in line with expected standards.
Extra-Curricular/Cultural Capital Opportunities To provide pupils with enrichment opportunities in which they can gain a greater understanding of the world around them.	All pupils to be provided with a wide-ranging Enrichment and Cultural Capital programme which enhances their understanding of the world. Pupil Premium pupil attendance to activities is monitored, and intervention and support are put in place where appropriate to improve attendance. All PP students have taken part in a club and/or been on a trip in 25-26. Data showed that less opportunities were taken by PP students in Year 7 so Year 7 is a key focus this academic year.
Home Learning/Resources To provide pupils with uniform and basic equipment and improve home learning.	All pupils have the correct uniform and basic equipment. Selected students are provided with laptops dependent on need. We currently have 111 on loan.

	Percentage of PP students completing Home learning is in line with the rest of the school. Monitoring of students not completing will be more closely monitored tis year.
Welfare To ensure pupils feel supported and are aware of the support the school can provide	To ensure pupils feel supported and are aware of the support the school can provide. Mentoring to be in place where required.
Gaps in foundational knowledge To ensure that leaders identify and close gaps in foundational knowledge ensuring that pupils can access the full curriculum	Monitoring and testing will show gaps have been closed and pupils are able to attain ambitious curriculum endpoints.
Behaviour Pupil behaviour amongst the disadvantaged groups in in line with that of non PP pupils.	KPIs with regards to behaviour indicate the gap in incidents and suspensions is in line with that of non-PP pupils and shows an improving trend over time.

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
	DfE: Using Pupil Premium Guidance for school Leaders https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf **EEF: Guide to Pupil Premium** https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053 **EEF: Teacher recruitment and retention in schools in socio-economically disadvantaged areas in England** https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/recruitment-and-retention-in-disadvantaged-schools **EEF: Teaching Toolkit** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit **EEF: Evidence of High Impact Low cost of Homework** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
CPD	Whole school and individual CPD can help teachers obtain new teaching techniques, share best practice, and apply fresh approaches to teaching that	2,4,5, 6, 7

	allows them to improve their ability both for students, as well as expand their own personal opportunity within the teaching industry. School priorities are on AFL and Literacy we expect this focus to impact on the PP outcomes over time.	
Steplab Coaching programme	All staff to participate in the Steplab coaching programme. This will help identify specific areas for improvement in the classroom based around the school priorities of AFL and Literacy.	1,2,4,6,7
To reduce class sizes for English, Maths and Science at KS4	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. We believe this will impact outcomes and PP students will have more teacher time and can be supported further in the classroom.	2, 4, 7
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. Homework club wit computer access to be available.	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. The reading Fresh start reading programme helps students make rapid progress through phonics, fluency and comprehension units. 40/120 students in Year 7 have a reading age under 10 years. 18/120 have a reading age under 7 – 9 are EAL band A/B. Specific support for EAL students who are Bands A and B using Flash Academy. Intensive programme of support to ensure that students language acquisition is rapid and EAL students can access the mainstream curriculum. In September 2026 we have 36 band A/B students across all year groups. Mid-term admissions are assessed on entry so support can be put in place when necessary.	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. Monitoring of these groups shows this to be impactful to overall attainment. Focus of “Vital few” is on underachievement with a bias towards supporting PP and SEND student. At least 2/3 vital few are PP and analysis shows termly improvements for these groups.	1,2

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

Budgeted cost: £30,000

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. 12 hours Directed time for teaching staff to run academic catchup. Timetabled centrally for data.	3
HLTA *EAL Intervention*	Small group tutoring including GCSE support option with focus on foundational maths and English.	2, 6

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

Budgeted cost: £39,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
	DfE: Promoting and supporting mental health and wellbeing in schools and colleges https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges **EEF: Modelling social and Emotional Learning: promoting protective factors to support pupil wellbeing** 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_me-	

	dium=search&utm_cam-paign=site_search&search_term=well-bing	
Careers advice and intervention	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. There is a strong, statistically significant relationship between participation in career development activities and more positive attitudes towards schooling.	5
Targeted participation in enrichment and Cultural Capital programmes and opportunities	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.	3
Recruitment and retention of School's Attendance Officer	Attendance officer to track, monitor and improve the attendance of some of our most vulnerable students 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. Attendance strategies include: 1. Daily phone call home for absence.	1

	2. Daily email home for absence and vulnerable AP students 3. Frequent and meaningful communication - notifications, emails, phone calls, letters, meetings 4. Celebration of good attendance and punctuality - weekly tutor, weekly assembly and termly celebration assembly 5. Positive recognition - early lunch and certificates 6. Monitoring. LL and Attendance lead - meet and monitor fortnightly 7. Work with local authority for persistent and severe absence 8. Attendance procedures followed - letters, attendance contracts and meetings 9. Supportive actions and flexibility offered where appropriate 10. Working with the family to address underlying concerns 11. Arranging assessments for underlying learning needs 12. Referrals to key professionals where appropriate	
Retention of pastoral teams	Social Understanding: supporting students with social and emotional needs so that they can develop healthy relationships and gain greater understanding of human interaction	7
Retention of onsite mentoring	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 them-	5,7

	selves, 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: £ 269,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Secondary Data

Secondary School	GMS Secondary School all pupils	GMS Disadvantaged pupils	Local authority all pupils	England all pupils
P8 Score	N/A	N/A	N/A	N/A
A8 Score	50.2	44.3	45.7	45.9
English and Maths at Grade 5+	51.3%	37% (National Disad. 27.5%)	45.6%	45.4%
English and Maths at Grade 4+	72.6%	63% (National Disad. 44.9%)	64.8%	64.8%
Exam Entries	8.3	8.3	7.9	7.9

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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 9/25 Students were PP
Peripatetic Music Tuition	Private tutors (paid for by GMS) 48/86 Students taking part in music lesson are PP (53%)

Service pupil premium funding (optional)

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**
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.