Pupil premium strategy statement – George Mitchell Primary

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.

Primary School overview

Detail	Data
Number of pupils in school	480 (Full PAN)
Proportion (%) of pupil premium eligible pupils	**38%**
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	Mrs Lord-Attivor
Governor / Trustee lead	Courtney Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 181,790
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.

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 improving the lives and future choices of our most disadvantaged pupils.
- 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 a knowledge rich ambitious curriculum. Gaps in component knowledge are quickly identified to ensure progress is rapid.
- 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.

Inclusion

Personalised learning and rapid support for vulnerable pupils

Curriculum & Teaching

Consistent sequencing and use of assessment, particularly in maths and writing

Achievement

High outcomes for all pupils, with accelerated progress for vulnerable groups

Personal Development

Broaden pupils' horizons through a rich, ambitious enrichment programme

Challenges

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

Challenge number	Detail of challenge
1	**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.
2	**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.
3	**Extra-Curricular/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.
4	**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 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. All pupils receiving counselling and learning mentor support are in receipt of Pupil Premium.

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 To improve attendance and punctuality	Strategies to support pupils who are PP adhered closely to policy.
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.
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.

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: £ 100,000

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 allows them to improve their ability both for students, as well as expand their own personal opportunity within the teaching industry. School priorities will be on AFL and Literacy we expect this focus to impact on the PP outcomes over time.	2,4,5
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
Homework	To provide online, monitored homework including Mathletics.	4
PUMA/PIRA/EAL Support	Published assessments determine areas of strength and weakness to determine which concepts learners need identified support in. Specific support for EAL pupils using Flash Academy.	2
Targetted vulnerable pupils	All teachers to have plan strategies to support identified vulnerable pupils in each class for targeting. Monitoring of these groups shows this to be impactful to overall attainment.	1,2

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
Intervention	Timetabled sessions will provide targeted small-group catch-up for pupils who are not yet making expected progress.	
EAL Intervention	Small group tutoring	

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

Budgeted cost: £32,000

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_medium=search&utm_campaign=site_search&search_term=wellbing	
Targeted participation in enrichment and Cultural Capital programmes and opportunities	Children's cultural capital experiences gained through reading, taking part in clubs and joining in cultural or creative activities has a positive impact on learning. Research shows that these experiences help improve children's early reading skills, their understanding of texts, and maths outcomes. In primary schools, building cultural capital supports confidence, vocabulary development and stronger learning behaviours.	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	1

	allowing action to be taken to address the issues in a timely manner. Attendance strategies include: • Daily phone call home for absence • Further support for vulnerable pupils • Purposeful communication including Class Dojo messages, emails, phone calls, letters, meetings • Celebration of good attendance and punctuality in celebration assembly • Monitoring by headteacher and Attendance lead • Work with local authority for persistent and severe absence • Attendance procedures followed - letters, attendance contracts and meetings • Supportive actions and flexibility offered where appropriate • Working with the family to address underlying concerns • Arranging assessments for underlying learning needs • Referrals to key professionals where appropriate	
Retention of onsite mentoring	Social and emotional wellbeing is vital for children to learn well. Even in a nurturing primary school environment, some pupils will sometimes feel unsure of themselves, lack confidence in their learning, or feel less connected to school and the adults who support them. Mentoring helps us understand what might be causing this.	5
Cultural Capital and Enrichment	Teachers and sports coaches lead after school clubs. There are a wide range of Enrichment and Cultural	3

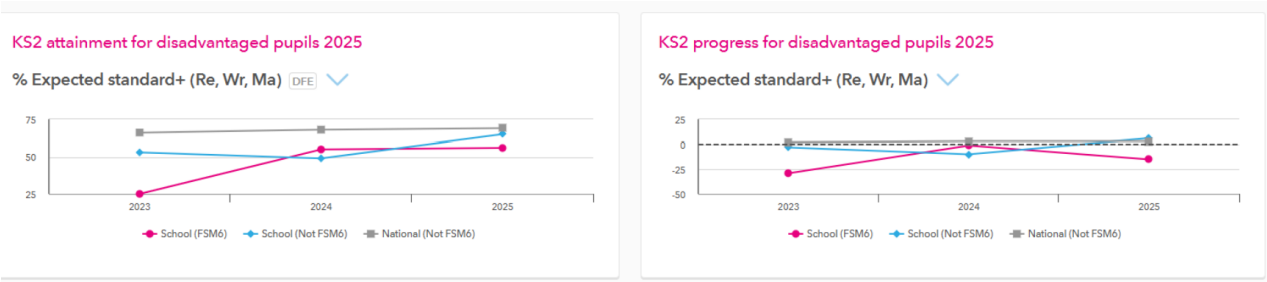
	Capital experiences. PP pupils are targeted to attend.	

Total budgeted cost: £180,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Primary School Data



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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
Group music tuition	Rocksteady Partial payment by GMPS 9/25 Students were PP
Reading Stars	Leyton Orient Trust (paid for by GMPS) 12/52 Students were PP

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.