

Pupil premium strategy statement- St George’s School

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2026 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’s last year’s spending of pupil premium had within our school.

School Overview

Detail	Data
School Name	St George’s School: A Church of England Academy
URN	140759
NOR	1011
Proportion (%) of PP eligible pupils	37%
Academic years that our current PP strategy plan covers	2023-2026
Date this statement was published	April 2024
Date this statement was reviewed	Annually
Statement authorised by	Mr G Warnock (Headteacher)
Pupil Premium Lead	Mrs R Fallon
Governor/Trustee Lead	Mrs C Drabble

Funding Overview

Detail	Amount
PP funding allocation this academic year	£382, 612
Recovery premium funding allocation this academic year	£104, 880
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year.	£487, 492

## **Part A: Pupil premium strategy plan**

### **School Vision:**

Through appreciating the and promoting the Christian values of dignity, hope, community, wisdom, humility and kindness, all members of St George's are encouraged to be aspirational. We aim to positively impact upon each other and society so that we contribute to a world where, inspired by St Paul, we can 'be devoted to one another in love. Honour one another above yourselves.'

### **Statement of intent**

Driven by our strong vision, the intention of St George's School is that all pupils, irrespective of their background or the challenges they face, make outstanding progress both academically and personally so that they are equipped with the skills to contribute positively to life in modern Britain. We strive to develop literacy, oracy, confidence, manners and ambition in all pupils and particularly those from disadvantaged backgrounds.

We aim to challenge social and educational disadvantages, ensuring that all pupils succeed at university (or a real alternative), thrive in a top job and have a great life, irrespective of starting points. Our pupil premium strategy draws on research evidence to allocate funding to activities that are most likely to maximise achievement.

Our key intentions are:

- All teaching meets the needs of each learner through quality first teaching with significant investment in teacher and curriculum development
- Highly tailored targeted academic support which focuses on closing the gaps through swift intervention
- Barriers to achievement are minimised through Investment in the pastoral team who implement strategies to improve attendance, behaviour and social and emotional wellbeing.
- A robust careers and aspiration programme which fosters ambition in all enables all pupils to navigate their own pathways to university and beyond.

### **Teaching**

Quality first teaching is fundamental to our approach and we understand the importance of ensuring all teaching meets the needs of each learner. Our approach is to significantly invest in teacher talent, recruiting Lead Practitioners to deliver a bespoke programme of CPD and Intellectual Prep using data collected from learning walks, data analysis and subject specific trends. Quality first teaching requires quality resources and we invest heavily in curriculum development through allocated curriculum development hours, intellectual prep and curriculum booklets.

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Ensuring quality, face to face teaching is of

particular importance in light of the pandemic and lost learning through lockdowns and isolations – which we know nationally hit disadvantaged students hardest. Therefore, we develop teacher talent by investing in practice and coaching. In each phase, we practise key techniques collectively as a staff using data collected from half-termly performance walks.

The best way to ensure students make progress is to harness the power of feedback. Each day has feedback time built into it when the class teacher is able to work with children either one-to-one or in small groups with the aim that no child goes home with a misconception. At every morning meeting, after every lunch, at every line-up, we reflect back on how the day has gone and the key highlights in learning. Each week we host a celebration assembly for all pupils to recognise pupils who have displayed the value and worked exceptionally hard each week.

### **Targeted Academic Support**

Targeted academic support is garnered through a range of specific data including daily live marking, formative and summative assessments. We have a phased approach to targeted academic support which includes our in class teacher interventions during phase one and two and our more bespoke targeted intervention groups for phase 3. We invest in teacher development through effective CPD on checking for understanding and implementing in class teacher interventions so no child leaves with misconceptions. Types of intervention offered through our phase 3 programme include Direct Instruction, Reading Intervention through Reading Plus, academic enrichment, additional curriculum time for catch up.

### **Wider Strategies**

We have thought carefully about what barriers to learning our pupils are experiencing, and how to remove or, at least, minimise them. We know that the pandemic has affected the mental health and well-being of all young people nationally, but particularly those students from disadvantaged backgrounds. Persistent absenteeism has risen as a result of COVID-19 anxiety. Overcoming the barriers these pupils face is of the highest priority. Investment in our pastoral team ensures that barriers to achievement are minimised for all pupils, particularly those who are disadvantaged. We aim to build pastoral staff capacity to make daily attendance phone calls; to intervene during a C1 so behaviour does not escalate; to be on call, complete ISB observations; to all be level 3 safeguarding trained.

We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because pupils have to be ready to learn. Our uniform is very professional and pupils are expected to wear it with pride and there is a strong attention to detail. During lessons, pupils are expected to track the teacher or speaker, and remain focused at all times. We have invested heavily in technology to ensure all pupils are able to access their lessons from home, via Google Classrooms, even if they are self-isolating or unable to attend school. Our curriculum booklet strategy also means pupils are able to learn from home and we make sure all pupils have a device in their home should they need to learn remotely.

The school serves a deprived area with families facing significant levels of socioeconomic challenge. It is located within a decile 1 area – ranked in the bottom 3% of small areas in the country. Our priority is to support pupils and their families to sustain high aspirations, encourage young people to have a growth mindset, and to progress on to higher education.

## Challenges:

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

Challenge number	Detail of challenge
1	Based on the 2023 GCSE results there is a significant attainment and progress gap, particularly in HAP and LAP PP cohorts. HAP PP was -0.13 compared to 0.17 for non PP. LAP PP was -0.34 compared to 0.17 for non PP
2	Assessments indicate that many of our pupils, particularly our most disadvantaged, have communication, language and numerical skills that are underdeveloped. On entry, 24% of PP are below the average scale score compared with 13% of non PP. Our target for attendance is 97% which highlights the scale of the challenge. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils.
3	Assessments confirm that disadvantaged pupils generally have greater difficulties with reading than their peers. On entry, 57.1% of our disadvantaged pupils are significantly below their chronological reading age. In comparison, there are significantly fewer non-disadvantaged pupils below their chronological reading age.
4	Nationally, attendance of PP pupils is significantly below that of non PP pupils. Although our attendance figures are above national average, there is a significant gap between PP and non PP. Attendance for PP is 90.10% compared with 95.20% for non PP. 23.50% of our PP have attendance at under 90% compared with 9.4% of our non PP
5	Aspirations amongst pupils with no history of tertiary education within their families, can be lower than their peers. The national picture indicates that this is more likely to affect those eligible for pupil premium.
6	Our information from My Concern, our internal triage system, class charts as well as discussions with pupils and families have identified social and emotional issues for many pupils such as anxiety, depression and low self-mood. Over the last 2 years, teacher referrals have increased yet waiting times for local services are stretched.
7	The changing cohort, most likely due to the cost-of-living crisis and increasingly stretched services, have led to an uptick in community challenges as per concerns logged on My Concern. Additionally, there is an increase in behavioural challenges

	related directly to self-regulation for which disadvantaged pupils are disproportionately represented
--	---

## 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 progress and attainment among disadvantaged pupils across the curriculum at the end of KS4, especially amongst HAP and LAP cohorts.	Progress 8 to increase to 1.0
Improved metacognitive and revision skills among disadvantaged pupils across all subjects	Diagnostic assessments to demonstrate a smaller disparity between scores of disadvantaged pupils and their peers.
Improved reading & comprehension among disadvantaged pupils across KS3 and KS4	Data from Reading Plus, combined with NGRT reading tests, demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged and their non-disadvantaged peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall attendance for all pupils being no less than 97% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
All groups of pupils access a broad and balanced curriculum which provides a foundation for appropriate future career pathways	An outstanding curriculum across all subject areas that is specific, coherent and ambitious, ensuring that disadvantaged pupils are integral to curriculum planning and delivery.

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>-qualitative data from pupil voice, parent surveys and teacher observations</li> <li>-an increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
--	---

### 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 (for example, CPD, recruitment and retention)**

**Budgeted cost: £ 220, 623**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist literacy support staff maximising the effectiveness of Direct Instruction.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2, 3
Maximise the effectiveness of Reading Plus so that our pupils read widely and often	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	3
Embed whole school reading approaches focussing primary on comprehension	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	3

Design and implement a bespoke CPD programme underpinned by development of a practice culture	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1-3, 5
Ensure all teachers and associate teaching staff deliver greater and more impactful same day feedback	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,3,5
Employ additional staffing to work with under achieving disadvantaged students in the core subjects	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1-3, 5
Employment of academic mentors and teaching assistants.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1-3, 5
Timetable protected intellectual prep sessions for all faculty areas to support with effective feedback.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1-3, 5

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

**Budgeted cost: £ 132,900**



Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic interventions for core subjects across all key stages timetabled after school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/</a>	1-3
Internal small group tuition in English and maths	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/</a>	1-3
Study club for year 10/11 PP	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/</a>	1-3
Literacy interventions such as Reading Plus and Direct Instruction	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	3
Provide highly tailored catch up and revision sessions to Year 11 during period 7, half terms and weekends.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1-3
Provide subsidies to reduce barriers for e.g. revision guides and learning	Experience has taught us over the past year or so that we need a contingency fund to ensure that no student is held back as a result of financial hardship. This includes	1-3, 5

resources, uniform and equipment	offering to subsidise uniforms and revision guides and providing equipment for those who need it.	
----------------------------------	---	--

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

**Budgeted cost: £ 133, 969**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ pastoral and behaviour mentors to support with pupils struggling to access the curriculum as a result of issues with self-regulation.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	6, 7
Overstaff pastoral areas so that attendance calls can be made for the first hour of every day with each pastoral member taking a critical attendance family.	DFE's <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	4
Develop the role of the behaviour and attendance officer including training and targeted support to reduce persistent absenteeism and raise levels of attendance	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	4
Enrichment embedded in the curriculum via our Carousel Programme (Year 7-9) and our electives programme (all years)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2, 5

In house counselling service and well-being drop in	<a href="https://www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/school-and-community-based-counselling-operating-toolkit/">https://www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/school-and-community-based-counselling-operating-toolkit/</a>	6,7
---	---	-----

**Total budgeted cost: £487, 492**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

Our external assessments during 2022/23 suggested that although the performance of disadvantaged pupils was higher than in previous years, there still exists a gap between disadvantaged pupils and their non-disadvantaged peers. P8 for the school was 0.33, with disadvantage at -0.03. Despite the gap, our disadvantaged pupils still performed significantly better than the overall average within the local authority. Disadvantaged pupils across KS3 on average made progress broadly in line with non-disadvantaged pupils.

Our relentless focus on attendance including: daily phone calls, home visits, well-being calls home from mentors and advisors has resulted in higher levels of attendance for our disadvantaged pupils. However, there still exists a significant gap between the overall attendance of pp and non pp.

Our internal data demonstrate pupil behaviour, wellbeing and mental health has continued to provide challenges. We used pupil premium funding to provide wellbeing support for all pupils and targeted intervention where required and are continuing to make this a focus in our strategy.

### **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>
------------------	-----------------

Academic Tutoring	NTP
Poverty Proofing	Poverty Proofing
Reading Plus	Reading Plus
Mathswatch	Mathswatch
UniFrog	UniFrog

#### Service pupil premium funding (optional)

<b><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></b>
n/a
<b><i>The impact of that spending on service pupil premium eligible pupils</i></b>
n/a

#### Further information (optional)

<b><i>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 or recovery premium funding.</i></b>
---

