



## Pupil Premium Strategy Statement

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	1002
Proportion (%) of pupil premium eligible pupils	17.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/22-2024/25
Date this statement was published	Wednesday 6 <sup>th</sup> December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr James Habberley Head Teacher
Pupil premium lead	Mr Alex Bedford Senior Assistant Head Teacher
Governor / Trustee lead	Mrs Anna McCormack Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 170825
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£ 38916
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</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>	£ 209741

## Part A: Pupil premium strategy plan

### Statement of intent

At St George we pride ourselves on supporting the individual. Understanding our students' needs is key to supporting them the best we can. As such, we use our academic and pastoral monitoring systems to identify groups and individuals in need and allocate our pupil premium funding accordingly to achieve their goals. Our ultimate aim is to ensure all our students are happy, independent and successful. This is summarised by our mission statement "We ASPIRE to be all that God has created us to be"

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. High quality teaching is at the heart of our approach and has proven to have the most impact on closing the disadvantaged attainment gap. Our strategy for improving outcomes and providing more opportunities for disadvantaged pupils is integral to our whole school development plan alongside wider plans for targeted support through the national tutoring programme. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point the need is identified.
- Maintain our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	Raising outcomes of disadvantaged pupils compared to other pupils in school and nationally.
2	Improving low literacy & numeracy levels that prevent students from accessing the curriculum, specifically in years 7,8 & 9.
3	Ensuring students are prepared to go on and be successful once they leave St George.
4	Improving low attendance affecting students' ability to experience the high-quality teaching in lessons and benefitting from the pastoral support available on site.

## 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
Reduce the in-school attainment GAP, for DP compared with other pupils. Disadvantaged students to make progress in line with national other or better.	By the end of our current plan in 2024/25 our basics 9-4 outcomes for disadvantaged outcomes to be above national other The in-school basics 9-4 gap <10% To achieve a positive P8 score for DP students
Improve reading ages in order to access the more demanding 9-1 curriculum. Improve numeracy skills in order to access the maths curriculum.	Reading comprehension tests show that the GAP in reading age to actual age has reduced. In school tracking data shows low ability students in maths making progress towards their end of year target for Maths.
Support students to go on to be successful at the next stage of their education or apprenticeship. Students access a wide variety of pastoral support focused on the individual.	Pupils staying in education or employment >95%. Students choose a variety of difference colleges and courses. Student attendance is >95% following pastoral support where and when its required.
To Improve the attendance of disadvantaged pupils.	Attendance of >95%

## 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: £ 64965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>AHT Leadership Role</i>	Dedicated member of SLT assigned to lead and manage pupil premium strategy. It is essential that a senior member of the leadership team has responsibility for our pupil premium strategy as they have the authority, experience, time and skills to be able to ensure there is an effective plan in place to support those students.	1, 2, 3, 4
<i>Additional set in KS4 English &amp; Maths</i>	Additional sets allow targeted groups to be created and support student abilities. Reduced class sizes allow for more individual support from class teacher. Additional class also allows tiering in Maths to support individual student pathways. This approach is supported by evidence from the EEF <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf</a> that states that targeted support to smaller groups can make a significant difference to pupil progress.	1, 2, 3
<i>TLR for Literacy &amp; Numeracy co-ordinators</i>	Literacy & Numeracy strategies implemented across the college to support all students progress. Evidence of the positive impact a literacy and numeracy co-ordinators can have on our disadvantaged pupils is supported by the EEF <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a> With 47% of our cohort being EAL there is a clear need to focus on ensuring our students are able to read and communicate effectively in order to access the curriculum. The evidence suggests that pupils make significant progress when they receive targeted literacy and or numeracy intervention through a whole school literacy and numeracy strategy via tutor time or targeted within the curriculum. Our literacy and numeracy co-ordinators are in place to implement this.	1, 2, 3
<i>Appointed an additional Maths &amp; English Teacher to provide Literacy and Numeracy interventions in curriculum time.</i>	Additional Maths & English teachers are timetabled to provide literacy and numeracy interventions in years 7&8 to key students within their curriculum time. The intention is this will improve students reading ages and support their confidence & progress in Maths. As above supporting evidence for this approach comes from the EEF <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf</a> that states that targeted support to smaller groups can make a significant difference to pupil progress. By appointing an additional Maths and English teacher we are able to provide additional literacy and numeracy interventions writing curriculum time to small groups of students.	1, 4

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

Budgeted cost: £ 29700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Half term school</i>	Targeted intervention for students identified for lost learning due to COVID. Saint George has noticed post COVID how important it is we ensure students are supported to catch up on their learning, topics they have missed or misconceptions they have. Providing opportunity to target support to students to address their misconceptions has proven to have a positive impact on student outcomes at Saint George. This is supported by the EEF <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a>	1, 3
<i>1 to1 Tutoring</i>	Targeted intervention for students identified for lost learning due to COVID. Please review the document from the EEF that states what impact 1-1 tuition can have on improving student progress. By putting in place intensive 1-1 support or small group support this is likely to have the biggest impact on student progress according to the EEF <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a>	1, 3
<i>Music lessons</i>	Supporting students to undertake a broad and balanced curriculum tailored to the individual. Evidence from the EEF <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> suggests that participation in Arts based activities ensures the students pay an important part in developing the students wider skills set and their general interests and well-being at school. It is hoped this will improve confidence and student attendance.	1, 3
<i>Home Language Tutor</i>	Supporting students to undertake a broad and balanced curriculum tailored to the individual. With 47% of our cohort defined as EAL it is essential that students feel supported with their home language if they wish to take it as a GCSE but also to support students and their parent's journey at Saint George. We believe that this improves students range of qualifications and allows that to better integrate into school ensuring any misconceptions are addressed.	1, 3
<i>Educational resources</i>	Providing educational resources to students to develop their independence and support their academic achievements. By supporting students with revision guides, text books, laptops this should to improve students learning. Laptops have been essential for students to be able to complete homework, coursework, college applications and communicate with teachers when required to. This is supported by the EEF as an effective strategy for advantaged students. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a>	1, 3

<i>Educational trips</i>	Provides enrichment opportunities to develop individual's cultural capital and apply this to their studies where appropriate. Evidence from the EEF suggests that extracurricular activities and trips are an important part of education in its own right. These approaches increase engagement in learning, but also improves can have a positive impact on student's wellbeing. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a>	1, 3, 4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 115192

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Inclusion manager</i>	Supporting individual needs of students to engage in the full life of the school where possible. Ensuring an Inclusion manager is in place means there is a member of staff in place to manage our inclusion centre and ensure all its students feel supported and want to attend Saint George. Without a manager behaviour is affected negatively in mainstream lessons, and the student's attendance at school drops because they don't get the support they need.	1, 3, 4
<i>Inclusion team</i>	Supporting individual needs of students to engage in the full life of the school where possible. Evidence from the EEF suggests that Social and emotional skills support effective learning and are linked to positive outcomes later in life. Therefore, an inclusion team are in place to support students when required. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a>	1, 3, 4
<i>AP Teacher</i>	Provides a bespoke curriculum for individual students with the aim of returning to mainstream lessons as soon as appropriate for the individual. Evidence from our own individual pathway programme has shown it has a positive impact on reducing suspension for students who were not coping in mainstream lessons and increased attendance for vulnerable pupils who were refusing to come to school.	1, 3, 4
<i>ELSA support</i>	Supporting individual needs of students to engage in the full life of the school where possible. The number of students struggling with their mental health post COVID has increased significantly. Therefore, in order to cope with the demand for support Saint George has three trained ELSA's in place to support our students.	1, 3, 4
<i>Careers officer</i>	Individual careers advice and guidance to support students making informed choices about their next steps after leaving St George. Saint George must have a Careers Advisor in place. Funds are used to ensure the Careers officer is able to support our students in making future careers choices but also developing a Careers	3, 4

	programme within school that meets the Gatsby benchmarks. The % of students going onto education, apprenticeship or employment is above national.	
<i>Mental Health Nurse</i>	Supporting individual needs of students to engage in the full life of the school where possible. The number of students struggling with their mental health post COVID has increased significantly affecting student's health, attendance and academic performance. Therefore, the EEF identify the importance of improving of looking after student's wellbeing to support effective learning. This links to positive outcomes later in life. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</a>	3, 4
<i>Transport</i>	Supporting students to attend school. Every child must come to school. Saint George is not a catchment school and therefore it is essential the school supports where possible transport costs so that students are able to get a school or public bus to school.	1, 4
<i>Discretionary fund</i>	Allocated to support individual needs as they arise. Every student has different needs and therefore its important that we have a fund available to support a range requests where they have a positive impact on the student.	3, 4

**Total budgeted cost: £ 209857**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	Pupils eligible for PP (your school)	*National Pupils not eligible for PP 2023 **(School Non PP 2023)
<b>Progress 8 score average 2020, 2021, 2022 &amp; 2023</b>	+0.44, +0.16, +0.04, +0.42	+0.17 (+0.93)
<b>Attainment 8 score average 2020, 2021, 2022 &amp; 2023</b>	51.4, 45.8, 48.4, 47.5	50.2 (60.8)
<b>Basics 9-4 2020, 2021, 2022 &amp; 2023</b>	73.7, 65.7, 74.5, 75	73 (90)
<b>Basics 9-5 2020, 2021, 2022 &amp; 2023</b>	52.6, 31.4, 51.0, 45.8	52.1 (69)
<b>Staying in education or employment (2020,2021 leavers)</b>	94%, 93% (Whole school)	94% (All students)
<b>Attendance 2020-21, 2021- 22, 2022-2023</b>	92.5%, 89.5%, 92.2%	***92.6%

\* figures taken from 2023 Key Stage 4 Outcomes Nova Analysis report – Provisional

\*\* figures taken from SISRA Analytics

\*\*\* figures taken from SCC 2022/23 Full Report

The table below details the outcomes of our disadvantaged pupils for the previous three years where national data has been available.

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2019)
<b>Progress 8 score 2017, 2018 &amp; 2019</b>	+0.28, +0.67, +0.35	+0.13
<b>Attainment 8 score 2017, 2018 &amp; 2019</b>	41.6, 46.9, 50.0	50.1
<b>Basics 9-4 2017, 2018 &amp; 2019</b>	60.0, 68.0, 70.0	71.7
<b>Basics 9-5 2017, 2018 &amp; 2019</b>	25.0, 32.0, 41.7	49.5



EBACC Entry Data: The table below shows the % of disadvantaged pupils entered for EBACC and their attainment:

Year	% of all students entered for EBACC	% DP students entered for EBACC	APS (Average Point Score)
2024-2025	Projected 38.6%	Projected 45.9%	TBC
2023-2024	38.3%	34.6%	TBC
2022-2023	34.3%	21.6%	5.25
2021-2022	45.9%	32.4%	5.36

Challenge number	Impact Review
1	Our disadvantaged students have significantly outperformed national other students for Progress 8 and Basics at 9-4. The in-school GAP has reduced considerably for Progress 8 from 0.9 to 0.5. This is an area we are continuing to work on to reduce further.
2	Our literacy programme has seen a significant increase in reading age in year 7, 8 & 9. Disadvantaged pupils who were involved in the intervention groups made greater than expected progress in Year 7 by 4 months, in Yr8 by 10 months and in Yr9 by 3 months.
3	Students were supported on an individual basis with personalised advice, tailored to the individual and are attending a wide variety of courses at a number of different colleges. Help for attending interviews and taster days also supported students making the transition to college. This is evidenced from the initial college attendance data in Sept 23 where only 1 student (0.5%) is currently not in education or employment.
4	Attendance figures fell nationally due to Covid-19. Irrespective of this, the gap between national attendance and our disadvantaged students reduced further from 3% in 2021 to 0.4% in 2023. Our target remains for all student's attendance to be above 95%.

## 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>
Accelerated Reader	Renaissance
Freckle (Accelerated Maths)	Renaissance
External Motivational Speaker	Action Jackson
Educational Consultant/ Study Skills	Michelle Miller

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
The school received £2010 to support service pupil premium. This funding is allocated to provide additional pastoral support and enrichment opportunities and is included in the wider strategies budget (please see previous information)
<b>The impact of that spending on service pupil premium eligible pupils</b>
Service pupil students accessed the pastoral team to support their wellbeing on an individual basis. This had a positive impact on the student's attendance, which allowed them to participate in the full curriculum and attend a variety of enrichment activities including subsidised peripatetic lessons and trips.