

Pupil premium strategy statement – Saint George Catholic College

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.

School overview

Detail	Data
Number of pupils in school	1030
Proportion (%) of pupil premium eligible pupils	20.5%
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)	2025/26 to 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
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	£ 222,975
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£ 222,975

Part A: Pupil premium strategy plan

Statement of intent

At St George, we pride ourselves on supporting the individual. Understanding our students' needs is central to enabling them to thrive. Through our academic and pastoral monitoring systems, we identify groups and individuals in need of targeted support and allocate our Pupil Premium funding strategically to help them achieve their goals. Our ultimate aim is for all our students to be happy, independent, and successful. This is summarised in our mission statement: "We ASPIRE to become all that God has created us to be."

Our intention is that all pupils, irrespective of background or the challenges they face, make good progress and achieve high attainment across the curriculum. High-quality teaching remains at the heart of our approach and has proven to be the most effective way of closing the attainment gap for disadvantaged pupils. We recognise that academic success is inseparable from pastoral wellbeing. At St George, we believe that strong pastoral care underpins strong academic progress: both complement each other and are vital to ensuring our pupils can fulfil their potential.

A key focus of our strategy is ensuring that students are in school and ready to learn. Good attendance is a fundamental driver of success; without consistent engagement in lessons, pupils are unable to access the full breadth of opportunities available to them. We therefore place significant emphasis on promoting attendance, identifying and addressing barriers early, and working closely with families to build positive, sustainable attendance habits.

Our strategy for improving outcomes and creating more opportunities for disadvantaged pupils is integral to our whole-school development plan and aligned with wider targeted initiatives. To ensure these strategies are effective, we will:

- Ensure disadvantaged pupils are consistently challenged in the work they are set.
- Act early to intervene when need is identified, both academically and pastorally.
- Maintain a whole-school approach where all staff take responsibility for disadvantaged pupils' progress and hold high expectations for what they can achieve.
- Strengthen the link between attendance, wellbeing, and academic performance to ensure all pupils are fully supported to succeed.

At St George, we remain committed to removing barriers to learning, fostering aspiration, and ensuring that every pupil, regardless of background, has the opportunity to flourish academically, personally, and spiritually.

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 nationally.
2	Improving low literacy & numeracy levels that prevent students from accessing the curriculum in years 7,8 & 9 and going onto securing standard/good passes at GCSE.
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 within the school.

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
Disadvantaged pupils achieve consistently high outcomes. The difference between the attainment rate of the school’s disadvantaged pupils and that of all non-disadvantaged pupils nationally is closed.	<p>Saint George DP students outperform national other students for progress and attainment.</p> <p>To achieve a positive progress 8 score for DP students above 0.25 (national other is currently 0.17)</p> <p>DP students to outperform national other for Basics at 9to4 and 9to5.</p>
To establish strong foundations in reading and mathematics so that pupils can access the rest of the curriculum.	<p>Reading comprehension tests show that the GAP in reading age to actual age has reduced.</p> <p>>70% of DP students are on or above school targets in maths (Saint George minimum targets are aspirational for all students based on previous 4 levels progress)</p>

<p>Disadvantaged pupils are now exceptionally well prepared for current and later learning, and for future success. They achieve thrive and flourish across all areas of school life.</p>	<p>Pupils staying in education or employment >95%. Students choose a variety of different colleges and courses.</p> <p>DP Basics 9-4 above national so DP students have the same or better access to courses at level 3.</p> <p>DP receive priority 1to1 careers advice.</p> <p>DP visit a variety of college settings. E.g. Sparsholt, PS, BP & CEMAST and attend other events to broaden their outlooks e.g. Boat Show, Bletchley Park, Careers fayre's and EBP events.</p> <p>DP receive key information on all the options available post 16. E.g. T-levels, V-levels, apprenticeships as well as A-levels.</p> <p>DP experience external speakers to support motivation and receive practical guidance on how to revise.</p>
<p>To support DP students to have exceptional standards of attendance and ensure they have access to highly skilled support tailored to the individual.</p>	<p>DP attendance >95%.</p> <p>Students gain access to highly skilled staff to support individual needs e.g. ELSA, MHN, ND lead & Inclusion team.</p>

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: £ 47,558

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>Appointed an additional staffing in Maths & English to provide additional classes in KS4</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 https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf that states that targeted support to smaller groups can make a significant difference to pupil progress.	1, 2, 3
<i>TLR for Literacy & 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 https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092 With a large percentage 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

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

Budgeted cost: £ 18,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Half term/ Easter schools</i>	Targeted intervention for students identified for behind target in their learning. Saint George realises 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 https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	1, 3
<i>Music lessons</i>	Supporting students in accessing a broad and balanced curriculum that is tailored to their individual needs is a key priority. Evidence from the Education Endowment Foundation (EEF) Arts Participation indicates that engagement in arts-based activities plays an important role in developing students' wider skill sets, interests, and overall well-being at school. It is hoped that this approach will also help to enhance students' confidence and improve attendance.	1, 3
<i>Home Language Tutor</i>	Supporting students to undertake a broad and balanced curriculum tailored to the individual. With a large percentage of our cohort identified 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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	1, 3, 4

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

Budgeted cost: £ 156,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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	1, 3, 4

	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.	
<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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	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 programme within school that meets the Gatsby benchmarks. The % of students going onto education, apprenticeship or employment is above national.	3, 4
<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. EEF identify the importance of improving of looking after student's wellbeing to support effective learning. This links to positive outcomes later in life. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	3, 4
<i>Transport</i>	Supporting students to attend 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 it's 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: £ 222,975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Pupils eligible for PP (your school)	*National Pupils not eligible for PP 2024
Progress 8 score average 2022, 2023, 2024 & 2025	+0.04, +0.42, +0.79, n/a	+0.17
Attainment 8 score average 2022, 2023, 2024 & 2025	48.4, 47.5, 55.3, 51.7	50.3
Basics % 9-4 2022, 2023, 2024 & 2025	74.5, 75, 83.3, 77.5	72.7
Basics % 9-5 2022, 2023, 2024 & 2025	51.0, 45.8, 66.7, 50.0	53.5
% Staying in education or employment (2020, 2021, 2022 & 2023 leavers)	94, 93, 96, 96 (Whole school)	94
% Attendance 21/22, 22/23, 23/24 & 24/25	89.5, 92.2, 92.2, 91.4	91.4 (national all)

Data sourced from SCC 2024 Key Stage 4 Outcomes Nova Analysis report – Revised and DfE Performance Tables website.

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

Year	% of all students entered for EBACC	% PP students entered for EBACC	PP APS (Average Point Score)
2025-2026	54.9	52.1	TBC
2024-2025	44.7	35.0	4.55
2023-2024	38.3	34.6	4.83
2022-2023	34.3	21.6	4.09

Challenge number	Impact Review end of 3 year cycle – 2021/22 to 2024/25																
1	<p><i>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.</i></p> <p>We are extremely pleased that our disadvantaged students have outperformed national other students for Basics at 9-4 in all three years and the in-school GAP for progress 8 has been closed to within 0.04 in 2024 and in school tracking shows the gap at 0.01 for 2025.</p>																
2	<p><i>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</i></p> <p>Our literacy programme has led to consistent gains in reading age across Years 7–9. 2022–23, disadvantaged pupils in intervention groups made above-expected progress: +4 months in Year 7, +10 months in Year 8, and +3 months in Year 9. 2023–24, despite disruption from staff absence, disadvantaged pupils still made above-expected progress: +1 month in Year 7 and +3 months in Year 8. 2024–25, disadvantaged pupils continued to make above-expected progress in Year 8 (+3 months).</p> <p>Our numeracy programme saw some improvement in student’s performance using Freckle maths, but it was not consistent. We believed the programme could have greater impact so it has now been adapted to focus on greater teacher input, with fewer students, and we will continue to monitor its impact.</p>																
3	<p><i>Pupils staying in education or employment >95%. Students choose a variety of difference colleges and courses.</i></p> <p>Students were supported on an individual basis with personalised advice, tailored to the individual and are attending a wide variety of courses at several different colleges. Help for attending interviews and taster days also supported students making the transition to college. The school students staying in education figures have increased year on year where nationally they have dropped and are now significantly above National figures.</p> <div data-bbox="395 1444 1316 1892"> <table border="1"> <caption>View a:</caption> <thead> <tr> <th>Year</th> <th>School</th> <th>Local authority state-funded schools</th> <th>England state-funded schools</th> </tr> </thead> <tbody> <tr> <td>2021 leavers (revised)</td> <td>93%</td> <td>89%</td> <td>93%</td> </tr> <tr> <td>2022 leavers (revised)</td> <td>95%</td> <td>90%</td> <td>92%</td> </tr> <tr> <td>2023 leavers (provisional)</td> <td>96%</td> <td>90%</td> <td>91%</td> </tr> </tbody> </table> <p>0% 50% 100% Staying in education, or entering apprenticeships or employment</p> </div>	Year	School	Local authority state-funded schools	England state-funded schools	2021 leavers (revised)	93%	89%	93%	2022 leavers (revised)	95%	90%	92%	2023 leavers (provisional)	96%	90%	91%
Year	School	Local authority state-funded schools	England state-funded schools														
2021 leavers (revised)	93%	89%	93%														
2022 leavers (revised)	95%	90%	92%														
2023 leavers (provisional)	96%	90%	91%														
4	<p>Attendance of >95%</p> <p>The gap between national attendance and our disadvantaged students has reduced from 3% in 2021 to 0.4% in 2023 & 2024 and was 0% in 2025. Our target remains for all student’s attendance to be above 95%.</p>																

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
Accelerated Reader	Renaissance
Motivational Speaker	Luke Staton

Service pupil premium funding (optional)

<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>
The school received £2100 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)
The impact of that spending on service pupil premium eligible pupils
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.