

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Saint George's C of E School
Number of pupils in school	1319
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	August 2022
Statement authorised by	M Lillie
Pupil premium lead	M Lillie
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,535
Recovery premium funding allocation this academic year	£24,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£49,982
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£239,587

# Part A: Pupil premium strategy plan

## Statement of intent

*As an all through school with inclusivity at the core of its value, Saint George's want to ensure that every student in our community is given the same opportunities to develop and flourish. In order to achieve this, it is key that staff at all levels understand the potential barriers that our disadvantaged students face. Through training and the sharing of information, our Leadership Group, Curriculum leads, Class teachers and support staff will understand how they must consider the needs of those who have been disadvantaged in planning and delivery, yet at the same time having the same high academic and social expectations for all. Our Pupil Premium strategy aims to equip all our staff with the ability to do so.*

*We also want to ensure that data, both quantitative and qualitative, is used to ensure that our disadvantaged students are engaging with our provision and developing at the same rate as their peers. Where this is not occurring, intervention will be timely and impactful.*

*Finally, we recognise the need to provide our disadvantaged students with resources to support their learning and participation in everything we do at Saint George's. In doing so, we also recognise that additional opportunities to support our disadvantaged students to understand how to engage positively with school life and also the benefits that educational success can bring are needed to close potential gaps.*

*Ultimately, as a community that recognises that we are all different but that we are all one, we want our pupil premium strategy to eliminate any disparity for our disadvantaged students.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Staff awareness of Disadvantaged learners and strategies to support them through curriculum intent and implementation</i>
2	<i>Increase in gap for disadvantaged students as a result of lost learning through lockdown</i>
3	<i>High Levels of Social, Emotional and Mental Health problems</i>

4	<i>Increased school absence – attendance statistically lower than non-disadvantaged learners</i>
5	<i>Greater number of behaviour sanctions and FTE amongst disadvantaged students</i>
6	<i>Access to technology and resources to support academic progress.</i>
7	<i>Independent study – means, resilience and motivation</i>
8	<i>Lack of fluency in literacy</i>
9	<i>Engagement with extra-curricular opportunities to broaden horizons and develop cultural capital</i>

## 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
Close disadvantage gap in in year and final assessment points.	Disadvantaged to be in line with or exceeding national expectations Staff aware of potential gaps and are responding in the classroom through adaptative approaches, as evidenced through Quality Assurance.
Disadvantaged students to actively and positively engage with their learning	Quality assurance of all subject areas demonstrates enthusiasm and engagement through pupil voice in all areas. Quality of work produced by disadvantaged students of the same high quality as non-disadvantaged as demonstrated through work scrutiny. Homework completion rates in line with non-disadvantaged. Misconduct points / rewards accumulated in lessons in line with non-disadvantaged students
Disadvantaged students engage fully with range of extra-curricular opportunities	Tracking on Edulink demonstrates participation in line with non-disadvantaged students. Provision of free wrap around care available for all primary disadvantaged pupils
Literacy levels of disadvantaged students is targeted so that they are able to engage fully with the curriculum	In primary, progress in phonics and reading in line with non-disadvantaged peers. Progress in accelerated reader is in line with non-disadvantaged peers. Targeted intervention for students who are falling behind has demonstrable impact.

<p>Improve attendance levels and reduce sanctions / exclusion for disadvantaged students</p>	<p>PA rate for disadvantaged in line or lower than national.</p> <p>Overall attendance for disadvantaged 95% or higher in all year groups.</p> <p>Number of misconduct points / exclusions given to disadvantaged students not significantly greater than non-disadvantaged students.</p> <p>Staff are aware of challenges faced by disadvantaged students in their approach to sanction and rewards as evidenced through Quality Assurance.</p> <p>Improve communication with parents to increase engagement with attendance and behaviour.</p>
<p>Disadvantaged students secure same high-quality destinations as non-disadvantaged students</p>	<p>% of NEET at KS4 and KS5 in line with non-disadvantaged.</p> <p>100% of disadvantaged receive 1-1 careers advice in key years.</p> <p>Parental engagement at careers and futures events in line with non-disadvantaged.</p>
<p>Disadvantaged students have necessary equipment to succeed at school</p>	<p>All disadvantaged students have correct uniform and PE kit.</p> <p>All disadvantaged students have access to technology for home learning.</p> <p>All disadvantaged students have additional study material for core subjects by the end Y9 and all other subjects by the end of Y10 and have received subject based support in how to make the most of them.</p>

## 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: £130,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>CPD on effective curriculum intent through internal training and National College membership to ensure that planned curriculum in all subjects have high aspirations for all and is fully inclusive, including planning for barriers and misconceptions.</b>	<i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</i>	1, 2, 5, 7, 8
<b>CPD on effective classroom implementation, including Kagan, Thinking Hard, metacognition and responsive teaching to ensure that pedagogical approaches meet the needs of disadvantaged students.</b>	<i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</i>	1,2,3,4,5,7
<b>Lead Practitioner to support faculty leads to develop subject specific training where departmental approaches are not consistently inclusive.</b>	<i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</i>	1,2,4,5,7
<b>Over recruitment in Maths and English to support targeted intervention in exam years.</b>	<i>Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</i>	2,3,5,7,8
<b>Improving Literacy: Investment and training in ‘Little Wandle’ phonics at primary to ensure consistent</b>	<i>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</i>	2,4,7,8,9

<p><b>approaches to teaching and intervention. Recruitment of Literacy mentor and library investment to ensure accelerated reader is effectively used and KS4 and 5 receive library support.</b></p>	<p><i>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</i></p>	
<p><b>Raising Standards leaders in Y7-8, Y9-10 and Y11 use data to ensure disadvantaged students are targeted and supported. Post 16 Learning Mentor provides targeted intervention and support for disadvantaged students.</b></p>	<p><i>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs</i></p>	<p>1,2,3,4,5,7</p>
<p><b>Community Leaders and Learning Mentors provide pastoral support and targeted SEMH intervention through the resilience hub to support attendance and welfare for vulnerable students and ensure that they can effectively engage with their learning.</b></p>	<p><i>EEF Toolkit: +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment. PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium</i></p>	<p>3,4,5</p>
<p><b>VESPA programme at KS4 led by Y9-10 RSL trains students and staff in goal setting and metacognitive approaches.</b></p>	<p><i>EEF suggest +8 months progress for metacognition and self-regulation.</i></p>	<p>1,2,3,4,5,7</p>

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

Budgeted cost: £56,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Academic mentoring for targeted disadvantaged students in Y11 led by Leadership, using PIXL strategies. L10 group targeted and allocated mentors.</b>	<i>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs</i>	2,3,4,5,7
<b>Targeted subject intervention in Y11 and small group teaching for core group of vulnerable students across both bands in Y7-11.</b>	<i>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</i>	1,2,3,4,5,7
<b>Targeted tutoring provided by NTP</b>	<i>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</i>	2,3,4,5,7
<b>Targeted Literacy intervention by Literacy mentor and Literacy trained TA across Y7-11, using a range of reading and literacy data. Primary based reading volunteers supporting disadvantaged pupils to close literacy gaps</b>	<i>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</i>	2,3,4,5,7,8
<b>Homework club after school every day.</b>	<i>Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools."</i>	3,6,7
<b>Provision of IT devices for disadvantaged students where required.</b>	<i>Digital technology can add up to +4 months progress (EEF, 2020)</i>	2,3,6,7

<b>Provision of revision guides and study packs in Core subjects and RE in Y9 and all other subjects in Y10 for disadvantaged students.</b>	<i>EEF suggest +8 months progress for metacognition and self-regulation.</i>	2,3,7
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,100

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Resilience Hub introduced to support range of SEMH interventions for targeted students</b>	<i>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</i>  <i>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</i>	3,4,5
<b>Community leaders support positive attitudes to learning.</b>	<i>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</i>	3,4,5
<b>Dedicated careers leader targets disadvantaged students to ensure that they receive necessary CEIAG.</b>	<i>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</i>	3,7,9
<b>Attendance officer / LG monitor attendance for disadvantaged students and identify and address barriers.</b>	<i>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”</i>	3,4



	<i>Behaviour interventions strategy from the EEF teacher toolkit.</i>	
<b>Investment in Edulink to track extra-curricular activities and make promotion and sign up easy for students and parents/carers. LG track engagement from disadvantaged students.</b>	<i>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research</i>	3,9
<b>Financial support for any disadvantaged student who is unable to participate in extra-curricular for financial reasons.</b>	<i>As above</i>	3,9
<b>‘Whisper’ – provides a listening service for any student who may be experiencing difficulty.</b>	<i>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months</i>	3,4
<b>All uniform / PE kit purchased for disadvantaged students where necessary.</b>	<i>Removing any barriers to participation will increase engagement</i>	3,7
<b>Wrap around provision available for primary based disadvantaged pupils. Providing healthy food options.</b>	<i>Range of research evidencing the impact of a poor diet on learning can be found <a href="#">here</a></i>	3,4,5

**Total budgeted cost: £209,181**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to the disruption in learning last year, our Year 11 students were awarded Teacher Assessed Grades which were based on a variety of assessments, including high control mock exams. Because of this, our data is not as comparable as in previous years, but impact of strategies can still be measured:*

	2019		2020 CAGs		2021 TAGs	
	P8	Gap	P8	Gap	P8	Gap
Whole school	0.10		0.48		0.35	
Disadvantaged	-0.05	-0.15	0.42	-0.06	0.05	-0.30

Although the gap between performance of our disadvantaged and non-disadvantaged students increased in 2021, disadvantaged students were more adversely affected nationally by the impact of COVID 19 and our strategies ensured that on average, our disadvantaged students still performed above national average.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Closing the Gap	Achievement for all