



Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 impact that last year’s spending of the pupil premium grant had within our school.

School overview

Detail	Data
School name	Saint George’s C of E School
Number of pupils in school	1381
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	August 2024
Statement authorised by	M Lillie
Pupil premium lead	J Scott
Governor / Trustee lead	S Oag

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,766
Recovery premium funding allocation this academic year	£51,261
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,414
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	£249,441



Part A: Pupil premium strategy plan

Statement of intent

As an all through school with inclusivity at the core of its values, Saint George's seeks 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 pupils face, including those who are eligible for pupil premium funding. Through training and the sharing of information, our leadership group, curriculum leaders, class teachers and support staff understand how to consider the needs of those who have been disadvantaged. The planning and delivery of our curriculum should reflect this whilst, at the same time, ensuring that all staff have the same high academic, social and cultural expectations for all. Our pupil premium strategy aims to equip all our staff with the ability to do so.

We also want to use data, both quantitative and qualitative, to ensure that our disadvantaged pupils are engaging with our wide extra-curricular provision and developing personally at the same rate as their peers. Where this is not the case, intervention will be timely and impactful.

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

We are a community that celebrates difference and are committed to all pupils flourishing as children and adults into the future. This plan sets out how we identify barriers and implement strategies to ensure this is the case for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<i>Staff awareness of disadvantaged pupils and strategies to support them through curriculum intent and implementation.</i>
2	<i>An increase in the progress 8 gap for some disadvantaged pupils as a result of lost learning through and since lockdown.</i>



3	<i>High Levels of Social, Emotional and Mental Health problems.</i>
4	<i>Increased school absence and persistent absence. The attendance for disadvantaged pupils is lower than those who are not disadvantaged.</i>
5	<i>Greater number of behaviour sanctions and FTE amongst disadvantaged pupils.</i>
6	<i>Access to technology and resources to support academic progress.</i>
7	<i>Independent study support and skill can mean that resilience and motivation are lower for some in this cohort.</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 table 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-year and at final assessment points.	<p>The progress of disadvantaged pupils to be in line with or exceeding national expectations.</p> <p>Staff aware of the students they teach who attract pupil premium funding and are responding in the classroom through adaptative approaches, as evidenced through Quality Assurance.</p> <p>The progress and attainment gap between non-disadvantaged and disadvantaged pupils at KS2 and KS4 is narrowing.</p>
Disadvantaged pupils to actively and positively engage with their learning.	<p>Quality assurance of all subject areas demonstrates enthusiasm and engagement through pupil voice in all areas.</p> <p>Quality of work produced by disadvantaged pupils of the same high quality as non-disadvantaged as demonstrated through work scrutiny.</p> <p>Homework completion rates in line with non-disadvantaged pupils.</p> <p>Misconduct points / rewards accumulated in lessons in line with non-disadvantaged pupils.</p>
Disadvantaged pupils engage fully with range of extra-curricular opportunities.	<p>Tracking on Arbor demonstrates participation in line with non-disadvantaged pupils.</p> <p>Pupils who are disadvantaged make good use of the free wrap around care provided for all primary disadvantaged pupils.</p>



<p>Literacy levels of disadvantaged pupils are targeted so that they are able to engage fully with the curriculum.</p>	<p>In primary, progress in phonics and reading are in line with non-disadvantaged peers.</p> <p>Progress in KS3 accelerated reader is in line with non-disadvantaged peers.</p> <p>Targeted intervention for pupils who are falling behind has demonstrable impact.</p>
<p>Improve attendance levels.</p>	<p>The rate of persistent absence of pupils who are disadvantaged is in line with or lower than those seen nationally.</p> <p>Parents are supported to improve their child's attendance through excellent communication from key staff.</p>
<p>Disadvantaged pupils are ready and prepared to enter the same high-quality destinations as non-disadvantaged pupils.</p>	<p>% of disadvantaged students who are NEET after KS4 and KS5 is lower than those seen nationally and locally.</p> <p>100% of disadvantaged pupils receive 1-1 careers advice in key years.</p> <p>Parental engagement at careers and futures events in line with non-disadvantaged.</p> <p>The number of disadvantaged pupils entering the schools 6th Form continues to increase.</p>
<p>Disadvantaged pupils have necessary equipment to succeed at school.</p>	<p>All disadvantaged pupils have correct uniform and PE kit.</p> <p>All disadvantaged pupils have access to technology for home learning.</p> <p>All disadvantaged pupils have additional study material for core subjects by the end of 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: £134,022

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<ul style="list-style-type: none"> • CPD on effective curriculum intent through internal training and National College membership to ensure that the planned curriculum in all subjects has high aspirations for all and is fully inclusive, including planning for any barriers to learning and common misconceptions. • Investment in the ‘Quigley’ curriculum across the primary phase to ensure that curriculum is coherent, progressive and challenging. • Ongoing Quality Assurance both internally (school and Trust) and with external experts to ensure that the curriculum meets the needs of all pupils. 	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</i></p> <p><i>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</i></p>	1,2,5,7,8	£4,000



<ul style="list-style-type: none"> • CPD on effective classroom implementation, including Kagan, Thinking Hard, metacognition and responsive teaching to ensure that pedagogical approaches meet the needs of disadvantaged pupils. 	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</i></p> <p><i>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</i></p>	1,2,3,4,5,7	£4,000
<ul style="list-style-type: none"> • External CPD through NPQ (including leading literacy, leading teaching, leading teacher development and senior leadership) to support leadership of teaching and learning and curriculum at all levels. 	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</i></p> <p><i>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</i></p>	1,2,3,4,5,7	£4,000
<ul style="list-style-type: none"> • CPD to develop and embed a consistent approach to behaviour management through effectively building relationships with pupils whilst establishing whole school consistency. 	<p><i>‘Universal approaches to behaviour which are effective can add up to 4 months progress to disadvantaged pupils.’</i></p> <p><i>EEF – Teaching and Learning Toolkit</i></p>	1,3,4,5,7	£1,200
<ul style="list-style-type: none"> • Lead Practitioner to support faculty leads to develop subject specific training where departmental approaches are not consistently inclusive. 	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</i></p> <p><i>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</i></p>	1,2,4,5,7	£2,000
<ul style="list-style-type: none"> • Deliberate investment to over recruit in Maths and English staffing to support targeted intervention in exam years. 	<p><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></p>	2,3,5,7,8	£19,530



<p>Improving Literacy:</p> <ul style="list-style-type: none"> • Investment and training in ‘Little Wandle’ phonics at primary and use of accelerated reader across KS1-3 to ensure consistent 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. • Investment in staff to complete NPQ in Leading Literacy to ensure that whole school reading & literacy strategy is implemented effectively. 	<p><i>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match pupils to relevant interventions.</i></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>	2,4,7,8,9	Primary support staff £9,000
<ul style="list-style-type: none"> • Raising Standards leaders in Y7-8, Y9-10 and Y11 use data to ensure disadvantaged pupils are targeted and supported. Post 16 Learning Mentor provides targeted intervention and support for disadvantaged pupils. 	<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>	1,2,3,4,5,7	GL assessment £2,812
<ul style="list-style-type: none"> • Community Leaders and Learning Mentors provide pastoral support and targeted SEMH intervention through the resilience hub to support attendance and welfare for vulnerable pupils and ensure that they can effectively engage with their learning. 	<p><i>EEF Toolkit: +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</i></p> <p><i>PP pupils are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium)</i></p>	3,4,5	Support staff £80,000 Counselling £6,280
<ul style="list-style-type: none"> • VESPA programme at KS4 led by Y9-10 RSL trains pupils and staff in goal setting and metacognitive approaches. 	<p><i>EEF suggest +8 months progress for metacognition and self-regulation.</i></p>	1,2,3,4,5,7	£1,200



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

Budgeted cost: £60,162

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<ul style="list-style-type: none"> Senior leaders target disadvantaged pupils in Y11 led by Leadership, using PIXL strategies. Raising staff awareness through 'Golden Child' approach. 	<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>	2,3,4,5,7	PP lead £8,000
<ul style="list-style-type: none"> Targeted tutoring provided by NTP 	<p><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></p>	2,3,4,5,7	£5,000
<p>Targeted Literacy intervention by Literacy Mentor and literacy trained TA across Y7-11, using a range of reading and literacy data.</p> <p>Primary based reading volunteers supporting disadvantaged pupils to close literacy gaps.</p>	<p><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></p>	2,3,4,5,7,8	Literacy learning mentor £25,547. Primary phase reading £2600. AR £5,515 Literacy lead £1,500



Homework club after school every day to support all pupils, particularly those who find working outside of school challenging	<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	£2,000
Provision of IT devices for disadvantaged pupils where required.	<i>Digital technology can add up to +4 months progress (EEF, 2020)</i>	2,3,6,7	£5,000
Provision of core subject revision guides and study packs including RE in Y9 and all other subjects in Y10	<i>EEF suggest +8 months progress for metacognition and self-regulation.</i>	2,3,7	£5,000



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

Budgeted cost: £55,321

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Resilience Hub introduced to support range of SEMH interventions for targeted pupils	<p><i>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</i></p> <p><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></p>	3,4,5	£2,000
Community Leaders support positive attitudes to learning.	<p><i>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</i></p>	3,4,5	£26,836
Dedicated Careers Leader targets disadvantaged pupils to ensure that they receive necessary CEIAG.	<p><i>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</i></p>	3,7,9	£1,400
Attendance Officer / LG monitor attendance for disadvantaged pupils and identify and address barriers.	<p><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</i></p>	3,4	£10,000



	<i>to learning, such as attendance and behaviour.” Behaviour interventions strategy from the EEF teacher toolkit.</i>		
Investment in Arbor to track extra-curricular activities and make promotion and sign up easier for pupils and parents/carers. LG track engagement from disadvantaged pupils.	<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	£500
Financial support for any disadvantaged pupil who is unable to participate in extra-curricular activities for financial reasons.	<i>As above</i>	3,9	£2,000 Music lessons £1,285 Y7 residential £5,000
‘Whisper’ – provides a listening service for any pupil who may be experiencing difficulty.	<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	£300
All uniform / PE kit purchased for disadvantaged pupils where necessary.	<i>Removing any barriers to participation will increase engagement</i>	3,7	£3,000
Wrap around provision available for primary based disadvantaged pupils. Providing healthy food options.	<i>Range of research evidencing the impact of a poor diet on learning can be found here</i>	3,4,5	£3,000

Total budgeted cost: £249,505



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 2021 to 2022 academic year.

Progress

Although overall P8 score demonstrated an increase on 2019, our disadvantage gap has continued to grow.

	2022	
	P8	Gap
Whole school	-0.11	
Disadvantaged	-0.69	-0.58

Of the 40 disadvantaged pupils in Year 11, almost half attained a P8 score on or above the whole school score. Unfortunately, our P8 score was affected significantly by a small number of disadvantaged pupils who either had significant attendance issues, impacted by COVID 19 school closures, or were being educated at alternative provisions.

Attendance

At the end of the academic year, whole school disadvantaged attendance was 88.1%, against a whole school average of 92.2%.

Not in Education, Employment or Training (NEET)

We are delighted that the pupils recorded as NEET currently stands at 2.1%. This is far lower than the Kent average, which is 5.1%, and something that links back to our school vision. Staff work hard to achieve this, and Governors hold leaders to account when looking at destination of pupils post 16 and post 18.

Many of the strategies that we are implementing through the pupil premium strategy are targeted at improving the outcomes of disadvantaged pupils across every year group at Saint George's. Although we are disappointed that we were not able to close the gap for our 21-22 cohort, we recognise the detrimental impact that COVID 19 had,



particularly on this group, and we are confident that our strategies will impact on outcomes over time as they are supported by evidence-based research. For example, academic achievement is improving in Modern Foreign Languages through the targeted use of tutoring. This has also had an impact on the take up of the EBacc and this is set to continue as Year 9 take their options for GCSE study. This is important because of the high esteem attached to these qualifications and the doors they are then able to open for students.

Likewise, our strategies to ensure students, including disadvantaged students, can read fluently and continue to read for pleasure form a very important strategy for this group of students.

A further example includes the implementation of Arbor and how this has led to deeper knowledge among staff as to who each disadvantaged child is. This, coupled with our training commitment around curriculum implementation and pedagogy.

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