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	St George's Academy
Number of pupils in school	2,307 at 1/10/21 census
Proportion (%) of pupil premium eligible pupils	579 (25.17%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2020/21 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	R Freeman Vice Principal
Pupil premium lead	R Vickers
Governor / Trustee lead	G Arnold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£550,000
Recovery premium funding allocation this academic year	£ 67,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£617,715

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all pupils, regardless of background, 'aim high' and make good progress across all curriculum areas.

Our pupil premium strategy is focused on supporting disadvantaged students to overcome barriers to learning that will affect their ability to make good progress, as a result of various challenges the students may face in their lives. We aim to provide targeted strategies to support vulnerable students to access all areas of the curriculum and make the best possible progress.

Our pupil premium strategy is built around three main priorities to ensure that all disadvantaged students receive the level of targeted support they require:

- Development of 'Quality First Teaching' across the Academy to ensure students are engaged and motivated and that their specific needs are being met – this is integral in ensuring that all students, disadvantaged and non-disadvantaged receive high quality teaching, ensuring that all students' needs are met. This will allow specific barriers to learning for disadvantaged students to be broken down and ensure that the correct amount of support is provided to disadvantaged students in the areas where they most require it.

- Targeted Academic support to ensure that students receive appropriate and timely interventions to support with their specific barriers to learning and learning needs. This will help to both raise aspirations and attainment of underperforming students. This will include a range of targeted support including the National Tutoring Programme for pupils whose education has been affected most severely by the Coronavirus pandemic.

- Wider strategies including pastoral support and development of student aspirations will support students to become more effective independent learners and foster a desire to succeed.

Overall, our pupil premium strategy aims to proactive and provide early interventions to support the continued progress of our disadvantaged students to ensure that the gap in attainment is closed. The impact of our interventions will be measured by robust assessment to ensure strategies are effective and meet our objectives.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of disadvantaged students, especially in English is generally lower than non-disadvantaged students. Students struggle with literacy based tasks and reading ability, on average, is below that of non-disadvantaged peers. Attainment in the Ebacc is also significantly lower for disadvantaged students. Progress 8 figures for 2021 outcomes in English show disadvantaged students on average had an outcome 0.63 grades lower than non-disadvantaged. This outcome is continued into current KS4 groups, where predicted outcomes are an average of 0.23 & 0.28 grades lower for Year 11 and Year 10 respectively, compared to non-disadvantaged. Data for the Ebacc shows a similar pattern, with disadvantaged students in 2021 outcomes on average achieving 0.49 grades lower than non-disadvantaged with predictions between 0.29 (Year 10) and 0.34 (Year 11) grades lower than non-disadvantaged.
2	Reading age of disadvantaged students is significantly lower than that of their non-disadvantaged peers. This is evident from teacher observations and reading age testing. This impacts on reading comprehension and overall attainment in all subjects as disadvantaged students find it harder to access course material and subject specific language.
3	Observations from teachers and work scrutiny show that disadvantaged students are less able to take ownership of their learning and take less pride in their work. Levels of homework completion are lower than their non-disadvantaged peers. Evidence from work scrutiny and assessments also show disadvantaged students are less resilient when faced with challenges in their work have a reduced skill set for evaluating and improving answers.
4	Attendance figures for the school indicate a disparity between disadvantaged and non-disadvantaged students. Among disadvantaged students during the academic year 2020-2021 attendance was 5.80% lower than non-disadvantaged students. This has risen to 6.30% in the academic year to date. The disparity in absence rates is further strengthened by persistent absence of of disadvantaged students. Absence from school has a huge negative impact on progress as evidence in assessment data of the students.
5	Evidence from teacher feedback, attendance figures and assessments during the partial school closures due to the coronavirus pandemic has highlighted there was a significantly greater impact on the progress of our disadvantaged students. This has been further evidenced by assessment data following schools full reopening. This has further widened the gap in attainment between disadvantaged and non-disadvantaged students.
6	Evidence from students requiring a greater degree of pastoral support/other support mechanisms, along with teacher observations and student voice show that the coronavirus pandemic and partial school closure have had a greater impact upon the wellbeing of disadvantaged students resulting in higher levels

	of students suffering from mental health related issues. Stress and anxiety levels have increased along with increased issues with low self-esteem. There are also greater numbers of disadvantaged students seeking financial support for basic school equipment and uniform and accessing breakfast and lunchtime club provision.

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
Reduced gap in the attainment of our disadvantaged students	Student progress for disadvantaged students is improved and the gap between progress of non-disadvantaged students and disadvantaged students is reduced –measured by progress 8 scores for each student group. There is higher attainment from disadvantaged students in EBacc subjects.
Reading age and comprehension of disadvantaged students is improved across KS3 & KS4	Reading age testing demonstrates an improvement in overall reading age within disadvantaged students. This is further evidenced by improvements in reading ability and access to subject specific language across all subjects by teaching staff and in assessments.
Greater level of independence and ownership of learning of disadvantaged students	Levels of engagement of disadvantaged students in lessons is high. Student take pride in their work and are able to work independently on tasks. Evidenced by teacher feedback, lessons observations and work scrutiny.
Improved student wellbeing for all, including disadvantaged students.	High levels of wellbeing are evident throughout all year groups. This will be evidenced by observations by teachers, through the pastoral support structure and from student and parent voice. Further evidence will be provided by high levels of engagement in extra-curricular activities.
Improved attendance for all students, including disadvantaged students.	Improved attendance figures year on year to include: Levels of attendance across the Academy to meet national expectations of 93% Reduced gap in attendance between disadvantaged and non-disadvantaged. Target of less than 5% gap in attendance.

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Quality First Teaching strategy throughout the Academy via recruitment of highly skills and enthusiastic new staff, sharing good practise and robust monitoring.	High quality teaching is crucial in student achievement, especially so in narrowing the attainment gap for disadvantaged students. Evidence from The Sutton Trust indicates that students from disadvantaged backgrounds can gain up to 1.5 years of learning with a very effective teacher Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk) Microsoft Word - Teachers Impact report final.docx (suttontrust.com) Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)	1, 2, 3, 4
MALs survey completed by all students. Data from this to be available and used by all staff in planning. Data collection at regular points throughout the term to raise awareness of specific needs of all disadvantaged students to be used in planning by teachers.	Collecting data from individual students helps to identify specific barriers to learning which can then be addressed, along with identify learning styles for individuals to best support student progress in lessons. Collected data can help to inform teacher planning to provide high quality lessons that meet the needs of their students as individuals. https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf	1, 3, 5
Continuing whole Academy development of classroom practise and high quality feedback to support students to develop metacognition skills and become more independent, resilient learners	Encouraging students metacognitive skills, whereby they think about their own learning can progress learning rapidly and support hem to become more independent learners https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition High quality feedback is a powerful tool in supporting student progress. It helps address misconceptions and can build learning, thus helping students to become more independent learners.	1, 3, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)	
Implementation of the Lexia programme during Key Skills lesson time to support the least able students to improve basic skills.	Literacy is key to learning across all subjects. Support therefore needs to be given to students who have weaker levels literacy to ensure that they can access and achieve in all subjects across the curriculum. Using high quality literacy interventions supports this aim. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2
Continued development of subject pedagogy via CPD to ensure that all teaching staff provide high quality lessons with a range of strategies to support the learning of all students.	High quality teaching has a huge impact on closing the gap in attainment for disadvantaged students. A well planned and developed CPD system ensures that teachers are able to develop and implement strategies to ensure lessons are well planned and include the most appropriate teaching strategies for ensuring good progress is made. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-developmen	1, 3, 5

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

Budgeted cost: £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention teachers for English Maths, Science and Humanities appointed to work with underachieving students in small groups/support in class to help raise attainment	Interventions by teaching assistants/intervention teachers allows intensive support and focus to be provided to underperforming students. The impact of such focused support provides much greater impact and an individual level than in class support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 1,	1, 2, 5
Whole school Learning mentors 1:1/small group intervention to improve basic skills to allow better access to	Small group intervention allows staff to focus interventions with a small number of students. This can allow intensive work can be carried out	1, 2, 3, 5, 6

	with underperforming students to help maximise progress.	
curriculum/ improve self-esteem, raise aspirations, improve overall engagement.	There is evidence to show that small group intervention is effective to narrow the gap for disadvantaged students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Academic mentoring by SLT/pastoral leaders/Learning mentors for the most underperforming students to provide targeted support to improve attainment	Evidence shows that some disadvantaged students show low engagement in school and have low expectations. Targeted mentoring can help to improve student engagement and expectations by providing structured support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 3, 5
Work alongside the Brilliant club as part of the National tutoring programme to close gaps for disadvantaged students in KS3 & School Led Tutoring programme in KS4, which had been widened as a result of the pandemic	National tutoring programme was developed to provide additional support to those most disadvantaged by school closures as a result of the pandemic. There is a large evidence bank positive impact on student progress. Effective identification of students and high quality, focused tutoring is essential to ensure that maximum impact is achieved. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/NTP_TP_Year_1_Reflections.pdf	1, 5
Key skills groups in all years support the least able to develop improved basic skills allowing better access to the curriculum as a whole.	Basic literacy and numeracy is keen to access all areas of the curriculum. Students with weaker literacy levels are less able to access subject specific terminology and make good progress. Weaker numeracy means students are unable to apply basic mathematical skills across the curriculum. Specific interventions to support develop basic skills allow students to make greater progress in these areas. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 2
Summer school sessions aimed to support the transition of Y6 students into secondary school.	Evidence shows that pupils who have a transitional summer school make greater progress on average than those who do not. Including a mix of academic and non-academic activities helps develop engagement and participation among students.	3, 4, 5, 6

| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools | |

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

Budgeted cost: £343,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club run by Learning mentors to support students in being prepared for the school day and develop social interaction skills	Provision of a breakfast club for disadvantaged students can boost attendance, improve attainment and improve classroom learning environments. Children who come to school hungry are less able to concentrate and as such behaviour and attainment are affected. Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS	1, 4, 5, 6
Lunchtime and afterschool support and homework clubs run by Learning Mentors to support students in developing independence and ownership of their work.	Homework plays a vital role in reinforcing learning in the classroom. Evidence from surveys in England suggests that disadvantaged students often struggle to complete homework due to a lack of quiet learning space or access to reliable technology and internet, thus widening the gap in attainment. The provision of a supportive homework club space can remove this barrier and allow students time to develop a greater independence and ownership with their learning. Homework	EEF (educationendowmentfoundation.org.uk)	1, 3, 5
Deployment of government laptop scheme resources to any disadvantaged students unable to use ICT to support learning whilst at home. Further supported by providing reconditioned school desktop PCs where needed.	Lack of access to technology is the main barrier for disadvantaged students to access work at home. Research by The Sutton Trust identified a 35% divide in access between disadvantaged and non-disadvantaged students. Ensuring all students have access to all online learning is essential to ensure barriers are not created as a result of low income and lack of resources in times where home learning is needed. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Exemplifying_findings_from_EEF%E2%80%99s_rapid_evidence_assessment_on_remote_learning.pdf	1, 3, 5

Peer reading mentoring for students with the lowest reading ages to help encourage a love of reading, improve basic literacy and develop self-esteem in students	Peer mentoring is an effective tool in raising attainment in students and building confidence in both parties. Peer mentoring is most effective when used to consolidate learning and practise skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	2, 5, 6
Enrichment activities & an increase in House activities to develop problem solving skills, develop resilience and improve self-esteem. (Including Jon Egging Trust – Blue Skies Inspire Programme)	Enrichments activities may provide disadvantaged student with opportunities which they may otherwise not experience. Activities involved may help to challenge them physically and emotionally and build transferable non-cognitive skills such as resilience and independence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3, 4, 6
Focused support by attendance officer, ASPM and Learning mentors to ensure that student attendance is high and students are in school.	Research shows that poor attendance is directly linked to poor attainment by students. This is especially true for disadvantaged students, where attendance rates are overall lower than non-disadvantaged students, thus widen the gap in attainment. Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 4, 5
High quality on site emotional support and funding for counselling services to support students who experience mental health issues.	Evidence is clear that a student's health and wellbeing has direct impact on their cognition and ability to learn. It is estimated that 1 in 6 children aged 5-16 years have a probable mental health disorder which may impact upon their ability to learn. Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)	1, 5, 6
Funding and access to: Revision material / Transport / Cultural Capital opportunities /		

Total budgeted cost: £ *617,715*

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.

Review of outcomes for 2020/21 has been completed and is available on the Academy web site

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.