

## The Pupil Premium at St George’s Academy: Development and Impact | 2019-2020

At St George’s, we are keen to ‘Aim High’ to ensure that all our students achieve the very best they can, and that we support each individual in any way that we are able to achieve success.

Building on our work over the last three years, we have increased our support and focus on those students eligible for the Pupil Premium, with a particular emphasis on students who are eligible for Free School Meals, or have been at any point over the last six years (FSM6) in addition to those students who have been in care at any point in their lives. To achieve this, we have focused on three key priorities, as follows:

1. *To tailor support to meet the needs of each individual eligible for the Pupil Premium, working together to minimise any barriers to their learning.*
2. *To work together within the Mathematics and English Departments to ‘narrow the gap’ in progress of our highest attaining pupils who are eligible for the Pupil Premium.*
3. *To improve the ‘Quality First Teaching’ across the Academy to make sure that all students are engaged and motivated to make good progress, with an emphasis on narrowing the gap for those who are eligible for the Pupil Premium.*

During 2019-2020, we have spent **£338,908.12** on our three priorities, as follows:

| PP Funding   | Sleaford     | Ruskington  | Total        | Notes / impact of spend   |
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| Staffing – Pastoral, Learning Mentors and Coordinators | £ 149,028.32 | £ 56,495.23 | £ 205,523.55 | <p>The spend on staffing in 2019-2020 is broadly in line with that of previous years.</p> <p>Over the last Academic Year, the Pupil Premium funding has supported a range of staffing across the school. The Family Support team are funded entirely from the PP budget (all staff in Leicester Street, Tracey Dickinson, Mandy Taylor and Terri Lowey), along with some Key Stage Support staff. Tracey Dickinson has the oversight of all support for LAC students across the Academy, and works closely with families and the virtual school to ensure that students get both the support and challenge that they need. We have a significant minority of LAC students across both campuses at the Academy, and we feel privileged that this is the case – as we feel that we are able to provide effective support for LAC students within our care. Other people within the family support team provide students and families with the critical support to ensure that they are able to do the best that they can whilst in school. Many of our students and their families face challenging circumstances, and our Family Support team are pivotal in ensuring support is in place within school, and from a range of external agencies. In addition, over the last</p> |

academic year we have funded a LAC mentor to support the work of Tracey Dickinson, to ensure this group of students achieve their very best outcomes.

In addition, this funding has also paid the TLR allowances for all ASPMs and ASKMs across the Academy. This team do a tremendous amount in supporting the overall behaviour and attitude of students in every year group, and ensuring behaviour for learning in lessons is positive and supports positive outcomes. The team also work closely with families for disadvantaged students, forces children and our LAC students to ensure that barriers to learning are removed wherever possible.

In addition to the Pastoral staffing structure, we have had a strong Learning Mentor team in place throughout 2019-2020 to support students in their learning, in Judy Johnson and David Linger. Under normal circumstances, their work focuses mainly on KS3, but has also reached more into KS4 during the periods of lockdown in terms 4, 5 and 6. Over terms 1, 2 and 3, the KS Learning Mentors worked intensively with at least three priority students each term from each year group. They have supported learning in and out of lessons, and have had close contact with home. Each term, impact has been carefully evaluated against effort data, and strong impact has been seen across each year group. Also, they have been fundamental in ensuring disadvantaged students received the support that they needed during the period of partial school closure, in addition to contacting all fsm families in Y11 to ensure the fair allocation of devices to support learning.

Through 2019-2020, we have built on the trial of the new Intervention Teacher model introduced in 18-19. This has involved employing part-time intervention teachers within English, Maths and Science. These are experienced / qualified teachers who have worked with smaller classes of students where we recognise that more individualised support will really help them to thrive in that particular subject area. In some cases, this has been due to gaps in learning caused by high-mobility for forces children, or by a difficulty to grasp some critical concepts for some students and a real reluctance to ask questions within a larger class environment. These smaller classes have run alongside normal teaching within these subject areas, which has eliminated the need to extract students from other subjects for additional support. Also, because the intervention teachers are experienced / qualified teachers, we have not compromised the quality of the teacher input in terms of subject knowledge or pedagogy – even for our most able learners.

The Intervention teacher model has worked well throughout the last Academic Year, and we are keen to continue to invest in this approach moving forward.

In addition the above, we recruited a new Disadvantaged Outcomes Leader for 2019-2020, Rachael Vickers. Rachael has experience in working pastorally as an SPM, and also has a sharp focus on outcomes.

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|   |             |            |             | Rachael's focus throughout the year was in supporting and directing the work of the Learning Mentors, through careful analysis of data. Rachael has also carefully monitored the progress of disadvantaged students throughout the Academy over the year, implementing a range of strategies to support their learning.  |
| Resources and materials to support mentoring  | £ 11,165.78 | £ 2,434.94 | £ 13,600.72 | <p>This has included a range of support materials for students – including basic equipment for lessons, books to encourage reading, and revision guides for GCSE across all subjects on both campuses. We have continued to work closely with Technology to ensure that students have had the necessary equipment and ingredients for practical lessons / cooking, hence ensuring no disadvantage has been evident in the classroom. Although this has been difficult to evidence directly through outcomes, it has ensured an entirely inclusive curriculum for all students, regardless of background.</p> <p>Also, we have provided revision guides for all of our students in Year 10, across their Core Subjects. This has enabled them to begin their revision as early as possible.</p> <p>Disadvantaged students have also been Revision packs (post-its, flash, highlighters etc.) to ensure they have had all that they need to support their learning and progress.</p> |
| Student Uniform                               | £ 9,699.24  | £ 2,259.40 | £ 11,958.64 | Over the last academic year we have implemented a change of uniform, using new uniform suppliers. We implemented a new process for all parents of disadvantaged students to access a full new uniform for their child at no cost; we feel that it is critical that our parents feel that they are able to provide full uniform for their children, from the right retailer. This ensures that students do not feel different in any way whilst they are in school. In addition, this has funded shoes and sports kit for students, and has ensured that financial disadvantage for students is not evident in their appearance.  |
| Food for breakfast / lunchtime homework clubs | £ 45,682.11 | £ 1,687.02 | £ 47,369.13 | <p>During terms 1, 2 and 3 there was a clear increase in demand at both breakfast and lunchtime clubs, and this led to an increase in costs in this area. These costs also include the provision of food parcels during the period of partial school closure for students who would normally be in receipt of free school meals.</p> <p>The breakfast and homework clubs are of vital importance in supporting our disadvantaged students to do well. These sessions continue to be successful in reducing homework issues for our disadvantaged students, hence ensuring a reduced gap in progress and attainment. Breakfast Clubs were introduced in 2016-2017, and have been very well received by students who are disadvantaged or whose parent(s) are deployed – ensuring a good positive start to the day.</p>  |

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| Trips / Transport costs   | £ 19,739.05 | £ 927.30 | £ 20,666.35 | <p>Over the last year, we saw a marked reduction in this spend from the last two academic years due to the period of partial school closure.</p> <p>The majority of this funding has been used to support a very small minority of students to gain access to external provision, via taxis to be educated off-site. Having explored a range of other options, it is felt that this cost is unavoidable, as if we did not provide alternative provision students would be permanently excluded, and if we did not provide transport then this would affect attendance for these young people. However, the pastoral team have worked hard to ensure taxis are shared wherever possible to reduce costs, and this has helped to reduce the spend in this area, so that money can be used to greater effect elsewhere.</p> <p>Some of the transport costs have gone towards transport for students to gain access to key revision classes after school / during school holidays where this would otherwise not have been possible. This is particularly the case on the more rural Ruskington Campus. In addition, we have funded travel passes for students post-16, which has ensured high levels of recruitment into the sixth form (removing transport costs as a barrier to continuing to access education, so long as they stay with us). This has also supported strong comparative NEET figures, and sustainability of post-16 choices as financial pressures for transport have not accumulated as the year has gone on for our Year 12 and 13 students.</p> |
| External support / advice | £ 23,707.10 |          | £ 23,707.10 | <p>We have had a clear push in this area over the last Academic Year, and the significant increase in spend covers a range of important elements within our approach.</p> <p>Firstly, one element of this funding is for counselling for students through Evolve. For many of our students, additional support is needed to support their mental health and well-being, and it has become increasingly difficult to access central County support in a timely manner. As such, we have drawn on the support of Evolve, which has been used particularly to support students who have been in care at some point in their lives. In addition to this, we have continued to work closely with and Educational Psychologist to support staff, students and families in terms of behaviour and SEND, and also for the delivery of staff training.</p> <p>We have continued to invest in additional focused careers support for our disadvantaged students, ensuring that we have 20 days of advisory support available to student across the Academy. This ensures that students are clear about destinations and entry requirements – providing a focus when studying towards their GCSEs, and making sure that we limit any students who are NEET. This ensures that where strong guidance and support for careers is not available at home, the Academy is able to fill this gap to raise aspirations overall.</p>   |

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|  |             |            | <p>Other services which we have drawn on include the Brilliant Club programme which has involved a number of our most able students across the Academy in Year 8, a significant proportion of whom are eligible for the pupil premium. We have also worked with the John Egging Trust this year with a group of disadvantaged students, with great success. Each of these programmes have been specifically aimed at improving motivation, aspirations and skills required to succeed.</p> <p>Lastly, we have continued to provide 1:1 support for Maths and English through external tutors for LAC students, where it is felt that this is needed as a vital part of ensuring academic success. This funding is negotiated through the Virtual School, and the support is clearly detailed in the ePEP for those students involved.</p>   |
| Music Tuition                          | £ 1,575.00  | £ 2,728.00 | <p>£ 4,303.00</p> <p>This is an area where funding has reduced over the last academic year, this is also due to the partial school closure. The impact of this is difficult to measure, and extraction from lessons can affect outcomes in other subjects. It is therefore only offered to those who are financially disadvantaged, and where there is an anticipated direct impact on outcomes.</p> <p>We do ensure that all disadvantaged students who study KS4 music have their lessons funded if needed.</p> <p>This continues to be reviewed, and targets for improvement linked to lessons are reviewed termly for individuals.</p>  |
| IT Hardware / Software / Subscriptions | £ 11,779.63 |            | <p>£ 11,779.63</p> <p>Over the last Academic Year, we have funded a number of laptops for LAC students (as detailed in ePEPs and approached by the Virtual School) and also re-conditioned desktop computers for students to use at home for homework / revision etc.</p> <p>In addition, this cost includes the renewal for Accelerated Reader, which continues to demonstrate impact on the reading ages of our disadvantaged students in comparison to their peers.</p> <p>In addition to the above, other packages that are funded include:</p> <ul style="list-style-type: none"> <li>• Lexia – to develop literacy skills</li> <li>• Magazine subscriptions – to encourage wider reading</li> <li>• Headphones – to support focused independent study</li> <li>• USB memory sticks</li> <li>• Wifi dongles – to enable students to connect reconditioned desktop computers to the internet for home use.</li> </ul> |