

Pupil Premium Strategy Statement – St George’s School

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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	St George’s School
Number of pupils in school	1356
Proportion (%) of pupil premium eligible pupils	3.47% (47 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26/2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andy Ford Headteacher
Pupil premium lead	Tanya Linsell, SENDCo
Governor / Trustee lead	Tim Bull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,610
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
	£75,610

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background and various challenges they may face, make good progress, are successful in line with their goals and aspirations, and are given the opportunity to 'Aim Higher.'

High quality teaching is the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our approach will be based on pupil's individual needs, not assumptions, and to ensure strategies are effective, we will:

- identify early interventions
- ensure disadvantaged pupils are challenged and expectations are high, not low and limited
- ensure all staff take responsibility for disadvantaged pupils' progress
- ensure that all disadvantaged pupils have access to the same opportunities as everyone else, both within the curriculum and beyond, developing the cultural capital of our disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The strategy therefore recognises the broader needs of young people, including challenges disadvantaged pupils face in terms of social, emotional and mental health needs; cultural capital (trips and visits) and meeting pupils' material needs (equipment).

Challenges

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

Challenge number	Detail of challenge
1	% of PP student's attainment in Maths and English at GCSE compared to peers - 54.5% have not achieved a grade 5 or higher in both English and Maths.
2	Inconsistent adaptive teaching – staff confidence and consistency in using adaptive teaching varies. Ensuring the full range of learners are being met in the classroom via effective adaptive and high-quality teaching leading to whole school inclusion.
3	Literacy – a number of disadvantaged pupils enter with lower literacy skills than their non-disadvantaged peers.
4	A number of pupils from a disadvantaged background lack the resources to support/facilitate their learning.
5	Ensuring that students' sense of belonging is developed through being able to access trips, such as the Year 8 whole year group trip or those with an educational purpose.

6	Ensuring good attendance and punctuality. In the academic year 2024-25 the attendance was at 88% of pupils from a disadvantaged background (Ever 6), compared to their peers, which was 92%.
7	Wellbeing- addressing the needs of our PP students with SEMH concerns.

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
Improved attainment for disadvantaged pupils specifically in Maths and English.	All disadvantaged pupils will achieve a grade 5+ in English and Maths.
Improve pupil progress and outcomes for all students and key cohorts, using adaptive teaching to meet the needs of the learners in the classroom.	Lesson observations will evidence adaptive teaching. Students eligible for PP to make as much progress as non-disadvantaged students.
Improved literacy and reading abilities for students eligible for PP	Students' reading age will be age appropriate to put them equal to their peers.
All students eligible for PP will have resources necessary for school, including access to ICT as the school develops its use of Google Classroom.	Pupils will have access to ICT at home and be able to access the relevant school platforms needed for learning. Pupils eligible for PP will have fewer consequences for lack of equipment.
All pupils eligible for PP will develop their cultural capital , which is understood to contribute to 'getting on with life'.	All students eligible for PP will have the same opportunities to attend trips and visits as their non-disadvantaged peers.
Improved attendance and punctuality for those students with PP, aiming for 95% and higher.	95% or higher attendance rate for PP students.
To achieve and sustain improved wellbeing for all pupils, including those that are disadvantaged.	Qualitative data – from Pastoral Support Manager /student voice and data from Q code on Sims indicates that PP students are accessing support for their SEMH and numbers receiving support are in line with non-disadvantaged students.

Activity in this academic year 2025-26

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>Continue to develop Adaptive Teaching & development of the Graduated Approach within subject areas – Staff training and teacher release time to plan as a department.</p>	<p>Supporting the attainment of disadvantaged pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>The PISA research says that ‘adaptive instruction’ is one of the approaches most positively correlated with student performance.</p>	1,3, 2
<p>Improving the reading fluency of PP students to access the curriculum</p>	<p>EEF – evidence strength 4 and 6+ months progress (Fluency EEF)</p>	1,2, 4
<p>Providing PP students with access to ICT at home, (laptop/data) so they can access online support and live lessons.</p>	<p>ICT, if used correctly, can be highly effective for pupil learning (How ICT can be used to enhance teaching and learning). The EEF toolkit suggests around +5 months additional progress can be made with effective use.</p>	5

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

Budgeted cost: £39,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Books and revision guides provided to students as part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation .	1
GCSE POD revision tool	To facilitate individual study. EEF 8+ Metacognition and self-regulation .	1
Employment of specialist English LSA to provide targeted literacy interventions	Evidence from the Supporting the attainment of disadvantaged pupils (2015) list literacy interventions as some of the most successful strategies in raising achievement.	1,3,4
Employment of a LSA specifically to support PP/SEND students.	Deployment of Teaching Assistants can benefit pupils, according to the EEF by up to +4 months of progress . LSAs can be used to deliver targeted interventions to individual pupils/small groups.	1,3
1:1 tuition/mentoring	One to one tuition can, according to the EEF , have an impact of +5 months - LAC students have access to additional tutoring for specific curriculum areas according to their need.	1,3

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

Budgeted cost: £20,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 Homework Club – staffed by teachers to provide a safe and engaging environment where students can receive targeted support	Supporting the attainment of disadvantaged pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,3

Offer bespoke SEMH interventions to pupils through the 'Directional Mentor' scheme.	Government research recognises the benefit of school-based counselling with the advantage that children and young people do not need a clinical diagnosis to access practical short term and long-term strategies to prevent problems escalating over time. Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF report on Social and emotional learning which is estimated to benefit pupils by +4 months.	8
Assistance with transport costs and attendance/punctuality rewards	Why is school attendance so important and what are the risks of missing a day? – The Education Hub from the DfE shows that those students who performed better at the end of secondary school missed fewer days than those who didn't perform as well.	7
Duke of Edinburgh's award / Extracurricular / Activities Week trips	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit reports that "Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy".	6

Total budgeted cost: £ 75,610

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 2024 to 2025 academic year.

Summary of 2024-25

There has been a steady incline in the attainment of disadvantaged pupils in comparison to their peers over the past 3 years. The attainment 8 figure is 5.7 for disadvantaged pupils compared to their peers of non-disadvantaged of 6.5. All disadvantaged students attained a grade 4 and above at GCSE in both English and Maths.

Overall attendance in 2024/5 was very similar for both pupil premium pupils (91.3) and all pupils (92%) however this remains a priority to ensure that the attendance and

punctuality of Ever 6 students is increased as this sat at 88.3% and the PP statement has been updated to reflect this.

83% of PP students chose to participate in the D of E award this year, which was funded through PP and all of them completed the award.

We are continuing to use pupil premium funding to provide wellbeing support for all pupils, through the work of 'Directional' and we will continue to support targeted interventions where required as well and extending students enrichment opportunities.

Externally provided programmes

Programme	Provider
Choose to Succeed - Mentorship	Directional
Protective Behaviours Course	Harpenden Plus