



**GEORGE  
PINDAR  
SCHOOL**

**Hope** Learning Trust | York

# Pupil Premium Statement

**2019-2021**

# PP Strategy: How do we formulate it?

Current Attainment

Barriers to Future  
Outcomes

Desired Outcomes  
and Success Criteria

Chosen Approach with  
Evidence and Rationale



Department for Education: 'We recommend schools base their pupil premium strategy on their understanding of the aggregated needs of their pupils in school at the time the strategy is written; this should be regularly reviewed.'

# PP Strategy Strands

1 Teaching

2 Targeted academic support

3 Wider strategies



As recommended by the EEF (Education Endowment Foundation) our Pupil Premium strategy at George Pindar School has been based on this 3-tiered approach.

The EEF recommends that schools use the grant firstly to improve teaching quality - which benefits all pupils but has a disproportionate benefit for disadvantaged pupils. Basic needs, pastoral and academic support follow.

Teaching and Learning is our top priority, including professional development, training and support for early career teachers, as well as recruitment and retention.

Targeted support for struggling students forms another key component of our new Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

## 1. Teaching

Spending on improving teaching might include professional development, training and support for early career teachers as well as recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

## 2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a vital component of our Pupil Premium strategy.

## 3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Specific barriers of the student community our school serves will determine spending in this category.



## Glossary

**Pupil Premium**, first introduced in 2011, is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers.

<https://www.youtube.com/watch?v=b1LEcg6z66g>

**Progress 8** is a measure of the **progress** children make between the end of primary school and the end of secondary school. It is designed to encourage good quality teaching across a broad curriculum.

<https://www.youtube.com/watch?v=4IAEgFMSGDY&app=desktop>

**Attainment 8** is a measure of a pupil's average grade across a set suite of **eight** subjects. Once calculated, this **Attainment 8** score is compared to the average **Attainment 8** score of all pupils nationally with the same prior **attainment** at KS2 in order to calculate a pupils **Progress 8** score.

<https://youtu.be/XWAV1WUbsLo>

**5+ in English and Maths** represents the number of students achieving grades 9-5 in both English and Maths at the end of Key Stage 4 (KS4) as a percentage of the total number of students at the end of KS4.

**Ebacc** is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

The EBacc is:

- English language and literature
- maths
- the sciences
- geography or history
- a language

### EEF

The Education Endowment Foundation is an independent charity established in 2011 to improve the educational attainment of the poorest pupils in English schools. The EEF aims to support teachers and senior leaders by providing evidence-based resources designed to improve practice and boost learning.

<https://www.youtube.com/channel/UC5-jDNhzw1ySqP42gCv23IQ>

# George Pindar School Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	George Pindar School (HLTY)
Pupils in school	659 (PP 286; FSM 184; LAC 6; Service 2)
Proportion of disadvantaged pupils	286/659
Pupil premium allocation this academic year	£282973
Academic year or years covered by statement	2019 – 2021
Publish date	January 2021
Review date	April 2021
Statement authorised by	Mrs Lesley Welsh
Pupil premium lead	Mrs Natasha Koval-Meth
Governor lead	Mr Phil Rumsey

## Disadvantaged pupil performance overview for last academic year

Progress 8 for disadvantaged students	2019: -1.301 2020: -0.59
Ebacc entry for disadvantaged students	2019: 2.1 with APS 1.87 2020: 2 with APS 2.78
Attainment 8 for disadvantaged students	2019: 22.62 2020: 35.24
% Grade 5+ in English and maths for disadvantaged students	2019: 12.8% 2020: 15.4%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8 for disadvantaged students	As our starting point, the target is to achieve Progress 8 value in line with the national Progress 8 value for disadvantaged students in coastal areas (currently -0.65; non-coastal -0.50)  Our next target is to achieve a P8 value for our disadvantaged students as close to that of all students as possible	Sept 20  Sept 21



## Teaching and Learning priorities for current academic year

Measure	Activity
Priority 1	Recruitment, retention and professional development of staff through high quality continuous professional development in and out of school
Priority 2	Close collaboration with and use of expertise across the schools within the Hope Learning Trust to harness and implement best practice in all aspects including behaviour, attitudes and attendance
Priority 3	Forensic use of the calendared quality assurance programme to continuously track, monitor and evaluate the quality of teaching and learning across the school to decrease variation in standards
Priority 4	Further development of Alternative Provision on site through link with ASPIRE in Hull to run George Pindar ARC to cater for the needs of the most challenging students outside of mainstream lessons
Barriers to learning these priorities address	Apathy towards learning Inefficiency in being 'revision ready' Historical attendance below national Behavioural difficulties
Projected spending	

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy and numeracy interventions across KS3 and KS4: <ul style="list-style-type: none"> <li>• EEF (Education Endowment Foundation) English Mastery project for all Year 7 and 8 students</li> <li>• timetabled numeracy and literacy lessons at KS3</li> <li>• timetabled Maths+ and English+ lessons at KS4</li> <li>• Thinking Reading programme</li> <li>• Year 7 Catch Up tutor time intervention programmes</li> <li>• Nurture groups in Year 7 to facilitate learning in smaller groups</li> </ul>
Priority 2	Ongoing review of the Year 11 strategic plan as a structured response to disappointing GCSE outcomes in the past
Priority 3	Sustained promotion of SAM Learning online platform to maximise out of school learning opportunities
Priority 4	Introduce and expand the Flywheel Group model at KS4 initially (followed by KS3) to focus staff efforts on the



	barriers and progress of those who are most at risk of underachieving.
Barriers to learning these priorities address	Barriers to accessing a wide spectrum of Further Education due to GCSE outcomes being historically significantly below national Lack of aspirations and personal targets Low levels of literacy and numeracy at the end of KS2 which profoundly hinder access to secondary school curriculum and potentially cause disengagement Insufficient out of school learning opportunities due to economic and educational factors
Projected spending	

### Wider strategies for current academic year

Measure	Activity
Priority 1	Positive Discipline strategy to ensure relentless focus on behaviour and attendance. Use of Opportunity Area funding to strengthen the School Attendance team to improve attendance and punctuality
Priority 2	Continue to monitor an extensive Philosophy and Ethics programme delivered through timetabled lessons and structured tutor time sessions to broaden students' horizons and increase their cultural capital
Priority 3	Embed a careers programme, which supports students at both KS3 and KS4 to gain a clear in-depth understanding of future options in the world of work. Establish a schedule of 1-2-1 careers advice for KS4 students to ensure they are best prepared to access Further Education provision
Priority 4	Introduce and monitor Sidewalk Counselling Services provision for our most vulnerable students
Priority 5	Create and maintain a diverse offer of extra-curricular activities to improve engagement and provide additional opportunities for personal development of students beyond the 25-hour curriculum (Covid-19 regulations currently in place)
Barriers to learning these priorities address	Inadequate social skills Limited cultural capital Limited aspirations and personal targets Low self-esteem Varied levels of parental engagement Insufficient out of school learning opportunities due to economic and educational factors

<b>Measure</b>	<b>Activity</b>
Projected spending	

## Monitoring and implementation

Area	Challenge	Mitigating action
<p><b>Teaching</b></p>	<p><b>Priority 1:</b> Recruitment and retention can be a challenge for coastal schools</p> <p><b>Priority 2:</b> The geographic positioning of the school can sometimes inhibit time-effective collaboration</p> <p><b>Priority 3:</b> A considerable number of changes has been implemented: teaching non-negotiables, rigorous QA process, etc.</p> <p><b>Priority 4:</b> Purpose built Alternative Provision is fully operational.</p>	<p>Hope Learning Trust has created a stronger appeal for potential applicants due to structures and support mechanisms that have been introduced.</p> <p>A significant number of staff take advantage of out of school CPD opportunities</p> <p>There is a structured multi-faceted support system in place, especially with the Secondary Schools Improvement Lead, Directors of English and maths who work across the trust who are in school regularly. There are calendared network meetings for all subject areas, roles and responsibilities. Utilise online meeting platforms to further boost collaboration.</p> <p>Use of dedicated Line Management meeting time to ensure changes have been embraced by departments and individual staff.</p> <p>Improved communication using the Pindar Post bulletin and whole staff briefings three times per week</p> <p>Current arrangements for the Alternative Provision unit have been enhanced through some changes to the existing premises</p>
<p><b>Targeted support</b></p>	<p><b>Priority 1:</b> GL Progress Tests show that a high number of students in current Years 7 and 8 did not achieve expected standard of reading and mathematics at KS2</p> <p><b>Priority 2:</b> Varied levels of parental engagement within the cohort.</p>	<p>Numeracy lead to coordinate maths Catch Up intervention following KS2 question level analysis. Initial focus will be on students just below standard.</p> <p>PP lead and the school librarian to coordinate reading Catch Up intervention following a baseline test. Initial focus will be on students with the lowest KS2 reading scores.</p> <p>EEF Mastery Project piloted with all Year 7 students by the English</p>

	<p>Varied levels of students' attendance at after school intervention sessions</p> <p><b>Priority 3:</b> SAM Learning use needs to be encouraged and most importantly sustained</p> <p><b>Priority 4:</b> Introduce and expand the Flywheel group model at KS4 initially (followed by KS3) to focus staff efforts on the barriers and progress of those who are most at risk of underachieving.</p>	<p>department has now been extended to Year 8.</p> <p>Regular Line Management meetings with the Head of Year 11 with a focus on reviewing the Year 11 priorities.</p> <p>Continuous collaboration with Year 11 tutors to ensure increased focus on hard to reach parents.</p> <p>Flywheel groups introduced to focus on those who are most at risk of underachieving.</p> <p>SAM Learning lead produces weekly SAM Learning ratings which are shared with staff and students.</p> <p>SAM Learning awards are given to students in assemblies and during tutor time.</p> <p>SAM Learning is used as a homework tool</p> <p>Library is open daily after school to facilitate the use of SAM Learning for students whose internet access may be limited (Covid-19 regulations permitting)</p> <p>Introduction of the 'Flywheel Group' model led by the Maths PP coordinator. This model focuses on carefully selected groups of pupils. Through a combination of parental contact, student contact, resources, staff feedback and intervention sessions, Heads of Year will support pupils to develop their knowledge, skills and ambition needed to be successful at GCSE and beyond.</p>
<p>Wider strategies</p>	<p><b>Priority 1:</b> To ensure consistency and sustainability of the application of the Positive Discipline strategy across the school.</p> <p>Opportunity Area funding secured to employ an additional member of staff to support the School Attendance team to improve punctuality and attendance.</p>	<p>Positive Discipline to be driven and applied by all staff</p> <p>Opportunity Area funding has been extended into the next year.</p>

**Priority 2:** Change in tutor role. Tutors are now delivering a pre-prepared series of Philosophy and Ethics and careers sessions during tutor time. It is a fundamental change for the tutors and will take some time to embed.

**Priority 3:** To ensure all students starting from KS3 have a tracked record of access to careers provision and information. To ensure all KS4 students have access to work experience. To ensure all KS4 students have access to 1-2-1 careers interviews

**Priority 4:** Sidewalk Counselling services

**Priority 5:** Some students prefer to opt out of additional activities due to low self-esteem, lack of confidence and a limited scope of interest

Heads of Year working closely with form tutors to monitor the delivery of the tutor programme and to identify potential issues.

Working closely with Philosophy and Ethics lead to quality assure the programme, adjusting where necessary.

Use of the Start online careers platform

Part-time careers advisor post  
Introduction of the careers and community engagement Associate Assistant Vice Principal role

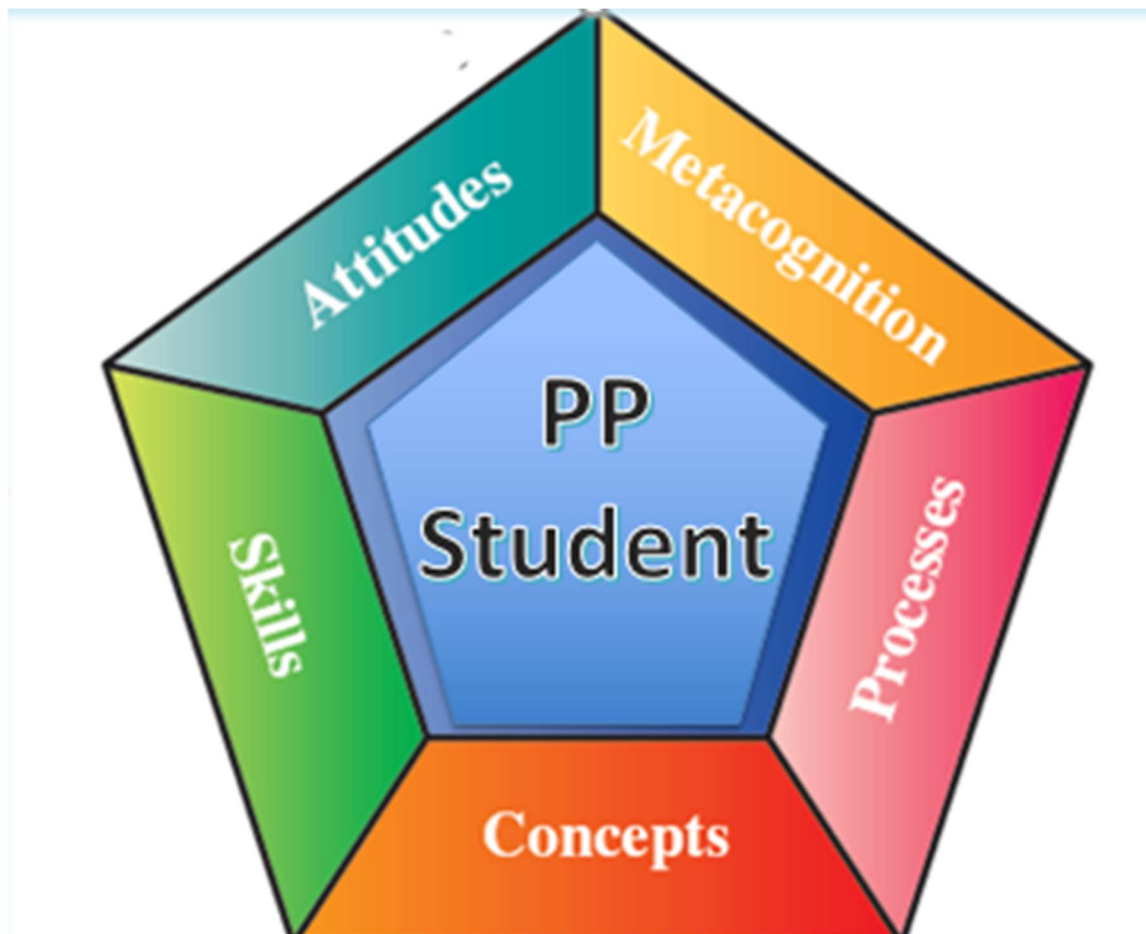
Work closely with the Sidewalk team to evaluate and promote Sidewalk Counselling services to our most vulnerable students

Use of assemblies, tutor time, stamps to promote attendance of after school clubs. Regular student voice to improve offer. Regular information and updates for parents to improve engagement (Covid regulations in place)

1.	Baseline Data	PP Progress, Attendance, Behaviour and Post-16 Progression				
	Pupils eligible for PP (Summer 2017 data)	National	Pupils eligible for PP (Summer 2018 data)	National	Pupils eligible for PP (Summer 2019 data)	National
<b>Progress 8</b>	<b>-0.96</b>	<b>0.11 (other non-disadvantaged)</b>	<b>-0.68</b>	<b>0.13 (other non-disadvantaged)</b>	<b>-1.31</b>	<b>0.13 (other non-disadvantaged)</b>
<b>Progress 8 English</b>	<b>-1.1</b>	<b>0.11 (other non-disadvantaged)</b>	<b>-0.56</b>	<b>0.11 (other non-disadvantaged)</b>	<b>-1.22</b>	<b>0.11 (other non-disadvantaged)</b>
<b>Progress 8 Maths</b>	<b>-0.53</b>	<b>0.11 (other non-disadvantaged)</b>	<b>-0.40</b>	<b>0.12 (other non-disadvantaged)</b>	<b>-0.87</b>	<b>0.11 (other non-disadvantaged)</b>
<b>Progress 8 Ebacc</b>	<b>-1.39</b>	<b>0.13 (other non-disadvantaged)</b>	<b>-0.64</b>	<b>0.15 (other non-disadvantaged)</b>	<b>-1.23</b>	<b>0.14 (other non-disadvantaged)</b>
<b>Progress 8 Open</b>	<b>-0.74</b>	<b>0.27 (other non-disadvantaged)</b>	<b>-1.23</b>	<b>0.12 (other non-disadvantaged)</b>	<b>-1.76</b>	<b>0.12 (other non-disadvantaged)</b>
<b>Attainment 8 score average</b>	<b>26.8</b>	<b>49.8 (other non-disadvantaged)</b>	<b>28.7</b>	<b>50.1 (other non-disadvantaged)</b>	<b>22.6</b>	<b>50.3 (other non-disadvantaged)</b>
<b>4+ English and Maths</b>	<b>27%</b>	<b>65% (other non-disadvantaged)</b>	<b>38%</b>	<b>65% (other non-disadvantaged)</b>	<b>21%</b>	<b>72% (other non-disadvantaged)</b>
<b>5+ English and Maths</b>	<b>8%</b>	<b>43% (other non-disadvantaged)</b>	<b>17%</b>	<b>43% (other non-disadvantaged)</b>	<b>13%</b>	<b>50% (other non-disadvantaged)</b>
<b>Ebacc entry</b>	<b>10%</b>	<b>43 (other non-disadvantaged)</b>	<b>30%</b>	<b>43 (other non-disadvantaged)</b>	<b>2%</b>	<b>45 (other non-disadvantaged)</b>
<b>Achieving Ebacc 4+</b>	<b>2%</b>	<b>N/A</b>	<b>11%</b>	<b>28 (other non-disadvantaged)</b>	<b>0</b>	<b>21 (other non-disadvantaged)</b>
<b>Achieving Ebacc 5+</b>	<b>2%</b>	<b>26 (other non-disadvantaged)</b>	<b>2%</b>	<b>20 (other non-disadvantaged)</b>	<b>0</b>	<b>29 (other non-disadvantaged)</b>
<b>Ebacc Average Point Score</b>	<b>N/A</b>	<b>N/A</b>	<b>2.57</b>	<b>4.4 (other non-disadvantaged)</b>	<b>1.87</b>	<b>4.4 (other non-disadvantaged)</b>
<b>Attendance</b>		<b>95.6 (Non-Ever 6 FSM)</b>		<b>95.5 (Non-Ever 6 FSM)</b>		<b>95.5 (Non-Ever 6 FSM)</b>
<b>Persistent Absence</b>		<b>8.9 (Non-Ever 6 FSM)</b>		<b>9.3 (Non-Ever 6 FSM)</b>		<b>9.1 (Non-Ever 6 FSM)</b>
<b>Fixed term exclusions</b>		<b>5.72 (Non-Ever 6 FSM)</b>		<b>6.2 (Non-Ever 6 FSM)</b>		<b>6.6% (Non-Ever 6 FSM)</b>
<b>Staying in education or employment for at least 2 terms after key stage 4</b>		<b>96% (other non-disadvantaged)</b>		<b>96% (other non-disadvantaged)</b>		<b>96% (other non-disadvantaged)</b>

## [Pupil Premium Frequently Asked Questions](#)

Please click on the hyperlink above to access Frequently Asked Pupil Premium Questions produced by the Department for Education



## Review: last year's aims and outcomes

Aim	Outcome
<p>Progress 8 for disadvantaged students: As our starting point, the target is to achieve Progress 8 value in line with the national Progress 8 value for disadvantaged students in coastal areas (currently -0.65; non-coastal -0.50)</p>	<p>Achieved. P8 of disadvantaged students - 0.59</p>
<p>Attainment 8 for disadvantaged students: As a starting point, our target is to achieve Attainment 8 value in line with the national Attainment 8 value for disadvantaged students in coastal areas (currently 34.2; non-coastal 35.6)</p>	<p>Achieved. A8 for disadvantaged students 35.24</p>
<p>% Grade 5+ in English and maths for disadvantaged students: The overall grade 9 to 5 pass rate in England for 2019 is 43%. Our target is to enhance Further Education choices for our disadvantaged students by increasing the 9 to 5 pass rate in English and Maths</p>	<p>Partially achieved. % Grade 5+ in English and maths for disadvantaged students 2019: 12.8% 2020: 15.4%</p>
<p>Behaviour and Attitude: Implement and instil positive proactive behaviour for learning attitudes in students and parents/carers through consistent and sustained application of the Positive Discipline behaviour strategy</p>	<p>Reliable data unavailable due to Covid-19</p>
<p>Attendance: Through a relentless focus on attendance at all levels (classroom teachers, form tutors, heads of year, middle leaders, senior leaders, parents, governors, attendance officer, home support worker) continue to</p>	<p>Reliable data unavailable due to Covid-19</p>



Aim	Outcome
improve the attendance figures and reduce the percentage of persistent absenteeism, working closely with the Hope Learning Trust Attendance Lead	

	PP Budget Outturn 2019/2020
Pupil Premium Funding Received	£275,362
<b>Breakdown of PP Expenditure included in Budget</b>	
Teaching Costs	£223,534.00
TA support and Intervention	£44,706.00
Tutor costs and external one to one	£650
Curriculum Resources	£1,675
Other Costs	£4,000
<b>Total Expenditure</b>	<b>£274,565</b>
Expenditure versus Income	£797

