

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	George Pindar School
Number of pupils in school	679
Proportion (%) of pupil premium eligible pupils	40.94% (278)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Lesley Welsh
Pupil premium lead	Rebecca Barraclough
Governor / Trustee lead	Rev Stephen Walker, LGC member; Phillipa Gowland PP Trustee

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£259,785
Recovery premium funding allocation this academic year	£70,104
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	£329,889

Part A: Pupil premium strategy plan

Statement of intent



Life in All its Fullness - A Place to Thrive

Hope Sentamu Learning Trust is committed to enabling our communities to **Thrive**. To support all our learners and staff to flourish in high performing schools, to achieve and exceed their personal and academic potential. To transform life chances of young people, particularly the most disadvantaged and to transform our local communities, through bringing the highest possible standards of education to our area.

The Pupil Premium strategy is underpinned by the **EEF's three tiered evidence-based approach to Pupil Premium** (teaching, academic support and wider approaches).

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

First and foremost, **Great Teaching Changes Lives**. The core focus for all our schools will always be investment in the highest quality of teaching and learning for all pupils to further close the PP gap. It is to be read in conjunction with the HSLT '**Principles for Vulnerable Learners**' and **Audit Tool**, to further support key issues that disadvantaged pupils are currently facing in more benign times (such as gaps in learning, social isolation, health and wellbeing, motivation and aspiration, literacy), which will have been exacerbated by Covid-19. Furthermore, we need to anticipate an increase in the levels of disadvantage in all of our school communities, but particularly in those that experience the highest levels of disadvantage. We as a Trust also believe that those pupils who have had contact with or have a social worker and those who are young carers, should also benefit from PP strategies in place.

The overall vision for George Pindar School is 'Strive for Success'. George Pindar School is a special community, proud to serve Eastfield and the south of Scarborough and proud to be a member of the Hope Sentamu Learning Trust. We want the very best for all our students and have high expectations for them. We believe that everyone needs high aspirations to succeed and to that end our vision is to strive for success in all that we do. We believe that every child is full of potential and has a unique part to play in society. We understand that success is different for all children and to that end we aim to develop the whole child, ensuring that academic success is as highly valued as a rounded education which allows young people to take their next steps

Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of disadvantaged pupils (-0.83) is lower than that of their non-disadvantaged peers (-0.17), with the school not yet at national, in particular PP high-prior attainers and SEND PP learners. Teacher assessments suggest that some pupils

	particularly struggle with identification of misconceptions and recall of information. Ability on entry is low.
2.	GL and wider assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have more challenges in accessing the curriculum due to lower levels of literacy and reading than peers. This impacts their progress in all subjects. Over 50% of pupils are below their chronological reading age.
3.	<p>As at a national level, mental health and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures, to a greater extent than for other pupils, as indicated by our assessments, observations and discussions with pupils and families. This includes anxiety, depression and low self-esteem.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support have markedly increased. 95 pupils are currently receiving external support and the numbers of pupils accessing internal support including ELSA, sleep programme, bereavement, counselling, is 55 pupils. This has resulted in knowledge gaps, resulting in pupils not making expected and better than expected progress across the curriculum.</p> <p>Additionally, 53% of the pupils on the SEN register have a SEMH need which is continuing to increase.</p>
4	Attendance and persistent absence. Our attendance data indicates that attendance among disadvantaged pupils is generally 4% lower than non-PP pupils and lower than national. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Some PP pupils have low aspirations.

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
1.Improvement to curriculum implementation and progress for all disadvantaged pupils across the curriculum, in particular our SEND PP pupils and PP high-prior attainers	<p>An ambitious and inclusive curriculum which powerfully addresses disadvantage.</p> <p>For all pupils to know more, remember more and be able to apply knowledge and understanding, through precise improvement to pedagogy</p> <p>From starting points the majority of pupils achieve expected and better than expected across the curriculum</p> <p>By end 2026, Progress 8, 4+, 5+ and 7+ in English and Maths and pupils entered for and achieving the Ebacc, will be at or above national</p>

2. Through successful implementation of the Trust Reading Strategy, all pupils are able to access and excel across the curriculum	<p>Successful implementation of the Trust Reading Strategy across the curriculum.</p> <p>Effective identification of pupils into 4 categories of reading ability, with appropriate intervention</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. There will be improved engagement and effective participation in lessons and pupils will achieve and exceed expected attainment and progress</p>
3. An improvement to pupil mental health and wellbeing	<p>Sustained higher levels of wellbeing from 2025/26 demonstrated by:</p> <p>qualitative data from student voice, student and parent/carer surveys and teacher observations.</p> <p>internal and external referral information</p> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
4. An improvement to national of strong attendance and low persistent absence for our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> -attendance at and above national for all pupil groups -closing of the gap regarding attendance of disadvantaged pupils and non-disadvantaged

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: £121,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject knowledge development for non-specialists, through subject networks and professional association support - PSHE, RE, History, Maths</p> <p>National Centre for Computing and STEM Learning support, to further develop curriculum intent and implementation</p>	EEF Effective Professional Development	1,4
<p>Curriculum implementation: Using Walkthru resources, and enabling focused CPD and training for teachers to further raise the quality of teaching and learning implementation. Focus on; explicit instruction, feedback, scaffolding, identification of misconceptions, recall, retrieval, cognitive and metacognitive strategies, to enable pupils to know more, remember more and successfully progress in their learning. These strategies particularly support PP and PP SEND learners in the classroom</p>	EEF Effective Professional Development Scaffolding Metacognition and Self-Regulated learning T and L Toolkit Metacognition and Self-Regulation Feedback Teaching and Learning Toolkit feedback EEF Making best use of Teaching Assistants SEND Research Report EEF	1,4
<p>Implementation of the Trust and School Reading Strategy across the curriculum</p>	Literacy Improving Literacy in Secondary Schools	1,2, 3,4

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

Budgeted cost: £91,312.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Reading Strategy - Fresh Start intervention and Thinking Reading for PP learners with reading levels below expected. Reading Plus to be embedded into literacy and English lessons to support comprehension.	Literacy Phonics Fresh Start Reading Comprehension Teaching Assistant Intervention EEF Making best use of Teaching Assistants	1,2,3,4
Targeted Science intervention for pupils not making expected progress High-prior attainers PP focus and SEND PP focus	One to one tuition Small Group Tuition	1,4
Academic Senior Learning Mentor employed to provide core academic support in Maths, English and Science High-prior attainers PP focus and SEND PP focus	One to one tuition Small Group Tuition	1,4
Introduction of standardised baseline diagnostic assessments to enable further precise intervention GL English, Maths and Science Progress Tests, GL Reading and Spelling Test		1,2,3,4

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

Budgeted cost: £91,312.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer recruitment to work with PP pupils who have low attendance and persistent absence</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>EEF Parental Engagement</p> <p>EEF Working with Parents</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	1,2,3,4
Behaviour regulation - strategies to regulate behaviour and emotions - Elsa, Lego Therapy, Talk about for Teenagers, Drawing and Talking, Snap B assessments and interventions	Social and Emotional Learning Toolkit	1,2,3,4
Trauma informed approach training	Social and Emotional Learning Toolkit	1,2,3,4
<p>Gatsby Benchmark Focus;</p> <p>4. Linking curriculum learning to careers</p> <p>5. Encounters with employers and employees</p> <p>6. Experiences of workplaces</p> <p>7. Encounters with further and higher education</p>	Gatsby benchmarks	1,4
Further development and engagement with the Pindar enrichment offer through the Achieve Project and the Beyond 25 programme of works	EEF Life skills and enrichment	1, 2, 3, 4

Total budgeted cost: £304,375

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 2021/22 academic year.

Target: Through quality-first teaching and learning, improvement to pupil progress.

2023 data has shown an improvement in pupil premium progress from -1.03 in 2019 to -0.43 (all pupils). Pupil premium progress has improved from from -1.43 in 2019 to -0.83 (PP) in 2023

Target: English and Maths 5+ and 7+

George Pindar has made strong progress across all areas of the curriculum, with 4+ attainment in English and Maths moving from 37.5% to 56.2% and 5+ in English and Maths moving from 18.3% to 24.8%. Science 9-4 moved from 32.1% to 53.8%.

Regarding PP, attainment in English and Maths 4+, has improved from 37.5% to 45.7% English and Maths 5+ has dropped for PP learners from 18.3% to 13%

Target: Attitudes to learning, wellbeing

Regarding attitudes to learning, PASS tests indicate some concerns, particularly around self-regard as learners. Regarding wellbeing, there have been increased referrals to internal and external support, due to the impact of Covid-19 on mental health and wellbeing. This will continue to be a key target for the pupil premium strategy 2023 to 2026

Target: Attendance

George Pindar attendance in 2020/21 was 92.88% (whole school) and in 2021/22 academic year was 88.72%. For the 2022/23 academic year, attendance was 85.69%

Attendance will continue to be a key target for the pupil premium strategy 2023-2026

Target: Enrichment

Post-Covid, there has been an enrichment focus across the curriculum. The Beyond the 25 curriculum continues to be a key target. Although there is a strong offer, the engagement of Pupil Premium students is lower than students who are not in receipt of the Pupil Premium.

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
Fresh Start	Ruth Miskin Training
Thinking Reading	Thinking Reading
Reading Plus	Reading Solutions UK

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?	Personal development and enrichment focus for pupils Forces Club (Military Kids) in school
What was the impact of that spending on service pupil premium eligible pupils?	Opportunities for pupils to participate in enrichment to further their personal development and to meet together