

Pupil premium strategy statement – George Pindar School 2024-2027

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data												
Number of pupils in school	680												
Proportion (%) of pupil premium eligible pupils	2023/2024 <table border="1" data-bbox="869 1288 1359 1541"> <tbody> <tr> <td>PP</td> <td>42.5%</td> <td>289</td> </tr> <tr> <td>FSM</td> <td>37.5%</td> <td>255</td> </tr> <tr> <td>LAC</td> <td>0.4%</td> <td>3</td> </tr> <tr> <td>SRV</td> <td>1.5%</td> <td>10</td> </tr> </tbody> </table>	PP	42.5%	289	FSM	37.5%	255	LAC	0.4%	3	SRV	1.5%	10
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Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027												
Date this statement was published	June 2024												

Date on which it will be reviewed	September 2024
Statement authorised by	L Welsh
Pupil premium lead	R Barraclough
Governor / Trustee lead	S Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259, 785
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£70, 104
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£329, 889

Part A: Pupil premium strategy plan

Statement of intent

As a fully inclusive school, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention, providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

Our disadvantaged students enter the school with lower overall attainment than their peers. Therefore adaptive teaching that is able to support and challenge each child regardless of their starting points is crucial.

We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and in September (2024) are embedding 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques, including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve to Wave 1 teaching and explicit instruction.

We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all.

We have invested significant time and effort in developing robust KS3 assessment and crucially, in preparing students and parents/carers for those assessments.

In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focussed on raising the attendance of all of our students. This will directly benefit disadvantaged students the

most as we are focussing our initiatives on these students first, through our disadvantaged first approaches.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum.

In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focussed aspects of our provision in ensuring access to wide ranging enrichment activities and that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise.

Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

The school is in the bottom 1% nationally in the IDACI deprivation indicators for multiple deprivation, education and skills rank, employment, income, health and disability and the bottom 4% for crime. Approx. 60% of our cohort have a category of vulnerability including service child, FSM, SEND, Young carers, social worker assessment, child in need or child protection plan and EAL. We have a high level of pupil movement and in 2023/2024 have had 49 in year admissions into the school to date.

Challenges

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

Challenge number	Detail of challenge
1	Academic Outcomes: The school has focussed extensively on removing progress gaps and raising attainment for disadvantaged learners, this led to P8 improving by 0.5 between 2019 (pre-covid comparable data) to 2023 (the return of full examinations) for disadvantaged learners. Whilst it is improving, there is still a gap

	between non-disadvantaged and disadvantaged learners. On average disadvantaged learners enter the school with lower KS2 scaled scores. The current Y7's KS2 SATs scores on entry were 100 for Non-PP and 94.64 for PP.								
2	Attendance for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance.								
3	Access to enrichment activities . Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital.								
4	High levels of social, emotional and mental health difficulties.								
5	<p>Lower literacy levels for many disadvantaged students compared to their non-disadvantaged peers.</p> <p>Y7 (2023/2024) NGRT data on reading ages show that reading ages are significantly lower for disadvantaged learners than their non-disadvantaged peers. This has historically shown a similar pattern.</p> <table border="1" data-bbox="424 1252 1059 1507"> <thead> <tr> <th></th> <th>NGRT average reading age</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>7 years 9 months</td> </tr> <tr> <td>Non- PP</td> <td>9 years 5 months</td> </tr> <tr> <td>PP</td> <td>5 years 0 months</td> </tr> </tbody> </table>		NGRT average reading age	All	7 years 9 months	Non- PP	9 years 5 months	PP	5 years 0 months
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All	7 years 9 months								
Non- PP	9 years 5 months								
PP	5 years 0 months								
6	Parental engagement and perception								
7	High level of in year transfers - traditionally there has been a high level of in year transfers of students from surrounding schools. In 2023/2024, 49 students joined the school as in year transfers.								

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
<i>Improved attainment for disadvantaged students across the curriculum with a focus on Ebacc subjects</i>	<p>We intend to see an improvement year on year in Attainment 8 and Progress 8, when it returns.</p> <p>By 2027, Attainment 8 score of 4.64 and 5+ English and Maths outcomes to be 45% (in line with the national average).</p> <p>The gaps between Attainment 8 average scores for disadvantaged students and their peers will continue to reduce.</p>
<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>	<p>Improved attendance year on year and reaching national average (91%) by 2027.</p>
<i>Disadvantaged students have improved participation in extracurricular events and trips</i>	<p>All disadvantaged students, who wish to, participate in external trips and visits.</p> <p>Similar proportions attending extra-curricular sessions when compared to non-disadvantaged students.</p> <p>Disadvantaged students well represented in leadership/house roles for the school.</p>
<i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i>	<p>All students identified as needing significant support with their SEMH have a plan in place and is shared with teaching staff via Provision Map.</p>

	<p>Improved dialogue between school and parents.</p> <p>Positive data from student voice, student and parent surveys and teacher observations.</p>
<p><i>Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school</i></p>	<p>Disadvantaged students have similar reading ages to non- disadvantaged students.</p> <p>Students tested regularly and results actioned by placing on correct interventions.</p> <p>Improvements seen in book scrutinies and engagement in lessons.</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'</p>	<p><i>Supporting the attainment of disadvantaged pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools.</p> <p>EEF toolkit: collaborative learning + 5 months</p>	<p>1</p>

	<p>Feedback: + 6 months</p> <p>Metacognition and self regulation: + 7 months</p>	
<p>Trust strategic RAG process (academic, inclusion, and reading)</p> <p>Rigorous monitoring, tracking, and intervention of student progress through faculties, SEND, and SLT link</p> <p>Disadvantaged first focus</p> <p>Purchase of SISRA to allow for effective data analysis</p>	<p>EEF toolkit: Individualised instruction: + 4 months</p> <p>Small group tuition: + 4 months</p> <p>Extending school time: + 3 months</p>	1, 2, 3, 4, 5
<p>Trust Director support for English, Maths, Science, and SEND</p> <p>To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions</p> <ul style="list-style-type: none"> • Progress in each subject area is positive • Support for curriculum leaders • Cross Trust analysis of performance and sharing of good practice • 1:1 / small group interventions with disadvantaged students • Aligned curriculums and assessment (2024/2025) 	<p>EEF toolkit: Individualised instruction: + 4 months</p> <p>Small group tuition: + 4 months</p> <p>Extending school time: + 3 months</p>	1, 3
<p>Purchase of Edulink to allow staff to access seating plans which have disadvantaged (PP + SEND) students clearly identified.</p>	<p>Provides staff with essential information in an easy and accessible format.</p>	1, 4, 5
<p>Train all middle leaders to enable them to empower their teams to support disadvantaged students in their subject area or year team</p>	<p>Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes.</p>	1, 2, 4, 5

<ul style="list-style-type: none"> All middle leaders and senior links can clearly identify disadvantaged students and the support they require All middle leaders fluent with data for use in RAG meetings 	<p>EEF toolkit: individualised instruction: + 4 months</p> <p>Small group tuition: + 4 months</p> <p>Extending school time: + 3 months</p>	
Provision of resources to support with costs in art and food technology	Students need to be supported with costs of curriculum to ensure equitable access to the full provision without costs to the families.	1
Support with costs for STEM club	Access to high quality enrichment opportunities for Science.	1

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive literacy programme - Read, write, Inc. (Fresh Start) and Reading Plus. To improve the reading ages of all learners so they can access the curriculum</p> <p>GL assessments</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment.</p> <p>EEF toolkit: Phonics: + 5 months</p> <p>Reading comprehension strategies: + 6 months</p> <p>TA interventions: + 4 months</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	1, 5

	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	
1:1 or small group tuition / intervention	EEF toolkit: 1:1: + 5 months Individualised instruction: + 4 months	1, 5
Technology to support learning: Boxall (SEMH), Maths Watch, Timetables Rockstars, Pinpoint (Maths support); Seneca (all subjects) Assessments to support early identification for support: Exact screener, Dyscalculia and Dyslexia screeners	EEF toolkit: 1:1: + 5 months Individualised instruction: + 4 months	1, 5
Key students mentored by members of SLT Underperforming students identified and assigned a member of SLT as an academic mentor Regular meetings with students and parents Progress and attitude closely monitored	EEF toolkit: Mentoring: + 2 months Parental engagement: + 4 months	1, 2, 4, 5
All students able to access curriculum and enrichment trips and clubs regardless of cost for the 'Beyond the 25' initiative	EEF toolkit: Arts participation : + 3 months	1, 3
Mentoring for high and mid potential students in KS3 by external providers - pilot school for the 'Achieve' programme funded and run	Disadvantaged young people in the region do not have the same chances and choices and chances to succeed in their learning as their non-disadvantaged peers. The programme equips	1, 3, 4

through the North Yorkshire Together programme and Anglo-American mining company	disadvantaged students to achieve their potential by supporting their personal development, connections to aspirations and improving learning and attainment. www.northyorkshiretogether.co.uk	
Provision of an in-school alternative provision 'ARC' in which students are taught in a nurture environment with bespoke interventions linked to needs	Students in the ARC learn in small groups with a dedicated TA and expert teachers. They are provided with bespoke interventions to support with self regulation, metacognition and SEMH needs. EEF toolkit: Behaviour interventions: + 4 months Self regulation and metacognition: + 7 months Social and emotional learning: + 4 months	1,2,4,5
SEND nurture provision through the 'Beacon' (learning support facility)	EEF Toolkit Teaching assistant interventions: + 4 months Individualised instruction: + 4 months	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of attendance support team/officers and parent liaison officer	EEF toolkit: Parental engagement + 4 months	2, 6

<p>Embedding principles of good practice as set out in DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)</p>		
<p>Consistency through whole school behaviour and inclusion policy</p> <p>Create a purposeful learning environment for all students</p> <p>Clear expectations and boundaries for students</p> <p>Behaviour regulation strategies to support behaviour and emotional regulation - Lego Therapy, Talkabout Teenagers, Snap B assessments and interventions, Boxall</p>	<p>EEF toolkit: Behaviour interventions + 4 months</p> <p>Social and Emotional Learning Toolkit</p>	<p>1, 2, 4</p>
<p>Rewards and incentives for sustained attendance and achievement through Points mean Prizes stamps 'shops' and termly raffles</p>	<p>EEF toolkit: Behaviour interventions + 4 months</p>	<p>1, 2, 4</p>
<p>Parental engagement - Continued employment of Parent Support Adviser to conduct home visits and to engage persistently and severely absent students, liaising with external agencies to support students and families</p>	<p>EEF toolkit: Parental engagement: + 4 month</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>	<p>1, 2, 3, 4, 5, 6</p>
<p>Gatsby Benchmark Focus:</p> <ul style="list-style-type: none"> ● Linking curriculum learning to careers ● Encounters with employers and employees 	<p>Gatsby benchmarks</p>	<p>1, 2, 6</p>

<ul style="list-style-type: none"> • Experiences of workplaces • Encounters with further and higher education <p>Careers interviews with external careers adviser so PP pupils have clear career progression plan</p> <p>Unifrog implemented to support specific careers sessions</p>		
<p>Provision of daily breakfast club through the National School Breakfast Programme</p>	<p>The provision of a breakfast club in school helps to reduce hunger in the morning and may help to address educational inequalities in the most vulnerable. Breakfast Club at GPS is part of our whole school approach to healthy eating and is available for all students regardless. Skipping breakfast is widespread in secondary children and is higher for teenagers, especially girls and children from low-income households.</p> <p>The importance of breakfast for school-aged children (nutrition.org.uk)</p> <p>National School Breakfast Programme - Family Action (family-action.org.uk)</p> <p>Impact of the NSBP (family-action.org.uk)</p>	<p>1, 2, 4, 6</p>
<p>Uniform support - school purchases a range of uniform items which can be borrowed or given to students in exceptional circumstances</p>	<p>Provision of uniform ensures children can access school on a daily basis so it is not a barrier to attendance</p>	<p>2</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

GCSE outcomes for disadvantaged students in 2022/2023 demonstrated a closing of the progress gap with their non-disadvantaged peers. The P8 figure for 2022/2023 for disadvantaged students at George Pindar School was -0.85, this compares to the national figure of -0.57. When compared with outcomes in 2019, which is the most comparable data set, the gap between disadvantaged and non-disadvantaged students at the school is closing. The P8 figure for disadvantaged students has also changed by +0.5 over that period.

The A8 figure for that cohort was 2.94, compared to the national average of 2.97 for the national cohort of disadvantaged students and 2.26 in 2019. This represents an increase in average A8 scores of + 0.68 for this cohort of students.

	2018/2019	2022/2023	2022/2023 National
P8	-1.31	-0.85	-0.57
A8	2.26	2.94	2.97
4+ EM	21.30%	46%	not available
5+ EM	12.80%	13%	25.20%

20% of the disadvantaged cohort of students opted to take subjects that facilitated the Ebacc. This compares to the national figure of 27.7% for similar cohorts and 43.4% for all other students.

The school takes regular formative and summative assessments throughout the year and internal data is showing that gaps are being addressed between disadvantaged and non-disadvantaged students throughout the year groups. The data on entry for the current Y7's is significantly below average for the disadvantaged cohort and interventions around literacy and numeracy are focussed on the acceleration of skills and knowledge for these students. Literacy interventions using Fresh Start are having a significant impact and Reading Plus is in use by all of KS3 and demonstrating improvements.

Wider issues that impact on disadvantaged students' performance include attendance, where the school is continuing to work hard to improve attendance for the most

disadvantaged cohorts. Students cannot learn if they are not in school and so this remains an area of focus.

The school is continuing to focus on bespoke support for children and their families, together with strategies to improve attendance and a continuing emphasis on quality first teaching.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Fresh Start Reading Plus	Ruth Miskin
Achieve	North Yorkshire Council 'Together' programme - Anglo American
Free breakfast club	National Breakfast Club

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

There are currently 10 children within the school who qualify for the service child pupil premium. The funding is spent on running a military club during tutor time, together with opportunities for service children to attend specialist military events. As a school we ensure that service children are well supported.

The impact of that spending on service pupil premium eligible pupils

Service pupil premium eligible pupils have very good attendance, all are regularly above 90% and all are making good progress in lessons and none have been flagged as at risk of underperforming.

Further information (optional)

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

Draft