

# Pupil premium strategy statement – Saint George’s CofE 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1350 plus 236 in Sixth Form
Proportion (%) of pupil premium eligible pupils	20.5% Primary – 11.5% Secondary – 22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Simon Murphy
Pupil premium lead	Toby Hawkins
Governor / Trustee lead	Karen Plummer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,105
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£17,745
<b>Total budget for this academic year</b> <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>	£290,850

## Part A: Pupil premium strategy plan

### Statement of intent

As a Christian school Saint George's believes that since Jesus treated everyone equally, no matter what their background, we should also treat everyone equally, whoever they are. As Paul reminded us in Galatians 3:28, 'In Christ's family there can be no division into Jew and non-Jew, slave and free, male and female. Among us you are all equal.'

We recognise that to have equality, we must also focus on equity. This means that there are occasions where, for pupils to have equality of outcome, we must address areas where some pupils have not had an equal starting place in their lives. Romans 15:1-2 tells us "Those of us who are strong and able [...] need to step in and lend a hand to those who falter, and not just do what is most convenient for us. Strength is for service, not status. Each one of us needs to look after the good of the people around us, asking ourselves, 'How can I help?'"

Our intention at Saint George's is to use all available means to provide equity for our pupils thus providing strong academic outcomes, high personal standards, and solid character and spiritual development in equal measure for every member of our community. We will be strong in the areas where members of our community are vulnerable – whether financially, emotionally, academically, in ambition for themselves or otherwise - and this will be a place where every student can grow up with someone believing in them and their future.

We are not just aspirational about our pupil premium students' future; we are aspirational for their present. We will seek opportunities for our pupil premium students to lead, develop, contribute to and thrive in our school community and the wider community of Gravesend at every point of their journey through Saint George's, from Reception to Year 13.

We will work with our pupil premium students, their parents and carers, our staff and the people of Gravesend to fulfil as best we can Jesus' promise in John 10:10, that "they can have [...] more and better life than they ever dreamed of", not just after they leave school, but right now.

## Challenges

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

Challenge number	Detail of challenge
1	There are individuals within this group that experience elevated levels of social, emotional and mental health challenges.
2	There are also children within this group who, because of their lack of fluency in literacy and/or numeracy, find it hard to access their age-related curriculum.
3	A higher proportion of this group do not make the most of the extra-curricular offer across the school.
4	At transition points, staff are not always fully aware of the nature of an individual pupil's disadvantage, nor the extent to which it affects their schooling. This can lead to gaps in teaching and support during these phases.
5	Because of some of the challenges outlined above, some disadvantaged pupils do not achieve GCSE grades commensurate with their ability.

## 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
<b>1. Ensure that all pupils that need support for social, emotional and mental health challenges, receive high quality support in a timely manner.</b>	<p>The school makes effective use of ELSA, support and counselling staff across the school including NELFT trainee counselling colleagues.</p> <p>Pupil and parent voice shows that support offered is timely and appropriate.</p>
<b>2. Find further ways to support low literacy (including oracy) and numeracy skills through the successful adaptation of lessons and by intervening with pupils to address gaps in knowledge.</b>	<p>Quality assurance evidence suggests that teachers actively engage with and adapt learning for those who are disadvantaged.</p> <p>Intervention aimed at closing gaps in knowledge are implemented rigorously, particularly for those disadvantaged pupils who also have a SEND.</p>
<b>3. Encourage and track more disadvantage pupils into extra-curricular activities across the school.</b>	<p>Pupils who are disadvantaged make effective use of the free wrap around care offered within the primary phase.</p> <p>More pupils who receive pupil premium funding take part in extra-curricular activities.</p>

<p><b>4. Pupil voice and school data shows that pupils feel/are well-supported and understood by teachers.</b></p>	<p>Quality assurance evidence suggests that teachers have high expectations for disadvantaged pupils.</p> <p>Quality assurance evidence suggests that teacher actively engage with and adapt learning for those who are disadvantaged.</p> <p>Evidence from pupil voice sessions show that pupils feel well supported in class and at school.</p>
<p><b>5. Improve the outcomes of disadvantage pupils including at KS2, 4 and 5.</b></p>	<p>The percentage of pupils who have attained good grades at GCSE English and Maths has increased.</p> <p>The percentage of disadvantaged pupils who become NEET after KS4 and 5 decreases.</p> <p>Because of high quality teaching and intervention, disadvantaged pupils in primary classes show improved outcomes as the year progresses.</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £123,489

Activity	Detail and Evidence that supports this approach	Challenge number addressed	Cost
<i>Our Pupil Premium Champion</i>	Our new Pupil Premium Champion is established and working hard to champion pupils who are entitled to this funding. With a key focus on attendance and academic intervention and progress, our champion is targeting areas that are key to make sure all pupils flourish into the future. This year, our champion is focusing on numeracy and attendance.	1, 3 4 and 5	£12,183
<i>20204 EFA strategy</i>	Developed by Dylan William, this collaborative approach to embedding and improving formative assessment across our whole school aims to include all pupils, including those with a SEND and who are disadvantaged in some way. Staff are developing strategies and observing each other in class to improve practice.	2, 4 and 5	£4000
<i>New Shine Interventions</i>	We have invested in 'Shine' interventions as a proven strategy in closing gaps for pupils who	2,4 and 5.	£47,000

	have yet to master key knowledge. Teachers and TAs are working hard to ensure these interventions are successful with some really great examples of this so far this year. <i>EFF Teacher Toolkit – Small Group Intervention</i>		
<i>A different approach to Quality Assurance</i>	Our new quality assurance strategy involves all teachers and leaders engaging in QA activities and important conversations about the quality of teaching. The best quality teaching is essential to impact on the life chances of all children but particularly those who may be disadvantaged in some way.	2, 4 and 5	£28,834
<i>Smaller classes in KS3 English and Maths</i>	The school invests heavily in maintaining slightly smaller class sizes throughout KS3. This again impacts on the quality of teaching, assessment and feedback that is available to pupils who receive pupil premium funding.	2, 4 and 5	£27,472
<i>Impacting on Oracy</i>	The school adopts a trust-wide initiative to ensure that Kagan structures are consistently used across all key stages in all subjects. Whilst a proven technique to improve outcomes, the strategies promote improved opportunities for oracy skills. New and existing staff receive training throughout the year. This is augmented in the early years with a focus on speech and language and supporting children to develop oracy, particularly for our pupil premium pupils.	1, 2 and 5.	£4000

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

Budgeted cost: £128,843

<b>Activity</b>	<b>Detail and Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Cost</b>
<i>Primary-based SENCo</i>	A key strategy aimed at ensuring pupils in our primary phase who have a SEND are well-supported and make good progress in their learning.	1, 4 and 5	£4060
<i>New RSL posts including Admin support</i>	We have invested in 3 extra leadership posts in the school within key stages 2, 3 and 4 to support pupils to make good progress in their academic studies and secure good outcomes at the end of KS2 and 4. In addition, we have invested in administration support for our RSL colleagues.	1, 2 3, 4 and 5	£80,300
<i>Community Leader support</i>	Our team of non-teaching Community Leaders are there to support pupils' behaviour for learning, mental health, self-esteem and self-efficacy.	1, 3, 4 and 5	£20,972

	<i>Sec-Ed Pupil Premium Report suggests that pupils who receive pupils premium funding are more likely to be excluded (Humpries).</i>		
<i>Different reading programme in KS3?</i>	To support good literacy, we have changed our approach to reading in KS3 by investing in Bedrock programme alongside  Reading is especially important to us and to our pupils. Disadvantaged pupils who can read fluently will access more of their curriculum in all subject areas and increases awareness of self-identity, empathy and gives an insight in to the world of others.  <i>EFF Improving Literacy (2019)</i>	2 and 5	Bedrock £1593  AR £714 p/year 3 yr sub £2142
<i>PP Contingency budget</i>	To support trips, uniform (such as GCSE PE kit, new school skirt introduction etc), educational visits, educational supplies, revision guides for GSCE etc.	1,2,4 and 5	19,776

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

Budgeted cost: £38,518

Activity	Detail and Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Mental Health Lead</i>	We invest heavily in Mental Health staff and their training to make sure pupils feel as though they are able to attend school regularly and are ready and able to learn effectively.	1 and 4	£38,124
<i>New behaviour training and approach at Primary</i>	We have invested in staff training sessions at our primary school to reduce instances of low-level disruption in every classroom.  <i>NPQEL/ NPQH course materials cite different research including Bennett 2017 that says a well-planned, whole phase and consistent approach to behaviour can have high impact on the quality of education children receive.</i>  <i>A culture of high expectations from good quality teachers can change life chances, particularly those who are disadvantaged.</i>	1, 4 and 5.	£394

**Total budgeted cost: £290,850**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

The school performed well at KS4 in the summer of 2024. The same is true of the percentage of disadvantaged pupils who achieved a positive progress 8 score, which improved to 30% for this academic year.

2023-24 PP Attendance Whole School 85.5% (up from 83.6% in 2022-23)

2023-24 PP Attendance Primary School 96.5% (up from 95.2% in 2022-23)

2023-24 PP Attendance Secondary School 84.4% (up from 82.8% in 2022-23)

2.3% of pupils were found to be NEET in 2023 (latest figure available). (In 2021 the NEET percentage was at 12.2% and in 2022 was 2.6% with the average within Kent 5.1%)

As we did not have Year 6 pupils for the academic Year 2023-24, we are yet to be able to compare KS2 outcomes either nationally or locally.

## Externally provided programmes

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

Programme	Provider
Embedding Formative Assessment	SSAT
NTS Intervention	Shine
GCSE Intervention	Pupil Progress
Phonics	Little Wandle
KS1 and 2 testing	NTS
Reading KS1 - 3	Accelerated Reader
KS3 Reading and Literacy	Bedrock

## 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***

£340

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

We continue to offer a wide range of high-quality extracurricular activities including visiting speakers and school trips to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils are encouraged and supported to participate.