

The Pupil Premium at St George’s Academy: Development and Impact | 2023-2024

At St George’s we ‘Aim High’ to ensure that all our students achieve the very best they can, and that we support each individual in any way that we are able to achieve success.

Building on our work over the last five years, we have increased our support and focus on those students eligible for the Pupil Premium, with a particular emphasis on students who are eligible for Free School Meals, or have been at any point in the last six years (FSM6) in addition to those students who have been in care at any point in their lives. To achieve this we have focused on three main priorities, as follows:

Priority 1: Develop ‘Quality first teaching’ across the Academy to ensure students are engaged and motivated and that their specific needs are met

Priority 2: Targeted academic support to raise attainment in core subjects and narrow the gap of prior upper attainment students

Priority 3: Minimise barriers to learning experienced by students by use of wider strategies, including Learning mentors and targeted support programmes

During 2022-2023, we received **£762,000 PP funding and £ 161,460 recovery premium funding spent the total of £923,460 PP funding** – see spending as follows:

PP Funding	Sleaford	Ruskington	Total	Notes/impact of spend
Staffing – Pastoral, learning mentors and coordinators			£740,559.23	<p>Over the last academic year, the Pupil Premium has supported a range of staffing across the school:</p> <ul style="list-style-type: none"> The family support team are funded entirely from the PP budget (all staff in Leicester Street, Tracey Dickinson, Mandy Taylor, Terri Lowey and Michaela Shelley), along with some key stage support staff. Tracey Dickinson oversees all CIC students at the Academy and works closely with families and the virtual school to ensure these students have the support they need. We also fund a CIC mentor, to support the work that Tracey Dickinson does. Tracey Dickinson and her team also work alongside families who face challenging circumstances and attend all multi agency meetings to ensure that these students have access to the appropriate support to ensure they can achieve the best outcomes. Other members of the Family Support team work closely with a range of students and their families to ensure appropriate support mechanisms are in place in school to allow them to achieve their best possible outcomes. The Pupil Premium funding is also used to pay some of the pastoral team to support attendance and the behaviour for learning of students within year groups. Staff at both

				<p>campuses have a specific focus on support and mentoring of disadvantaged, Forces and CIC students. ASPMs work directly with the students to promote positive attitudes and behaviour in lessons, ensuring they access a broad curriculum, thus promoting positive outcomes. ASPMs meet Learning mentors on a termly basis to ensure that the needs of disadvantaged, Forces and CIC students are being met and to highlight further areas where intervention is needed.</p> <ul style="list-style-type: none"> • Learning Mentors on both campuses are funded using the Pupil Premium. David Linger and Judy Johnson work closely with students to remove barriers to learning and support students to achieve their best possible outcomes. The Learning Mentors use data extensively to both identify students for intervention and evaluate impact of interventions that take place. They work with students both in and out of lessons to support progress. Learning mentors also facilitate various external programmes run to raise student aspirations and self-confidence alongside staffing breakfast, lunch and afterschool clubs. They are also integral in distributing equipment required for learning to FSM students where needed. These Learning Mentors also work directly with students to improve behaviour and attendance using rewards-based initiatives. They organise interventions and experiences for this group of young people to improve aspiration. • Pupil Premium funding is also used to fund the TLR of Rachael Vickers as the Disadvantaged Outcomes Manager. Rachael's role is to oversee the progress of disadvantaged students, to ensure that these students achieve the best possible outcomes. Within this, Rachael directs the work of Learning Mentors to ensure that interventions taking place target the correct students, identify areas where further interventions are required, identify and implement external programmes to support the learning of students, and evaluate the impact of strategies. Rachael uses data analysis carefully to evaluate where support is needed and the impact of support provided to promote strong outcomes for disadvantaged students and narrow the gap in attainment.
Resources and materials to support learning	£10,320.59	£6,542.89	£16,863.48	<p>This includes a range of materials needed by students including basic lesson equipment, reading books to support extracurricular reading and develop literacy standards and widen vocabulary and revision guides for our GCSE students. We also work closely with the Design and Technology department to ensure that students have the correct equipment to have full access to all practical lessons, including supplying cooking ingredients when needed. Providing basic necessary equipment to students where there is a need allows them to access the full curriculum, ensuring it is inclusive, whatever the student's background.</p>
Student rewards	£1,824.65	£1015.55	£2,840.20	<p>Funds have also been spent here to provide rewards for students as an incentive to meet personal targets and improve motivation in lessons.</p>

Student uniform	£59,251.30	£18,436.20	£77,957.50	Over the Academic year we have continued to provide the opportunity for parents of disadvantaged students to access uniform for their child at no cost. We feel that uniform is an integral part of belonging to the Academy community and that it is critical that all students are able to wear the correct uniform, from the correct supplier, so they do not feel different to other students in any way whilst in school. In addition to this, we have supplied sports kit and shoes to students where needed to ensure that financial disadvantage for students is not evident in their appearance.
Food for breakfast/lunchtime / homework clubs	£14,587.62	£11,621.25	£26,208.87	This has funded the provision of food for disadvantaged students at breakfast, lunch and afterschool clubs. These clubs are of vital importance to ensure that students have energy to engage fully in all lessons alongside providing support to help students complete homework tasks, therefore supporting student progress and reducing gaps in attainment. These provisions also encourage students to develop social skills with their peers and staff members.
Trips/transport costs	£32,842.35	£15,236.50	£48,078.85	<ul style="list-style-type: none"> • Much of the expenditure for this area is used to support a small number of students who attend external provision by providing taxis to ensure lack of transportation is not a barrier to attendance. Providing alternative provision to this small number of students is essential to prevent permanent exclusion. Wherever possible, taxis are shared to reduce costs in this area. • Transport costs are also accrued supporting disadvantaged students to attend key revision classes after school / in school holidays by providing taxis, where financial difficulties may otherwise prevent them accessing these vital sessions due to lack of transport. • Further to this, Post-16 travel passes have been funded removing cost of travel as a barrier to accessing post-16 education. This ensures that there is a high level of recruitment into sixth form and helps to reduce NEET figures by ensuring that students are able to access courses provided at the Academy suited to their abilities and ensuring that these students gain high quality support in preparation for further education or work. • Funding is also used here to support curriculum trip costs for disadvantaged students to ensure financial disadvantage is not a barrier to accessing a full curriculum. This academic year, we have also funded visits as part of external programmes designed to raise aspirations of disadvantaged students and foster resilience within their education to support in achieving best possible outcomes. • Finally, we have also supported costs for disadvantaged students to access rewards activities, including Year 11 prom, where financial hardship may otherwise mean they do not have the opportunity. We feel that it is important that students have equal access to rewards for

				excellent standards regardless of background and believe that access to these activities helps to foster a strong work ethic and raise aspirations.
External support & advice	£5210.00	£1255.00	£6465.00	<p>The Academy uses Pupil Premium funding to access a range of different support mechanisms from external agencies to ensure that students gain access to support where needed:</p> <ul style="list-style-type: none"> • The Academy uses funding to access counselling for some students who need additional support with their mental and emotional health and well-being. Services such as this are hugely in demand, increasingly so following the school closures and effects of the pandemic, and access to these services via Central County support has increasingly those students who have been in care at some point in their lives. Alongside this, we work closely with an Educational Psychologist to provide advice, guidance and training to staff to ensure students are fully supported with behaviour and SEND. • The Academy uses the Pupil Premium to provide careers guidance to all of our disadvantaged students by funding 20 days of advisory support across the Academy. This strategy ensures that there is strong careers advice available to students that may not have access to it at home so they are clear about their post-16 and further education / careers options and have a focus for GCSE courses. It has also been successful in reducing students who become NEET. • Further to this, the Academy uses Pupil Premium funding to buy into a range of programmes designed to raise aspirations of students and help them to develop effective strategies to become independent learners. Over the course of the Academic year 2023-2024, groups of disadvantaged students from Years 7-11 have taken part in the JET programme delivered by the Jon Egging Trust. This programme is designed to build interpersonal skills and help develop student confidence, motivation and raise aspirations and has been extremely successful with the students that have taken part. • The Academy also funds selected upper ability disadvantaged students to take part in The Scholars Programme run by the Brilliant Club. This programme is designed to improve motivation and raise aspirations to encourage disadvantaged students to attend the top universities. This year, a number of Year 8 students were successful in completing a PhD student led course and university level essay, all graduating at Sheffield university. • Pupil Premium funding is also used to support 1:1 English and Maths tuition via external tutors for CIC students where it is necessary for their academic success. This is provided for through the virtual school and forms part of the student's ePEP.
Music tuition	£954.32	£0	£954.32	Music lessons are funded for disadvantaged students who are studying a music related course to GCSE or A level, where there would be a detriment to their achievement if they were not able to take part in music tuition as a result of financial difficulties.

IT Hardware / software / subscriptions	£3,532.55	£0	£3,532.55	<p>A variety of packages have been used to support students in their learning over the academic year 2022-2023:</p> <ul style="list-style-type: none"> • Funding has been used to supply laptops to CIC students (detailed in their ePEP) • Accelerated Reader programme has continued to be funded to raise student reading levels helping to achieve age appropriate reading levels in students. This is imperative to ensure students are able to access all aspects of the curriculum, assessments and nationally set exams • Further packages funded to support the attainment of students include: • Lexia – development of literacy skills • Magazine subscriptions – encouragement of wider reading & to support students in specific GCSE and A level courses where wider reading of the subject is required • Headphones – support of focused independent study • USB memory sticks – support of independent work outside of school • Wifi dongles – support students to connect government laptops to the internet for home use
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