

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St George's School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	45% 99 students eligible
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Steff Gleeson -Head Teacher
Pupil premium lead	Kirsty Sedgwick
Governor / Trustee lead	Maria Lortal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,706
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	£107,706

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education guidance is available to all.

Our school strategy links to wider school plans for development of cultural capital opportunities including science and art and wider learning opportunities for all students at St George's.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Observations and communication with stakeholders identified the need to build resilience, emotional intelligence and stamina of students and the changing nature of our cohort to include SEMH.
2	Our learning environment is needing to be adapted as the cohort of students changes. This is reflected in the increase in numbers of students with complex needs and the need for a therapeutic and trauma informed approach for all students.
3	Through observations and conversations with students, families and external professionals we have identified that the ongoing cost of living crisis has had a negative impact on students' behaviour, learning and mental health.

4	Through observations and conversations with students and their families, we find that disadvantaged/vulnerable students generally have fewer opportunities to develop cultural capital outside of school.
5	Through observations, conversations with external professionals, the impact of living in an area of deprivation, aspirations and expectations within the community can impact access to alternative communication systems.

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
To ensure all the adults have the necessary skills and knowledge to implement a trauma informed approach to learning for our students including the consistent use of positive behaviour strategies	All students, including those within St George's Studio will respond positively to the trauma informed connected language model and incident of behaviour recorded on Cpoms will reduce. CPD programme will enhance all our staffs ability to engage with students in a therapeutic way.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs. We will also fund external support.	Sensory needs will be met through sensory equipment and resources such as lap pads, tunnels, seating, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.
Pupils will have access to external SEMH support through therapeutic and outdoor learning sessions.	Bespoke learning packages for students with SEMH will improve engagement in learning and reduce the number of behaviour incidents in school.
Learning environment is renovated to encourage pride in their learning environments and to promote respect for others.	Learning environments will be reflective of the therapeutic approach, students will feel more relaxed in their learning environments and proud to belong.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,807

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Attainment through Wellbeing	To ensure that the wellbeing needs of all students are being met through reflective practice, increased knowledge and recognition via a silver award of our value of student wellbeing.	1
Display boards and environment enhancement	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils - therapeutic classrooms ongoing.	2
External alternative provision to meet the therapeutic needs of students.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	3
Investment in technology to aid communication	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	4

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

Budgeted cost: £66263

Activity	Evidence that supports this approach	Challenge number(s) addressed
Available on request.	It's important to prepare pupils who are more likely to struggle with moving to a new school or phase of education. This includes children and young people with:	1,2

	• additional learning needs (also known as SEND, ASN or ALN) • mental health problems • behavioural problems • limited parental support • experience of transient living, such as being in care • anxiety • experience of being bullied. https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/	
MSA to support lunchtime needs in PMLD Class	It's one of the ways doctors can make sure kids who have trouble eating get the fluid and calories they need. A surgeon puts in a G-tube during a short procedure called a gastrostomy.	3

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

Budgeted cost: £ 15549

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring access to quality music resources and tuition	https://dera.ioe.ac.uk/id/eprint/13802/1/music.pdf Aurora Music Individualised music lessons in guitar, drums and violin.	4
Ensuring access to quality virtual reality experiences beyond VR headsets,	https://www.teachingtimes.com/tech-for-autism-how-vr-ar-is-transforming-education%E2%82%AC%82/ Mobile Wize Floor Go	3

PMLD access to technology using communication aids.	https://www.et-foundation.co.uk/wp-content/uploads/2022/12/Developing_profound_and_multiple_learning_disability_provision_in_the_FE_and_Skills_sector.pdf Help Kidz Learn	4
Access to the Arts and ensuring a wealth of cultural experiences.	Drama is a technique that helps students to develop social skills in a fun, stimulating environment. Drama is about collaboration, when it is used in mixed-ability groups it can act as a bridge between children with special needs and others in their peer group, it can enable students with SEN and provides an ideal environment to encourage them to work together and to develop trust and friendships. M and M productions	4
Improving the outdoor learning environment	Outdoor Learning provision May – https://www.highspeedtraining.co.uk/hub/what-is-a-forest-school/	3

Total budgeted cost: £94,619

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 2023 to 2024 academic year.

We use pupil premium funding to help provide wellbeing support and targeted interventions where required alongside quality resources to upskill teachers in both academic and social developmental opportunities.

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
NA	

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?	Impact spend on website.
What was the impact of that spending on service pupil premium eligible pupils?	Impact spend on website

Further information (optional)

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