

## 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	2023/2024 - 680 2024/2025 - 734 2025/2026 - 743		
Proportion (%) of pupil premium eligible pupils	<b>2023/2024</b>		
	PP	42.5%	289
	FSM	37.5%	255
	LAC	0.4%	3
	SRV	1.5%	10
	<b>2024/2025</b>		
	PP	39.1%	287
	FSM	37.1%	272
	LAC/PP+	0.1%	1
	SRV	1.1%	8
	<b>2025/2026</b>		
	PP	42.20%	314
FSM	40.05%	298	
LAC/PP+	0.4%	3	
SRV	0.94%	7	
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- 2027		
Date this statement was published	September 2024		
Date on which it will be reviewed	January 2025 June 2025 September 2025		
Statement authorised by	L Welsh		
Pupil Premium Lead	R Fox		
Governor / Trustee lead	L Walton		

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£318040
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>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<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>	£318040

## 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 highlight Rosenshine's principles of instruction to all staff throughout our CPD programme and we have embedded '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 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 model, and this repetition of simple structures benefits the learning of all.

We have invested significant time and effort in developing robust KS3 assessments 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 interventions 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 of which they are capable, 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. 22% of our students live on 5 streets which are in the bottom 0.7 on all measures nationally within the IDACI deprivation indicators. Approximately 60% of our cohort fall into a category of vulnerability, including service children, FSM, SEND, Young carers, social worker assessment, child in need, or child protection plan, and EAL. We have a high level of pupil movement: 63 in year admissions into the school, including into Year 11 in 2023/2024; 61 students in 2024/25, and in September 2025, there were 14 students who joined us in Years 8 to 11.

## Challenges

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

Challenge number	Details of the challenge
1	<p><b>Academic Outcomes:</b> The school has focused 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. Previous Y7 (now Y8) KS2 SATs scores on entry were 99.8 for PP and 102.4 for non-PP. Previous Y7 (now Y9) KS2 SATs scores on entry were 100 for Non-PP and 94.64 for PP.</p>
2	<p><b>Attendance</b> 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.</p> <p>There are limited opportunities for students to access transport to school, and they are reliant on parent/carer transport unless they live in Seamer.</p>
3	<p>Access to <b>enrichment activities</b>. 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.</p>
4	<p>High levels of <b>social, emotional, and mental health</b> difficulties.</p>
5	<p><b>Lower literacy levels</b> for many disadvantaged students compared to their non-disadvantaged peers.</p> <p>Disadvantaged students have historically entered the school with lower reading ages than their non-disadvantaged peers. The current Y9 had reading ages with 4-year difference when comparing disadvantaged and non-disadvantaged students.</p> <p>The current Y8 (2024/2025 Cohort) KS2 reading scores were 102 for non-disadvantaged and 99 for disadvantaged students.</p> <p>The current Y7 (2025/2026 Cohort) KS2 reading scores are 99 for non-disadvantaged and 93 for disadvantaged students.</p>

Challenge number	Details of the challenge
6	<b>Parental engagement and perception</b>
7	<b>High level of in year transfers</b> - traditionally there has been a high level of in year transfers of students from surrounding schools. In 2023/2024, 63 students joined the school as in-year transfers. This equates to roughly 9% of the overall school population. In 2024/25 there were 61 in-year transfers and we have started September 2025 with 14 in-year transfers.
8	High number of students that are <b>double disadvantaged (SEND and PP)</b> . In 2024/2025 there were 8.6% of students that are both SEND and entitled to PP. This had risen from 7.9% in 2023/2024. <b>There has been a further increase in 2025/2026, and we now have 9.5% of the student population who are double disadvantaged.</b>

## 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.</p> <p>By 2027, Attainment 8 score of 46.3 and 4+ (68%) 5+ (49%) and 7+ (12%) English and Maths</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>	Improved attendance year on year and reaching national average by 2027.
<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 attend extra-curricular sessions when compared to non-disadvantaged students.</p> <p>Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.</p>

Intended outcome	Success criteria
<i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i>	All students identified as needing support with their SEMH have a care plan in place and is shared with teaching staff via seating plan software and consistently with learning passports for SEND students. Improved dialogue between school and parents. Positive data from student voice, student and parent surveys and teacher observations.
<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>	Disadvantaged students have similar reading ages to non- disadvantaged students. Students tested regularly and results actioned by placing on correct interventions. Improvements seen in book scrutinies and engagement in lessons.

### 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: £ 159,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.	<i>Supporting the attainment of disadvantaged pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools. <a href="#">EEF toolkit</a> : collaborative learning + 5 months Feedback: + 6 months Metacognition and self regulation: + 7 months	1
Trust strategic RAG process (academic, inclusion and reading) Rigorous monitoring, tracking and intervention of student progress through faculties, SEND and SLT link Disadvantaged first focus Purchase of SISRA to allow for effective data analysis	<a href="#">EEF toolkit</a> : Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 2, 3, 4, 5
Trust Director support for English, Maths and Science To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions.	<a href="#">EEF toolkit</a> : Individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Progress in each subject area is positive</li> <li>Support for curriculum leaders</li> <li>Cross Trust analysis of performance and sharing of good practice</li> <li>1-1/small group interventions with disadvantaged students</li> <li>Aligned curriculums and assessment (embedded in 2024/2025)</li> </ul>		
Purchase of Edulink to allow staff to access seating plans which have disadvantaged students clearly identified, key data such as reading age displayed and key documents to aid planning	Provides staff with essential information in an easy and accessible format.	1, 4, 5
Train all middle leaders to enable them to empower their teams to support disadvantaged students in their subject area or year team <ul style="list-style-type: none"> <li>All middle leaders and senior links can clearly identify disadvantaged students and the support they require</li> <li>All middle leaders fluent with data for use in RAG meetings</li> </ul>	Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes. <a href="#">EEF toolkit</a> : individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 2, 4, 5
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
Support with costs for PE and music	Equitable approaches to sport and music mean that all students are included in all curriculum opportunities and enrichment activities	1

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

Budgeted cost: £ 79,510



Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive literacy programmes - Read, Write, Inc. Fresh Start and Reading Plus. To improve the reading ages of all learners so they can access the curriculum.	Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment. <a href="#">EEF toolkit</a> : Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 5
1:1 or small group tuition/intervention	<a href="#">EEF toolkit</a> : 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.	<a href="#">EEF toolkit</a> : Mentoring: + 2 months Parental engagement: + 4 months	1, 2, 4, 5
All students are able to access curriculum and enrichment trips regardless of cost.	<a href="#">EEF toolkit</a> : Arts participation : + 3 months	1, 3
Technology to support learning: Sparx Maths and Science, Timetables Rockstars, Seneca (all subjects)  Assessments to support early identification for support: Boxall (SEMH), Exact screener, Dyscalculia and Dyslexia screeners, SpeechLink and Motional.	<a href="#">EEF toolkit</a> : 1:1: + 5 months  Individualised instruction: + 4 months	1, 5, 8
All students able to access curriculum and enrichment trips and clubs regardless of cost for the 'Beyond the 25' initiative	<a href="#">EEF toolkit</a> : Arts participation : + 3 months	1, 3
Mentoring for high and mid potential students in Year 10 by external providers -	Disadvantaged young people in the region do not have the same chances	1, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
pilot school for the 'Achieve' programme funded and run through the North Yorkshire Together programme and Anglo-American mining company	and choices and chances to succeed in their learning as their non-disadvantaged peers. The programme equips disadvantaged students to achieve their potential by supporting their personal development, connections to aspirations and improving learning and attainment.  <a href="http://www.northyorkshiretogether.co.uk">www.northyorkshiretogether.co.uk</a>	
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 dedicated TAs, tutors 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	1,2,4,5,8
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, 8
Revision materials provided for KS4 disadvantaged students for independent learning	EEF toolkit  <a href="#">Supporting Revision and the 'Seven-step Model'   EEF</a>	1, 5 and 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	

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

Budgeted cost: £ 79,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of attendance support team/officers Embedding principles of good practice as set out in DfE's <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance</a> - GOV.UK ( <a href="https://www.gov.uk">www.gov.uk</a> )	<a href="#">EEF toolkit</a> : Parental engagement + 4 months	2
Consistency through whole school behaviour and inclusion policy  Create a purposeful learning environment for all students  Clear expectations and boundaries for students  Behaviour regulation strategies to support behaviour and emotional regulation - Lego Therapy, Talkabout Teenagers, Snap B assessments and interventions, Boxall	<a href="#">EEF toolkit</a> : Behaviour interventions + 4 months  <a href="#">Social and Emotional Learning Toolkit</a>	1, 2, 4, 8
Rewards and incentives for sustained attendance and achievement through Points mean Prizes stamps 'shops' and termly raffles to celebrate positive attendance improvements	<a href="#">EEF toolkit</a> : Behaviour interventions + 4 months	1, 2, 4
Parental engagement - Continued employment of Parent Support Adviser to conduct home visits and to engage persistently and severely absent students,	<a href="#">EEF toolkit</a> : Parental engagement: + 4 month  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1, 2, 3, 4, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
liaising with external agencies to support students and families  Workshop events for parents	Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	
<p>Gatsby Benchmark Focus:</p> <ul style="list-style-type: none"> <li>• Linking curriculum learning to careers</li> <li>• Encounters with employers and employees</li> <li>• Experiences of workplaces</li> <li>• Encounters with further and higher education</li> </ul> <p>Careers interviews with external careers adviser so PP pupils have clear career progression plan</p> <p>Unifrog to support specific careers sessions</p> <p>Financially supported work experience placements to increase participation for PP learners</p>	<a href="#">Gatsby benchmarks</a>	1, 2, 6
Provision of daily breakfast club through the National School Breakfast Programme	<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 school children and is higher for teenagers, especially girls and children from low-income households.</p> <p><a href="https://www.nutrition.org.uk/the-importance-of-breakfast-for-school-aged-children">The importance of breakfast for school-aged children (nutrition.org.uk)</a></p>	1, 2, 4, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<a href="#">National School Breakfast Programme - Family Action (family-action.org.uk)</a>  <a href="#">Impact of the NSBP (family-action.org.uk)</a>	
Uniform support - school purchases a range of uniform items which can be borrowed or given to students in exceptional circumstances	Provision of uniform ensures children can access school on a daily basis so it is not a barrier to attendance	2

**Total budgeted cost: £318,040.00**

## 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 pupils at George Pindar School over the past three years reflect both areas of improvement and continuing challenges. In 2022/2023, the Progress 8 (P8) score was -0.85, showing improvement on 2019 outcomes and a narrowing of the progress gap with non-disadvantaged peers. However, this declined to -1.27 in 2023/2024 and remained broadly stable in 2024/2025 at -1.28 (data to be validated). Attainment 8 (A8) scores show a more positive trend, rising from 2.26 in 2019 to 2.94 in 2022/2023, dipping slightly to 2.38 in 2023/2024, and showing a modest recovery to 2.44 in 2024/2025. While the proportion of students achieving 4+ and 5+ in English and Maths has declined since 2022/2023, recent figures suggest early signs of stabilisation.

These outcomes have been assessed using validated national data and internal tracking systems. While challenges remain, particularly in improving progress scores, the school continues to prioritise disadvantaged learners through targeted interventions such as small-group tuition, pastoral support, and tailored curriculum approaches. The steady A8 scores and narrowing long-term gaps indicate that support strategies are having an impact, with further refinement planned to improve progress and raise outcomes in future cohorts.

Table showing outcomes for PP students

	2022 / 2023	2023 / 2024	2024 / 2025 (to be validated)
<b>P8</b>	-0.85	-1.27	-1.28
<b>A8</b>	2.94	2.38	2.44
<b>4+ EM</b>	46%	23.1%	22.9%
<b>5+ EM</b>	13%	10.3%	10.4%

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. In 2023/2024 we saw improved attendance for

disadvantaged students at a rate higher than previously with 2024/2025 remaining stable to the previous year's figures.

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)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
There are currently 7 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.
<b>The impact of that spending on service pupil premium eligible pupils</b>
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.