

Pupil premium strategy statement – George Eliot Academy

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	859
Proportion (%) of pupil premium eligible pupils	37%
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)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Homeira Zakary
Pupil premium lead	Hannah Jenkins
Governor / Trustee lead	Tina Bass

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£296,625

Part A: Pupil premium strategy plan

Statement of intent

- It is our intention is to enable all pupils to develop their character and make good academic progress
 - We believe that that no child should be left behind socially or academically because of financial disadvantage
 - We strive to remove barriers to learning while building lifelong aspirations
 - We use every funding source and educational strategy at our disposal to work towards closing the gap between non-disadvantaged and disadvantaged pupils
 - Alongside academic support, we will ensure that pupils who need extra pastoral support have their needs met from appropriately trained adults
 - We will help build Culture Capital by ensuring that learning outside of the classroom is catered for through enrichment activities and access to high quality out of class provision
- ‘Be Kind and Aim for Excellence’

Challenges

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

Challenge number	Detail of challenge
1	Reduce the attainment gap between PP and Non-PP students (A8 for non-PP was 46.66 A8 for PP students was 38.95)
2	The attainment of PP students compared with non-PP within CORE subjects (Basics 4+/5+ for PP was 44%/ 39% compared with non PP (62%/44%))
3	Ensure we close the gap for PP students reading stanines so that they can access the curriculum in its entirety
4	Reduce time spent on reflection and suspensions for PP students by creating a sense of ownership and developing character across the school.
5	Persistent absentees for PP students are higher than non-PP students which impacts progress
6	Track destination – More PP students are NEETS compared with Non PP students.

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
Improving attainment against non-PP students.	No PP non-PP Attainment 8 gap in Year 11
Improved subject knowledge and support for staff where required	All teachers in all year groups have excellent subject knowledge within the classroom All Year 11 teachers are trained in the specification being delivered.
Lower PA rates in line with non-PP students	There will be a reduction in whole school PP persistent absence There will be an increase in the school attendance for this group of students.
Improve the parental engagement of PP students	The % attendance of PP parents/carers to parents' evenings is as good as non PP parents
Targeted support for our families through the economic crisis meaning a lack of funds is not as great a barrier to learning	<ul style="list-style-type: none"> • All pupils are in uniform • All pupils have basic equipment • Period products, food vouchers and support is available
Provide a study area for PP students to access academic resources, subject materials and out of hours learning platforms.	Pupils can learn independently outside of school hours.
To reduce demerits and suspensions for behaviour	<ul style="list-style-type: none"> • Continued support for pupils through our school pastoral system.
To improve the wellbeing for all pupils, including those who are disadvantaged	<ul style="list-style-type: none"> • Reduction in suspensions and other behaviour sanctions • Behaviour and reward data is proportionate • An increase in attendance to extra-curricular activities, particularly for disadvantaged pupils • Implementation and delivery of character curriculum
Destination data shows more PP students are attending academic Sixth Form or 3 rd level apprenticeship.	All PP students will have accessed level 3 courses where high quality training or access to university is the norm.

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: £130,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching groups in E&M (£20,000)	Additional teaching group across KS4. To ensure that we have smaller class sizes in Year 11. It has been shown in research (EFF) that if the class size is reduced to below 20, a positive impact is seen. (Hattie, Sutton Trust and EFF)	1,2
VP with responsibility for raising standards all PP students (£28,000)	Senior Leaders with responsibility for the quality of education of disadvantaged pupils means there is accountability that is driven through all middle leadership to ensure progress of this group across school. VP leads the school's attendance strategy and is line managed by Principal. https://researchschool.org.uk/unity/news/leadership-of-pupil-premium	1,2,3
Director of Teaching with responsibility for whole school PP (£22,000)	Director of Teaching will focus on T&L to improve pupil progress of PP students. https://researchschool.org.uk/unity/news/leadership-of-pupil-premium	1,2,3
Rank Order Assessment as a driver for attitude to learning and academic performance in lessons Data Manager (£4000)	Data manager to analyse and present the data so that students can understand their own performance and target how to improve https://fft.org.uk/	1,2
CPD for all teachers to improve teaching and learning. CPD includes visits to other United Learning Schools. (£4000)	The DfE (2016) said that professional development should focus on improving and evaluating pupil outcomes; be underpinned by robust evidence and expertise; and should include collaboration. Leadership should prioritise CPD. Subject knowledge within the classroom is vital and staff are given the space and time to collaborate and plan their curriculum. The school follows the work of Rosenshein and TLAC. Lesson drop-ins by SLT and subject leads focusing on whole school improvement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3
Mentoring of trainees & NQT (£3,500)	Subject knowledge within the classroom is vital and we want to ensure that all Year 11 teachers are receive CPD on their specification. The DFE in 2016 said that professional development should focus on improving	1,2,3

Sharing good practice added to the agenda of all department meetings PP data discussed at all line management meetings and LASERS (£12,000)	and evaluating pupil outcomes; be underpinned by robust evidence and expertise; and should include collaboration. Above all else, CPD must be prioritised by school leadership https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Purchase NGRT tests to measure the reading ages of PP students (£1000)	It is vital that students have a reading age at or above their chronological age. Provisional figures for 2018 indicate that disadvantaged children reach age 11 unable to read confidently History suggests that those same children will struggle over five years of secondary schooling to achieve an English grade 4+ at 16+. The latest GCSE tables indicate that fifty per cent of 2018's cohort of sixteen year olds failed to achieve that benchmark. (DfE) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2,3
Tutor time reading (28 tutors for 30 mins a week x 38 weeks) (£10,000)		2,3
Purchase of Sparx Maths and Sparx Reader (£2000)	Evidence shows that continued effort and practice produces improvement. Quality homework at secondary shown to have moderate impact (EEF) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2,3

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

Budgeted cost: £143,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
AP T&L responsible for supervised quiet space for silent study or completion of homework.	Research tells us that pupils work better where they have little to no distraction. A quiet place to study is essential and is something we will offer our disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,2,3
Teaching Heads of Years to support pupils academically and pastorally across all year groups (£80,000)	The Head of Year will use their role to mentor pupils to support them to, 'Do the Right Thing,' and attend the interventions relevant to them. They will also monitor attendance and support with interventions, monitor the completion of homework and work with stakeholders to overcome barriers to learning.	1,2,3,4,5,6

	<p>Short regular sessions are shown to have an impact. Data will be used to identify under performance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>Middle Leader responsible for Improving outcomes for KS3 boys (£3000)</p>	<p>Data shows that pupils with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turn impacts progress.</p> <p>Working with 'Coach bright' Y9 boys are being support with school engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1,2,3,4
<p>Academic mentors in Maths and English for underperforming PP students.(£28,000)</p>	<p>Short regular sessions over a long period is shown to have an impact (EFF). This will ensure that we can target key PP students who are underperforming after each data analysis</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3
<p>Careers advice for KS4 PP students and various careers events throughout the year. PP (£16,000)</p>	<p>Our young people are making decisions about their future in a difficult economy: There are high levels of youth unemployment and university fees are at a record high. We have to be supporting them through the transition from education into the workforce by ensuring they're aware of all the career options open to them</p>	6
<p>Financial support for all other items such as DofE subscriptions(£650)</p>	<p>Clear benefits attached to being able to experience these opportunities, from social interaction to cultural experience</p> <p>https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf</p>	1,4,5
<p>Provision of peripatetic music lessons for PPM pupils (£500)</p>		4,5
<p>Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial (£10,000)</p>		1,4,5
<p>Minibus fuel and running costs (£1,000)</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1,2,3,5

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

Budgeted cost: £39,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour manager to monitor data for lesson removals to the reflection room. (£16,000)	The behaviour manager is a pivotal role in ensuring sanctions are recorded when applied. The data allows for more targeted interventions where necessary. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,4
Uniform expenditure to allow PP students access to the correct uniform if financial issues are apparent (£3000)	At George Eliot Academy, we are serving a demographic with financial issues so it is important to support those who need uniform. We provide some items, but also lend uniform in order that no pupil needs to breach school policy.	4,5
AP leading on attendance (£26,000)	Senior Leaders with responsibility for the quality of education of disadvantaged pupils means there is accountability that is driven through all middle leadership to ensure progress of this group across school. AP leads the school's attendance strategy and is line managed by VP. http://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2,3,5
Purchase of Sparx Maths and Sparx Reader (£2000)	Evidence shows that continued effort and practice produces improvement. Quality homework at secondary shown to have moderate impact (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,
After school supervised quiet space for silent study or completion of homework.		1,2,3
Providing a breakfast club for all disadvantaged pupils with a free breakfast every day and an earlier start. Staffed by LSA's and Canteen staff.	Evaluation of impact of National School Breakfast programme: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme	4,5

Total budgeted cost: £296,625

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils £361,242

Impact of strategies to improve to quality of education for Disadvantaged Pupils

- **Smaller teaching groups across KS4 in all subjects (£61,000)**
- **An additional after school teaching period for Year 11 in English and Maths (£43,000)**
Results for PP students 44% 4+ 38% 5+
Final results for PP students 45.87 - 03.01 point improvement from 2023.
- **Revision sessions and targeted interventions outside of school hours (£3,600)**
sessions include:
Holiday revision at half term and Easter
Revision conference at May bank holiday for English and Maths
- **VP with responsibility for T&L (£36,000)**
CPD for all teachers to improve teaching and learning and develop their understanding towards:
Curriculum
Assessment
Engagement
- **AAP with responsibility for PP students (£30,000)**
- **School leader with responsibility for the quality of education for Disadvantaged pupils – LASER meetings at KS4 always included direct analysis and discussion of PP pupils (£22,000)**
results show that the gap between GEA pupils is closing from previous year:
2022/23 (A8:-5.35) P8 (-0.53)
2023/24 (A8 -3.86) P8 (-0.20)
- **CPD included visits to other United Learning Schools. (£4000)**
Closing the school attainment gap A8 (1.50) P8 (0.27)
- **Purchase NGRT tests with training (£9500) to measure the reading stanines of Disadvantaged pupils.**
Final NGRT test show standardised age scores increased by 1.8.
Current SAS for Non PP -105
PP -102.3
- **Purchase of SPARKS reader and SPARKS Maths (£2000)**
KS3 engagement continues to grow across the school and we are often high engagement.
- **Tutor reading program**
Purchasing books. Tutor time reading (28 tutors for 30 mins a week x 38 weeks)
(£10,000)
- **Data manager to populate 4matrix and to provide training for responsibility holders (£4000) -** The data manager continues to provide invaluable data for all key stakeholder meetings such as governor meetings, Y11 LASERs and Headline figures in the summer.

- **Continue subscription to 4matrix (£750)** - 4Matrix still continues to be an absolutely vital tool in analysing our academic data. All review meetings, Governors, LASERS, and PDR

Impact of Strategies to provide academic support for PP students

- **LSA to focus on literacy and reading (£8,296)** - Lexonik Leap across KS3 with trained staff has contributed to SAS improvements in PP from 100.5 to 102.3.
- **Head of Year support for Year 11 pupils with additional support for under-performing disadvantaged students (£20,000)** Following the data from the first set of mocks, under-performing pupils were supported academically and pastorally by Head of Year.
- **Online Maths tutoring offered to all Year 11 Disadvantaged pupils (£1000)** The school provided on-line extracurricular tuition for any PP pupil who requested it. A member of the Maths team supported. Pupils who accessed this support increased their grade by half a grade.
- **AP Pastoral with responsibility for the attendance (£30,000)**
PP Attendance 81.52% National PP Attendance 86.6%
- **Attendance Officer to drive up PP attendance (£12,000)**
PP Attendance 81.52% National PP Attendance 86.6%
- **Careers advice for all PP students and various careers events throughout the year (£14,000)** - All attending PP students received 1:1 guidance with help for applications. Contact was made with all non-attenders, offering advice and guidance on post-16 destinations
- **Safeguarding Lead (£15,000)** to manage and assist with external barriers to learning in PP students. The support and intervention required for our most vulnerable students if a priority. The CP/CIN and other vulnerable students are able to access important external in internal support as a result of this strategy and helps to ensure their safety.
- **EAL Tuition (£1000)** All EAL pupils who are also disadvantaged and struggle to access the curriculum due to language barriers had one hour per week with an external tutor to build language acquisition

Impact of strategies to improve well being and experiences of PP students.

- **Breakfast Club (£1,000)** The school supported all pupils with breakfast interventions throughout the year, 2,100 breakfasts were served. This was greatly received by PP students who could start the day with a balanced meal.
- **Refreshments during revision classes (£1,500)** Refreshments were provided at all revision sessions. Revision took place while pupils were eating. Some pupils went to sessions because of the food, but their attendance ensured they accessed out of hours learning.
- **Additional safeguarding and pastoral support.**
- **The school counsellor (£16,000)** reports that 46% of appointments were for our disadvantaged pupils, who regularly use the service for support.
- **Careers advice with various careers events throughout the year (£16,000)** – All KS4 pupils were offered careers advice with PP being given additional support such as help with college applications.

- **Provision of peripatetic music lessons for PP pupils** 19 pupils received peripatetic lessons, of these 3 were PP (£400)
- **Provide students with the opportunity to attend additional trips and visits to help create Culture Capital (£10,000)**
Visiting companies, agencies and speakers (£10,000) that are essential to building cultural capital and equity.
- **Financial support for all other items such as DofE subscriptions**
DoE saw 6 disadvantaged pupils undertake and pass this experience (£300)
- **Uniform expenditure to allow PP students access to the correct uniform if financial issues are apparent (£500)**
- **Minibus fuel and running costs with driver (£5000)** The school minibus operates daily to collect pupils who are persistently absent or struggle to get into school due to distance. Of the pupils who were regularly collected

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
Edukey	Edukey Education LTD Company 05855261
CPOMS (Safeguarding)	CPOMS system LTD
Class Charts	ClassCharts Company 02017289
Sparks	SparksMaths SparksReader Sparx Limited
Weduc	Weduc Ltd
Arbor	
Seneca	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
<ul style="list-style-type: none">• Pastoral support has been increased over the year• A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed• Additional revision sessions took place in holiday periods• All pupils have academic mentoring
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none">• An attendance mentor monitors attendance of service pupils.• Number of behaviour logs is below the average for their peers.• Pupils have access to the support they need through their pastoral leader when they need it.• All had revision materials given to them.

Further information (optional)

- Our curriculum extends beyond the expected content of the courses and promotes extensive personal development of our pupils through our 'Character Curriculum'. We offer a wide range of experiences through our curriculum and extra-curricular enrichment programme, to build confidence and resilience and to extend our pupils' horizons, as well as nurturing their talents and interests. We monitor and encourage our disadvantaged pupils' engagement.
- We are taking part in the Untracks program, a four-year initiative that is run and financed by Warwick University. Course leaders work with eligible pupils to nurture skills necessary for third level education and to provide a platform where pupils can fully explore the advantages of university education. The course started last year and is continuing this year.
- The school is taking part in the national 'Boys Impact' project. As part of this, boys work with Coach bright and receive mentoring. We will look at what strategies have been successful and how they can be further implemented.
- The introduction of 'The Hive'
'The Hive' is an entrepreneurial opportunity for pupils who are on the leadership team to become involved in creating a business selling stationary and homemade merchandise. Disadvantaged pupils are encouraged to be involved. Profits are given to the school's PTA who raise funds to purchase high-cost outdoor equipment that benefit pupils during unstructured time.
- Entry to 'The Festival of Arts' disadvantaged pupils are provided with specialist materials to create high quality artworks. Pupils achieved first and second prizes across all disciplines in 2024.