

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	815
Proportion (%) of pupil premium eligible pupils	36%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
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	£333,250
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>	

Part A: Pupil premium strategy plan

Statement of intent

At our school, we are committed to helping every child grow in character and achieve strong academic progress—regardless of their background.

We believe that no child should be held back socially or academically because of financial disadvantage. That's why we work hard to remove barriers to learning and build lifelong aspirations for all pupils.

We use every available funding source and educational strategy to close the gap between disadvantaged and non-disadvantaged pupils, ensuring fair access to opportunities and support.

In addition to academic help, we provide tailored pastoral care for pupils who need extra emotional or social support, delivered by trained and trusted adults.

We also enrich learning beyond the classroom by offering high-quality activities and experiences that build cultural capital—so every child can thrive and feel included.

Our guiding values are simple: **Be Kind and Aim for Excellence**—for every pupil, every day.

Challenges

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

Challenge number	Detail of challenge
1	To reduce the gap between non pupil premium and pupil premium pupils' attainment in English and Maths.
2	To reduce the gap in the reading standardised scores between pupil premium and non-pupil premium pupils.
3	To reduce the lesson time missed by pupil premium pupil, in comparison to their non-pupil premium peers, as a result of time spent in reflection/suspension.
4	To improve the attendance gap between pupil premium pupils and their non pupil premium peers.
5	To ensure that pupil premium pupils are not excluded from participated in extracurricular activities pupils due to socio-economic barriers.

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
Increase the number of disadvantaged pupils who achieve Grade 5+ in English and Maths	<ul style="list-style-type: none"> All teachers know their focus G5+ pupil premium pupils. Gaps identified early through systematic and regular assessment. Targeted interventions provided to address gaps and misconceptions in learning. Mock exam data 1 and 2 demonstrates an improving picture for PP pupils achieving a G5+ in English and Maths.
All teaching to be adaptive, ensuring the PP first Strategy is implemented effectively in every classroom	<ul style="list-style-type: none"> The PP first strategy is evident in every classroom across the school. Pupil premium pupils make progress in line with their non-pupil premium peers at KS3 and KS4.
Reduce the gap in attendance between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> The number of pupil premium pupils who are PA will reduce. The overall attendance of pupil premium pupils will increase. The gap between the attendance of pupil premium and non-pupil premium pupils will close.
Economic disadvantage is not a barrier to pupils being equipped and ready to learn or to accessing extra-curricular opportunities	<ul style="list-style-type: none"> All pupils are in uniform All pupils have basic equipment All pupils have access to period products, food vouchers and support is available. An increase in attendance to extra-curricular activities and enrichment particularly for disadvantaged pupils. Implementation and delivery of character curriculum.
To reduce demerits and suspensions for behaviour for pupil premium pupils, particularly pupils in year 10.	<ul style="list-style-type: none"> Reduction in suspensions and other behaviour sanctions Behaviour and reward data is proportionate.

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: £133,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
VP with responsibility for raising standards all PP students	<p>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.</p> <p>https://researchschool.org.uk/unity/news/leadership-of-pupil-premium</p>	1,2
Director of Teaching with responsibility for whole school PP via the delivery of PP 'First' strategy in classrooms.		1,2,
PP lead responsibility created focusing on the strategic overview of PP beyond the classroom through the 'Priority PP' Strategy		1,2,3,4,5
CPD for all teachers to improve teaching and learning. CPD includes visits to other United Learning Schools.	<p>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.</p> <p>With the 2025 update to the GEA lesson structure to include dedicated time for independent practice via the 'STAR task', professional development and the use of 'twilight' sessions will support staff training around how to use PSPs (precision seating plans) to support the rapid improvement of the most disadvantaged pupils in our classrooms, alongside their peers.</p> <p>Front loading this training with trainees and ECTs will support parity of teaching for our disadvantaged pupils across all teaching groups</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2

Mentoring of trainees & ECT Sharing good practice added to the agenda of all department meetings		1,2
Rank Order Assessment as a driver for attitude to learning and academic performance in lessons Data Manager	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
PP data reviewed at all line management meetings and LASERS across all year groups		1,2
Purchase NGRT tests to measure the reading ages of PP students	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 40 mins a week x 38 weeks)	National data indicates that a young person who reads for 20 minutes per is exposed to 8,000,000 more words than a child who does not. Through introducing tutor time reading the school looks to address the 'Matthew effect' and ensure all pupils at George Eliot Academy are 'word rich' https://learningspy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/	1,2,5
Purchase of Sparx Maths, Sparx Reader and Sparx Science	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	1,2,5
Reduced class sizes in year 11 and increased options	https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf	1,2,5

choices to improve cultural capital		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £140,580

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. (Ambition Club)	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
In person parents' evenings for targeted KS4 pupils and allocated mentor support	Research indicates that mentoring and parental engagement can have an impact of +6 months on pupil progress.	1,2
Teaching Heads of Years to support pupils academically and pastorally across all year groups	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. Short regular sessions are shown to have an impact. Data will be used to identify under performance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,4,5
Middle Leader responsible for Improving outcomes for KS3 PP	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. Working with 'Coach bright' Y9 pp pupils are being supported to make progress in a subject where they have previously struggled or show aptitude for greater success. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,3,4,5
Careers advice for KS4 PP students and various careers events throughout the year. PP	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	6

Middle leader responsible for Character to create wider opportunities for pupils to celebrate their successes and explore what the school has to offer	<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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,4,5
Middle leader responsible for enrichment		
Financial support for all other items such as DofE subscriptions		1,4,5
Provision of peripatetic music lessons for PPM pupils		4,5
Parent and pupil cook-a-longs: afterschool enrichment provided by the design department for pupil premium students and their parents		
Provide students with the opportunity to attend additional trips and visits that are non-curriculum essential but potentially beneficial		1,4,5
Minibus fuel and running costs	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2,3,5
Lexonic leap intervention for readers with an SAS below 85	<p>In their 'Improving Literacy' document, the EEF explore how providing 'high quality literacy interventions for struggling students' is necessary to help bridge the reading gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1,2,3,4,5
Lexonic Advance intervention for readers with an SAS of 85-100		1,2,3,4,5
Partnership with Warwick Universities 'Unitracks' across years 8-9	<p>Unitracks focuses on Arts and communications to support pupil aspirations around higher education. The EEF toolkit highlights how Arts participation can have an impact of +3 months on pupil progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,2,5

1:1 coaching with qualified coach	Coaching sessions look to guide pupils towards identifying their strengths and areas for development and actively working on these through their STAR report. The EEF toolkit highlights how metacognition and self-regulation have an impact of +8 months on pupil progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour manager to monitor data for lesson removals to the reflection room.	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	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
Attendance challenges and mentoring delivered by PP lead and class tutors	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	4,5
AP leading on attendance		1,2,3,5
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

Introduction of A* Attendance	As every lesson counts, the introduction of A* attendance allows for tracking and oversight of attendance to allow for the identification and timely interventions to take place so that no child is missing from education	1,2,3,4
Introduction of Online Library Provision (SORA)	National data indicates that a young person who reads for 20 minutes per is exposed to 8,000,000 more words than a child who does not. Through introducing tutor time reading the school looks to address the 'Matthew effect' and ensure all pupils at George Eliot Academy are 'word rich' https://learningspy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/	1,2,5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

£296,625

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

Challenges 1 and 2: The attainment of PP students compared with non-PP within CORE subjects is higher (Basics 4+/5+ for PP was 44%/ 39% compared with non PP (62%/44%))

G4+/ G7+ basics remained in line with 2023/2024 cohort despite the lower prior attainment of the 2024/2025 cohort; Pupil premium pupils attainment was -4.46 in 2024/2025 from attainment 8 target, whilst the prior year was -7.93 from their target again demonstrating improvement with a lower prior attaining cohort. In addition to this, pupils achieving grade 4+ in Maths increased by 2% in 2024/2025. However, despite these successes the number of pupil premium pupils achieving grade 5+ in English and Maths reduced indicating this as an area for focus during 2025/2026.

Challenge 3: Ensure we close the gap for PP students reading stanines so that they can access the curriculum in its entirety

100% of pupils who completed Lexonic intervention made progress from their start scores using the WRAT assessment. Pupil premium pupils at GEA began the year with an average SAS of 100.3 and ended the year with an average SAS of 101.6 showing an improvement of +1.3, also indicating that the reading ability of pupils at George Eliot is above national average. On average pupil premium pupils who received Lexonic interventions improved by 1 reading stanine following their intervention.

Challenge 4: Reduce time spent on reflection and suspensions for PP students by creating a sense of ownership and developing character across the school.

Allocation of a middle leader working on this challenge saw a positive impact on the reduction of lates, and lesson removals for the targeted pupils. However, suspensions remained high for some pupils in this cohort and therefore reducing suspensions with the pupils in year 10 is a key focus for 2025/2026.

Challenge 5: Persistent absentees for PP students are higher than non-PP students which impacts progress

Overall pupil premium attendance increased by 2.9% across the academic year 2024/2025, whilst this is a positive step in the right direction, an increase in attendance across non-pupil premium pupils indicates that we still have work to do to close the gap. Attendance challenges used to motivate and support pupil premium pupils with attendance were one of the contributing factors to this increase. Success was most evident in challenges where the pupil would have regular contact with the teacher leading the challenge, in one particular case seeing an increase of 5.9%, with the average increase of 1.5% for all those successful on challenge

Challenge 6: Track destination – More PP students are NEETS compared with Non PP students.

We are proud that the hard work and dedication of our careers advisor and the year 11 pastoral team lead to 0 NEETs for our 2024-2025 cohort.

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	TES
Lexonic Leap Lexonic Advance	Lexonic
CPOMS (Safeguarding)	CPOMS system LTD
Class Charts	TES
Sparks	SparksMaths SparkScience SparksReader Sparx Limited
Arbor	Arbor
A Star Attendance	A Star Attendance Solutions
SORA online Library	Overdrive, inc.
Seneca	Seneca

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 continues to work with Coach bright to improve aspirations and attainment at KS3.
- The introduction of '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.