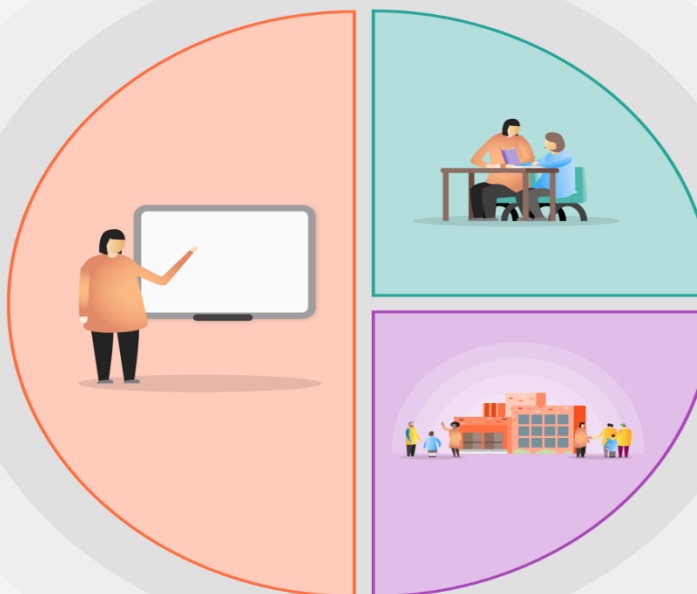


1. Summary information					
School	The George Eliot School				
Academic Year	2020-21	Total catch up budget	£66,080	Total number of pupils / number eligible for PP	800/255
Initial plan audit date	Sept 2020	Interim impact review date	Feb 2021	End of year strategy and impact review date	July 2021

1 Teaching

Develop and improve the quality of teaching for all pupils in all lessons

To support pupils both in and out of lessons through academic interventions



2 Targeted academic support

Identifying gaps from y7-11

Targeted support in all years.

Year 7 reading.

Small group and 1:1 tuition.

3 Wider strategies

Giving pupils resources to aid independent revision and study.

2. Attainment 19-20		
2020 results based on centre assessed or externally calculated grades	Pupils eligible for PP (your school) PP (nonPP)	Pupils not eligible for PP (national average 2019)
% Grade 4 English and Maths	45 (76)	72%
% Grade 5 English and Maths	32 (61)	50%
Progress 8 score		0.13
Attainment 8 score	39.04 (50.25)	50.30

3. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Gaps in knowledge of the pupils following 5 months of school closures due to lockdown.
B.	Pupils did not have access to lessons and the expertise of the teacher in the same manner during lockdown.
C.	Gaps for pupils increased specifically for those who were already behind before lockdown.
External barriers (<i>issues which also require action outside school</i>)	
D.	Some pupils did not have access to IT during this time and so could not access the range of resources that were available to other pupils.
F.	Socio-economic circumstances meant that some pupils could not study effectively, e.g. not having an area at home to be able to study.
G.	Some pupils did not receive the support at home during lockdown for their studies.
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
	Success Criteria
A.	To close the gap in knowledge caused by the school being in lockdown. Reduced gap between pupils compared to National.
B.	To cover the work missed by pupils during the lockdown period. Pupils are able to access the work and the gap is reduced caused by lockdown.

C.	To improve the attendance of pupils and bring this in line with national.	A closing of the gap between pupils' attendance with national. Close monitoring of attendance and work with the attendance officer and pastoral leaders to identify any barriers and removing them.
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4. Planned expenditure – This is for the closing of the gap of pupils knowledge caused by from mitigating circumstances brought about from COVID-19 and pupils working from home.

The three headings are taken from EEF guidance https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf. Any activities planned must either relate directly to this guidance or have independent and robust evidence of efficacy. The EEF toolkit <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> provides a summary of 'best bet' activities to adopt.

Teaching

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
<p>To support pupils both in and out of lessons through academic interventions</p> <p>To provide resources for pupils so that they can study at home independently.</p>	<p>To provide targeted intervention through before and after school sessions.</p> <p>Pupils will be initially chosen based on data recorded by staff in lockdown so that the gap created by the time out of school for pupils can be reduced.</p> <p>Staff will be paid for out of hour sessions, £30 per hour.</p> <p>Direct Instruction sessions for pupils to increase literacy.</p> <p>Pupils have access to small group and 1:1 tuition before and after school.</p>	<p>Providing academic interventions on work missed due to COVID will allow the disruption to pupil learning to be minimised.</p>	<p>Increased attainment for all pupils</p> <p>Narrowing of attainment gap between pupils and national.</p>	<p>LTA</p>	<p>Ongoing and high QA of Teaching and Learning</p>
Total budgeted cost					£44000

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
The gap between pupils and national is reduced.	Recruitment of a Teach First academic mentor in Humanities. The gaps in knowledge caused by COVID can be reduced at a faster pace in a small group environment.	If pupils have gaps in their learning, they will not be able to access the challenging curriculum on offer and the more rigorous GCSE exams in core subjects.	Greater GCSE attainment for pupils.	LTA	After mock exams.
Total budgeted cost					£7000

Wider strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
To give all pupils in years 10 and 11 the means to independently catch up with missed work.	To supply all year 10 and 11 pupils with revision guides to cover all subjects. To incorporate revision strategies in to lessons and homework.	We teach pupils from year 7 onwards how to revise effectively based on evidence led practices for metacognition and sustaining long term memory. Revising effectively builds pupil long term memory and retention of key information, reducing the stress of exams and last minute revision and bridging the gaps of missed learning.	Improved confidence in lessons and exams	LTA	After mock and final exams

	Total budgeted cost £15000
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