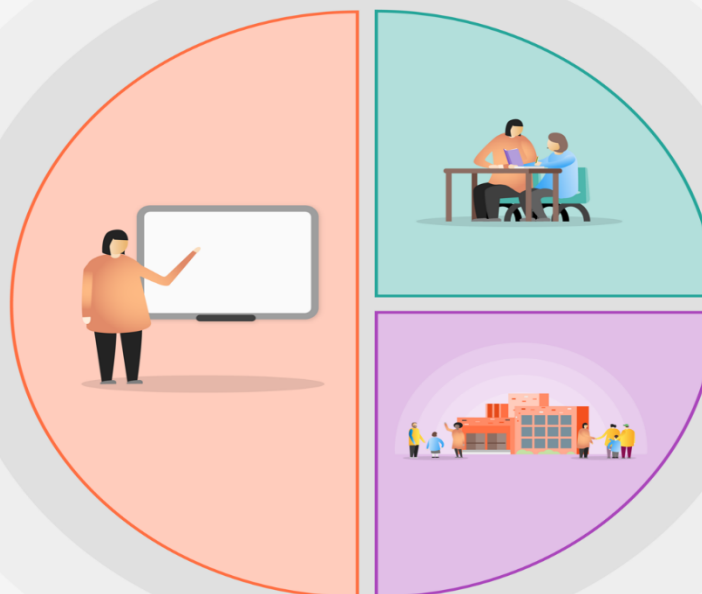


1. Summary information					
School	The George Eliot School				
Academic Year	2020-21	Total PP budget	226,000	Total number of pupils / number eligible for PP	800/255
Initial plan audit date		Interim impact review date		End of year strategy and impact review date	01/09/2021

1 Teaching

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

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



2 Targeted academic support

Identifying gaps

Targeted support for pupils in Years 10 and 11

Year 7 reading

National Tutoring program

3 Wider strategies

Attendance strategies

Behaviour strategies

Parental engagement

Counselling service for emotional support

2. Attainment 19-20		
2020 results based on centre assessed or externally calculated grades	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2019)
	PP	(non PP)
% 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 (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Homework completion rates are lower for majority of disadvantaged pupils compared to their peers, reducing their out of school learning, meaning that levels of 'mastery' are lower for these pupils.
B.	Most disadvantaged pupils start school in year 7 at a lower starting point compared to their non-disadvantaged peers in literacy and numeracy levels which is a barrier to their success.
C.	Some disadvantaged pupils arrive at school with low levels of confidence and resilience which prevents them from succeeding.
External barriers (<i>issues which also require action outside school</i>)	
D.	Attendance rates for disadvantaged pupils are lower than non-disadvantaged pupils.
E.	Attendance of parents of disadvantaged at Parents Evenings is lower than for other parents.
F.	Mitigating circumstances from COVID-19. Although much was done to support pupils during this time, pupils lost five months of being in school during the academic year 2019-2020.
G.	Access to wider experiences outside the learning environment to build the culture capital and pupil aspirations.
H.	Socio-economic circumstances can prevent some pupils from accessing work or have support from home and study effectively.
I.	General levels of parental support and engagement, particularly from parents of disadvantaged pupils can be low.
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
	Actions/Success criteria

A.	Continue to improve the outcomes of disadvantaged pupils at GCSE.	Reduced gap between disadvantaged and non-disadvantaged pupils both in school and compared to National.
B.	The rate of homework completion for pupils in all year groups increases.	Disadvantaged pupils' homework scores are tracked and they are invited to learning catch-ups to reduce the attainment gaps. Higher number of pupils complete homework. Increased homework scores.
C.	To improve the attendance of disadvantaged pupils and bring this in line with national and their peers.	A closing of the gap between disadvantaged and non-disadvantaged pupils' attendance. Close monitoring of attendance and work with the attendance officer and pastoral leaders to identify any barriers and remove them.
D.	To ensure that disadvantaged pupils have access to extra-curricular activities and experiences that will build their cultural capital.	Through curriculum experiences and enrichment activities (COVID-19 may restrict some activities). Disadvantaged pupils will have access through coherently planned experiences within the curriculum and the enrichment activities. Disadvantaged pupils have opportunity to develop culture capital which will help them access the curriculum better.

4. Planned expenditure

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?
Develop and improve the quality of teaching for all pupils in all lessons	TLYMB including CPD Programme	TLYMB is based on the renowned Doug Lemov TLAC Programme pioneered in Charter Schools in the USA – Urban disadvantaged. Disadvantaged outcomes below National Average.	Improved T&L for all pupils	LTA	Ongoing and high QA of Teaching and Learning

To support disadvantaged pupils both in and out of lessons through academic interventions	Reductions in class sizes for English, maths and science. Recruitment of 2 Teachfirst teachers in English and maths To provide small group tuition before and after school in Maths.	Reduced class sizes supports improved progress (EEF +3 months). A need to continue narrowing of disadvantaged attainment gap	Increased attainment for all pupils Narrowing of attainment gap between disadvantaged and non-disadvantaged pupils.		Ongoing and high QA of Teaching and Learning
Total budgeted cost					£ 67,539
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?
Family liaison officer for fixed term. (£24,000 PRO) <i>(Although trips will run less in this academic year during COVID-19 circumstances. This should hopefully pick up later in the academic year).</i>	Family liaison officer for fixed term to help engagements of parents to help overcome barriers. Focus on engaging parents and disadvantaged pupils in enrichment activities and trips through twitter, bulletins, direct contact and invitations. Disadvantaged pupils present at all enrichment activities and supported in attending (getting in / getting home). All disadvantaged pupils in year 11 to attend GES careers evening and follow up conversations in order to explore destination options.	Some of our disadvantaged parents, due to their personal experiences, have a negative view of the education and schooling. This role will support parents to develop a relationship with school and engage with their child's education. Disadvantaged pupils often have lower cultural capital which can inhibit access to curriculum.	Parents confident in knowing how to access support. Higher levels of disadvantaged engagement, disadvantaged pupils present on all trips.	DST	Increase in the attendance of parents of disadvantaged pupils at Parents Evening. Registers at all enrichment and careers events to track attendance; monitoring of access to trips from disadvantaged pupils.

Pupils to have access to resources needed for school including uniform and equipment (£2000)	Contingency support fund available for identified resource needs which will support pupil access to learning.	All pupils need to be appropriately prepared for school to maximise learning time and attainment.	All pupils are equipped to learn.	MAD	Ongoing
Pupils and parental relationships improved and pastoral intervention strengthened through year leaders (£62,840)	Team of non-teaching year leaders to offer pastoral and behavioural support. CPD to ensure all pastoral staff understand the latest research and needs of all pupils.	Pastoral support is imperative for pupils to be successful in school and to build important relationships between home and school.	Instances of negative behaviour are reduced, allowing better quality teaching and more comprehensive learning by all pupils. Disadvantaged pupils feel cared for in the school environment through	DST	Monitoring of behaviour, rewards, sanctions and attendance. Weekly meetings and pastoral reviews.
In class and intervention support of disadvantaged pupils with SEND needs (£30,161)	Progress coaches in school specifically to intervene and support SEND pupils, many of which are disadvantaged.	Disadvantaged pupils with SEND needs struggle to access the curriculum most and are most in need of regular and consistent, structured support.	Improved attainment of SEND pupils and greater access to lessons.	CBM	Regular monitoring of interventions and impacts. Regular reviews of intervention plans.

Disadvantaged pupils to receive resources and support for revision to support home learning and one to one intervention. (£10000)	Disadvantaged pupils not achieving their potential to access 1:1 English and Maths tuition to remove learning gaps. Targeted sessions and fortnightly strategy meetings to continuously monitor pupil progress and help increase pupil confidence and outcomes. National Tutoring programme before and after school and at home for English/Maths/Science years 7-11.	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 disadvantaged pupils.	CBM	Mock exams
Additional teaching resources (departmental projects) (£9000)	Fund allocated to departmental teaching and learning projects or resources specifically designed to improve attainment for disadvantaged pupils.	There are differing needs for different departments in relation to supporting disadvantaged pupils to access the various curriculums on offer.	Greater access to curriculum and learning for disadvantaged pupils.	CBM	Yearly
Total budgeted cost					£114,001
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?

<p>Pupils have access to a dedicated school counsellor to support SEMH and safeguarding concerns (£10,001)</p>	<p>School counsellor present in school full time.</p>	<p>SEMH and access to support is more important than ever and families can struggle to access this support through GPs and the NHS.</p>	<p>All pupils have access to dedicated counsellor support on their own terms. Parents can contact the counsellor also for advice. Triangulation of support needed through sanctions and attendance figures. Improved attainment and attendance.</p>	<p>DST</p>	<p>Ongoing monitoring of attendance and behaviour figures. Robust reporting policy to highlight potential pupils requiring support.</p>
<p>Additional administration support for year team leaders through a behaviour and attendance support (£8678)</p>	<p>Behaviour and attendance support to support administration, parental contact, collection of data and real time intervention and support to the year leaders.</p>	<p>Support and interventions for pupils are more impactful when actioned immediately. Support for administration tasks allows attendance officer and year leaders to focus on face to face pupil support.</p>	<p>Improved attendance, reduction of sanctions and behaviour sanctions, increased parental engagement, early intervention.</p>	<p>MAD</p>	<p>Ongoing</p>
<p>Monitoring of attendance issues leading to an improvement of attendance. (£17,356)</p>	<p>Dedicated attendance officer in school to monitor attendance figures for all pupil groups and contact and support families and pupils. Minibus to enable pupils to be collected and brought to school to improve attendance.</p>	<p>Disadvantaged pupil attendance is lower than non-disadvantaged. This limits learning time and potential.</p>	<p>Improved attendance rates for disadvantaged pupils.</p>	<p>CBM</p>	<p>Daily monitoring of attendance and intervention. Monthly, termly and yearly reviews.</p>

Monitoring of behaviour to allow early intervention and strategic direction of pastoral team through SLT lead (£4446)	Strategic lead to oversee behaviour and pastoral support for disadvantaged pupils.	Nationally, disadvantaged pupils are more likely to receive sanctions and require pastoral input.	Early intervention for pupils struggling to adapt to school systems, support to ensure they remain in class and progressing.	DST	Monitoring of behaviour, rewards and sanctions.
Total budgeted cost					£ 40,481

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned
Develop and improve the quality of teaching for all pupils in all lessons	TLYMB including CPD Programme	The quality of teaching at The George Eliot School using the MAT standards completed by Executive Principal and Lead of School Improvement has increased. A8 scores have improved.	This approach has clearly improved the quality of teaching and learning at The George Eliot School and will continue to be a core component of our ongoing improvement strategy.
To support disadvantaged pupils both in and out of lessons	Reductions in class sizes for English, maths and science	Improvements in English and Maths results have been seen in all groups of pupils. The disadvantaged gap has been reduced significantly.	Improved teaching quality and research led intervention has clearly had an impact on disadvantaged and non-disadvantaged pupils attainment.

through academic interventions All disadvantaged pupils are in education, employment or training.		All disadvantaged pupils are in education, employment or training.	Intervention numbers had increased in several subject areas this year, more targeted interventions took place with pupils signing up for specific areas to work through in several departments.
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned
To promote engagement with enrichment and trips	Focus on engaging parents and disadvantaged pupils in enrichment activities and trips through twitter, bulletins, direct contact and invitations. Disadvantaged pupils present at all enrichment activities and supported in attending (getting in / getting home).	Higher number of trips and enrichment activities with a focus on improving cultural capital in all pupils. Greater number of disadvantaged pupils attending trips with support from the pupil premium grant. Improved monitoring of disadvantaged and non-disadvantaged attendance at enrichment activities. Trips had to stop half way through the academic year due to school closure because of COVID-19.	This will continue to ensure as many pupils as possible have access to opportunities that will support building of cultural capital.
Pupils to have access to resources needed for school including uniform and equipment	Contingency fund for the supply of uniform and materials required for disadvantaged pupils.	Help has been available year round for families that require it, meaning that pupils are equipped and ready to learn.	We will continue this support for families.
Bespoke Literacy and numeracy intervention to	Direct Instruction programme for year 7 and 8 pupils who display	The Direct Instruction programme has been very successful in securing rapid improvements in reading ages, comprehension and basic numeracy for year 7	We understand the importance that literacy and numeracy plays in accessing the curriculum and building confidence in pupils.

rapidly increase progress in years 7 and 8.	significantly low levels of literacy and numeracy.	and 8 pupils. Many of the pupils making rapid improvement are disadvantaged.	
Pupils and parental relationships improved and pastoral intervention strengthened through year leaders	Team of non-teaching year leaders to offer pastoral and behavioural support. CPD to ensure all pastoral staff understand the latest research and needs of all pupils.	The year leaders have offered a vital support structure to pupils throughout the year, ensuring that all pastoral and behaviour concerns are dealt with efficiently so that pupils miss minimal learning time out of lessons.	This strategic need is imperative in reducing numbers of pupils out of lessons and reducing the need for isolations and fixed term exclusions.
In class and intervention support of disadvantaged pupils with SEND needs	Progress coaches in school specifically to intervene and support SEND pupils, many of which are disadvantaged.	Through a rigorous review of timetables and interventions, and new monitoring and reporting structures put in place, our progress coaches have a clear impact on the learning of disadvantaged pupils with SEND needs. We have a much improved structure of support which is beginning to show impact.	We need to continue this work in order to see further impact in 2021 results and continual monitoring of intervention impacts in all year groups. Due to no exams being sat Summer 2020, impact cannot be monitored with external data.
Disadvantaged pupils to receive resources and support for revision to support home learning and one to one intervention.	Disadvantaged pupils not achieving their potential to access 1:1 English and Maths tuition to remove learning gaps. All year 11 disadvantaged pupils receive revision guides, paid for by the PP budget, for each subject	Through attendance and behaviour, some disadvantaged pupils have clear gaps that inhibit progress. Through tuition we have been able to ensure that these pupils can access the learning that they need for GCSE exams. Our attainment gap for disadvantaged pupils has reduced over three years and our attainment for English and Maths has improved. (Not including summer 2020 data due to no exams being sat). All pupils received a full set of revision materials and in class / external sessions ensured pupils knew how to revise effectively with them.	Due to the improvements in attainment and closing of the attainment gap, this intervention will continue. As a high proportion of disadvantaged pupils will continue to struggle to access high quality resources, we will continue to offer them through the pupil premium grant.

Additional teaching resources (departmental projects)	Fund allocated to departmental teaching and learning projects or resources specifically designed to improve attainment for disadvantaged pupils.	In practical subjects such as food technology and design technology, departments have been able to support disadvantaged pupils with materials and equipment, ensuring that all pupils are prepared to learn.	This is an ongoing support we will offer to pupils and families.
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned
Additional administration support for year team leaders through a behaviour and attendance apprentice	Behaviour and attendance apprentice to support administration, parental contact, collection of data and real time intervention and support to the year leaders.	Teacher wait time for on-calls has been reduced due to effective communication structures, therefore increasing learning time for all pupils. Administration support for year leaders and attendance officer ensures that they are able to focus on child centred interventions as opposed to administration tasks.	This role will continue as a vital support role as well as succession planning for attendance and behavioural roles.
Monitoring of attendance issues leading to an improvement of attendance.	Dedicated attendance officer in school to monitor attendance figures for all pupil groups and contact and support families and pupils.	Attendance figures for disadvantaged pupils remains lower than non-disadvantaged pupils. Improved reporting and monitoring procedures leading to regular reports on attendance supplied to DOLs, form tutors, SLT and teachers allowing for early intervention. Parental awareness of attendance concerns has improved.	The ongoing monitoring, reporting and support of attendance is imperative to improving attendance figures and this spend is showing clear impact on this.
Pupils have access to a dedicated school counsellor to support SEMH and safeguarding concerns	School counsellor present in school full time.	All pupils aware of the presence of the school counsellor and appointments are continually being booked. Profile of SEMH and support available raised through presence in key duty points, assemblies and parental events.	This is a vital provision within school for the wellbeing of all pupils and will continue.

		Pupils aware of how they may access support and who they can speak to.	
Monitoring of behaviour to allow early intervention and strategic direction of pastoral team through SLT lead	Vice Principal as strategic lead to oversee behaviour and pastoral support for disadvantaged pupils.	With a strategic lead in place, the year leaders, administration team and teaching staff have a clear support structure with behavioural needs. Parental engagement and efficiency of process have been improved and clear reporting structures are in place.	This role will continue with DST, as Vice Principal overseeing behaviour.