

Pupil premium strategy statement 2019/20

1. Summary information					
School	George Eliot				
Academic Year	2019/20	Total PP budget	£244,970	Date of most recent PP Review	09/19
Total number of pupils	830	Number of pupils eligible for PP	267	Date for next internal review of this strategy	

1. Actual Attainment 2018		
	Pupils eligible for PP (2018 in brackets)	Pupils not eligible for PP (2018 in brackets)
% Grade 4+ English and Maths	36% (35%)	63% (72%)
% Grade 5+ English and Maths	24% (10%)	32% (38%)
Progress 8 score	-0.85 (-1.23)	-0.35 (-0.39)
Attainment 8 score	36.7 (30.92)	45.18 (45.36)

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Homework completion rates are lower for disadvantaged students than for other students, reducing their out of school learning, meaning that levels of 'mastery' are lower for these pupils.
B.	Whilst the gap is consistently closing, non disadvantaged students are still performing better than disadvantaged students in GCSE outcomes.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Attendance rates for disadvantaged students are lower than non-disadvantaged students.
D.	Attendance of parents of disadvantaged students at Parent Evenings and other parent events is lower than for other students' parents. General levels of parental support, particularly from parents of disadvantaged students, are low.
E.	Levels of aspiration are generally low with disadvantaged students having less access to culturally relevant trips and visits.

3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Continue to improve the outcomes of disadvantaged students at GCSE.	Reduced gap between disadvantaged and non-disadvantaged students.
B.	To ensure that pupils in all year groups are supported in their completion of homework.	Disadvantaged student homework scores are tracked and they are invited to learning catch ups to reduce the attainment gap. Increased attendance at learning catch ups. Increased homework scores.
C.	To improve the attendance of disadvantaged students and bring this in line with non-disadvantaged students.	A closing of the gap between disadvantaged and non-disadvantaged students' attendance. Tracking pinpoints year groups and students that require intervention and improvements are made.
D.	To ensure that disadvantaged students have access to trips, extra-curricular activities and experiences that will build their cultural capital and aspirations	Parents are accessing funding through the pupil premium grant and students are accessing at least one trip, activity or experience. All trips have a cohort of pupil premium students present.

4. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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 students 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	DST	Ongoing and high QA of Teaching and Learning

To support disadvantaged students both in and out of lessons through academic interventions	Reductions in class sizes for English, maths and science 1x FTE with responsibility for CEIAG and raising aspirations across the school	Reduced class sizes supports improved progress (EEF +3 months). A need to continue narrowing of Disadvantaged attainment gap	Increased attainment for all students Narrowing of attainment gap between disadvantaged and non-disadvantaged students.		Ongoing and high QA of Teaching and Learning
Total budgeted cost					£57,189

ii. 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?
To promote engagement with enrichment and trips and build opportunities to raise aspiration (£16000)	Focus on engaging parents and disadvantaged students in enrichment activities and trips through twitter, bulletins, direct contact and invitations. Disadvantaged students present at all enrichment activities and supported in attending (getting in / getting home). All disadvantaged students in year 11 to access one to one careers guidance interviews to support destination decisions All disadvantaged students in year 11 to attend GES careers evening	Disadvantaged students often have lower cultural capital and aspirational opportunities, which can inhibit access to curriculum.	Higher levels of disadvantaged engagement, disadvantaged students present on all trips. Parents confident in knowing how to access support.	DOLs / EEG / MAD	Registers at all enrichment and careers events to track attendance; monitoring of access to trips from disadvantaged students

	and follow up conversations in order to explore destination options.				
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 student access to learning.	All students need to be appropriately prepared for school to maximise learning time and attainment.	All students are equipped to learn.	MAD, Pastoral leaders	Ongoing
Bespoke Literacy and numeracy intervention to rapidly increase progress in years 7 and 8. (£20,500)	Direct Instruction programme for year 7, 8 and 9 students who display significantly low levels of literacy and numeracy.	Low literacy levels inhibit learning and create increased learning gaps as students move through the school	Students access curriculum at a greater rate with fewer knowledge gaps over the 5 years of study. Reduced behaviour sanctions for students with lower levels of literacy	DST	Monitoring of behaviour, rewards and sanctions. Ongoing monitoring of literacy attainment data (GL data and DI assessments)
Monitoring of behaviour to allow early intervention and strategic direction of pastoral team through SLT lead (£4158)	Strategic lead to oversee behaviour and pastoral support for disadvantaged students.	Nationally, disadvantaged students are more likely to receive sanctions and require pastoral input.	Early intervention for students struggling to adapt to school systems, support to ensure they remain in class and progressing.	LEV	Monitoring of behaviour, rewards and sanctions.
Students and parental relationships improved and pastoral intervention strengthened through year leaders (£61200)	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 students.	Pastoral support is imperative for students 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 students. Disadvantaged students feel cared for in the school environment through relationships with key staff.	LEV / JBO	Monitoring of behaviour, rewards, sanctions and attendance. Weekly meetings and pastoral reviews.

Students have access to a dedicated school counsellor to support SEMH and safeguarding concerns (£10020)	School counsellor present in school full time.	SEMH and access to support is more important than ever and families can struggle to access this support through GPs and the NHS.	All students 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.	SSH / ARU	Ongoing monitoring of attendance and behaviour figures. Robust reporting policy to highlight potential students requiring support.
Monitoring of attendance issues leading to an improvement of attendance. (£8100)	Dedicated attendance officer in school to monitor attendance figures for all student groups and contact and support families and students.	Disadvantaged student attendance is lower than non-disadvantaged. This limits learning time and potential.	Improved attendance rates for disadvantaged students.	AFO / HZA	Daily monitoring of attendance and intervention. Monthly, termly and yearly reviews.
In class and intervention support of disadvantaged students with SEND needs (£31000)	Progress coaches in school specifically to intervene and support SEND students, many of which are disadvantaged.	Disadvantaged students with SEND needs struggle to access the curriculum most and are most in need of regular and consistent, structured support.	Improved attainment of SEND students and greater access to lessons.	DST	Regular monitoring of interventions and impacts. Regular reviews of intervention plans.
Additional administration support for year team leaders through a behaviour and attendance apprentice (£21000)	Behaviour and attendance apprentice to support administration, parental contact, collection of data and real time intervention and support to the year leaders.	Support and interventions for students are more impactful when actioned immediately. Support for administration tasks allows attendance officer and year leaders to	Improved attendance, reduction of sanctions and behaviour sanctions, increased parental engagement, early intervention.	MAD	Ongoing

		focus on face to face student support.			
Disadvantaged students to receive resources and support for revision to support home learning and one to one intervention. (£9000)	Disadvantaged students not achieving their potential to access 1:1 English and Maths tuition to remove learning gaps. All year 11 disadvantaged students receive revision guides, paid for by the PP budget, for each subject.	If students 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 students.	DOLs	Mock exams
Additional teaching resources (departmental projects) (£5000)	Fund allocated to departmental teaching and learning projects or resources specifically designed to improve attainment for disadvantaged students.	There are differing needs for different departments in relation to supporting disadvantaged students to access the various curriculums on offer.	Greater access to curriculum and learning for disadvantaged students.	DOLs	Yearly
					£187,987

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Develop and improve the quality of teaching for all students 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 is 93%. The school progress 8 score has improved drastically during the time this approach has been in place.	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.	NA
To support disadvantaged students both in and out of lessons through academic interventions All disadvantaged pupils are in education, employment or training.	Reductions in class sizes for English, maths and science	Improvements in English and Maths results have been seen in all groups of students. The disadvantaged gap has been reduced significantly. All disadvantaged pupils are in education, employment or training.	Improved teaching quality and research led intervention has clearly had an impact on disadvantaged and non-disadvantaged students attainment.	£53000
ii. Targeted Support				
To promote engagement with enrichment and trips	Focus on engaging parents and disadvantaged students in enrichment activities and trips through twitter, bulletins, direct contact and invitations. Disadvantaged students 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 students. Greater number of disadvantaged students attending trips with support from the pupil premium grant. Improved monitoring of disadvantaged and non-disadvantaged attendance at enrichment activities.	This will continue to ensure as many students as possible have access to opportunities that will support building of cultural capital.	£16000

Holiday revision classes	Support for quality teaching and intervention during school holidays and travel support for disadvantaged students to attend sessions.	Attendance of disadvantaged students remained disappointingly low however attendance overall was good, leading to continued attainment improvements, particularly in core subjects.	Holiday revision sessions will continue in order to support all students to improve attainment however the pupil premium grant will not be used to support this.	£8500
Resources for compulsory homework clubs / exam preparation and time management programmes	Catch up sessions for students who were not completing or passing homework quizzes. Revision study support session led by Elevate.	Revision and study support sessions have helped all students with completion of homework and resources / session led by external agencies have supported students with study practices and preparation.	In 2019/20, we will bring study support sessions in house, therefore alleviating the financial need from the pupil premium budget. Homework completion will continue to be monitored and study catch up sessions run weekly by year leaders and support staff.	£6000
Contribution towards transport to and from MAT schools (shared KS4 curriculum)	Shared curriculum including Animal Care BTEC requiring year round transportation and implementation of logistics.	Shared KS4 curriculum is now embedded and a high proportion of disadvantaged students are doing well with these qualifications.	As this is now fully up and running, the requirement of funding to support is no longer required, therefore the courses will continue to offer students an alternative curriculum but funding is not required through the pupil premium grant.	£3000
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 students.	Help has been available year round for families that require it, meaning that students are equipped and ready to learn.	We will continue this support for families.	£2000
Bespoke Literacy and numeracy intervention to rapidly increase progress in years 7 and 8.	Direct Instruction programme for year 7 and 8 students who display significantly low levels of literacy and numeracy.	The Direct Instruction programme has been very successful in securing rapid improvements in reading ages, comprehension and basic numeracy for year 7 and 8 students. Many of the students making rapid improvement are disadvantaged.	We understand the importance that literacy and numeracy plays in accessing the curriculum and building confidence in students. This intervention will be continued and expanded to include year 9 students, continuing from year 8.	£17000

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 students.	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 Liam Evans, as new Vice Principal overseeing behaviour.	£4180
Students 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 students.	The year leaders have offered a vital support structure to students throughout the year, ensuring that all pastoral and behaviour concerns are dealt with efficiently so that students miss minimal learning time out of lessons.	This strategic need is imperative in reducing numbers of students out of lessons and reducing the need for isolations and fixed term exclusions.	£57600
Students have access to a dedicated school counsellor to support SEMH and safeguarding concerns	School counsellor present in school full time.	All students 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. Students aware of how they may access support and who they can speak to.	This is a vital provision within school for the wellbeing of all students and will continue.	£9450
Monitoring of attendance issues leading to an improvement of attendance.	Dedicated attendance officer in school to monitor attendance figures for all student groups and contact and support families and students.	Attendance figures for disadvantaged students remains lower than non-disadvantaged students. 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.	£8100
In class and intervention support of disadvantaged	Progress coaches in school specifically to intervene and support SEND students, 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	We need to continue this work in order to see further Impacts in 2020 results and	£24000

students with SEND needs		clear impact on the learning of disadvantaged students with SEND needs. We have a much improved structure of support which is beginning to show impact.	continual monitoring of intervention impacts in all year groups.	
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 oncalls has been reduced due to effective communication structures, therefore increasing learning time for all students. 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.	£15000
Additional English and Maths 1:1 tuition	Disadvantaged students not achieving their potential to access 1:1 English and Maths tuition to remove learning gaps.	Through attendance and behaviour, some disadvantaged students have clear gaps that inhibit progress. Through tuition we have been able to ensure that these students can access the learning that they need for GCSE exams. Our attainment gap for disadvantaged students has reduced over three years and our attainment for English and Maths has improved.	Due to the improvements in attainment and closing of the attainment gap, this intervention will continue.	£9000
All year 11 disadvantaged students receive revision guides, parental revision pack	All disadvantaged students to receive quality revision resources for all subjects.	All students received a full set of revision materials and in class / external sessions ensured students knew how to revise effectively with them.	As a high proportion of disadvantaged students will continue to struggle to access high quality resources, we will continue to offer them through the pupil premium grant.	£4000
Additional teaching resources (departmental projects)	Fund allocated to departmental teaching and learning projects or resources specifically designed to improve attainment for disadvantaged students.	In practical subjects such as food technology and design technology, departments have been able to support disadvantaged students with materials and equipment, ensuring that all students are prepared to learn.	This is an ongoing support we will offer to students and families.	£5000