

Pupil premium strategy statement 2018-19

The George Eliot School receives Pupil Premium funding as additional funding for children from low income families who are known to be eligible for free school meals, or have been eligible in the last 6 years, and for children whose parents currently serve in the armed forces. The school also receives Pupil Premium Plus funding for children who have been looked after continuously for one day or more, or who are recorded in the school census as having been adopted from care. The purpose of this funding is to reduce the academic under-achievement in these groups of pupils.

The key priority for The George Eliot School is to use the funding to narrow the gap in attainment between those disadvantaged and those who are not by addressing inequalities and raising the attainment of the disadvantaged pupils. We believe that the most effective way to improve pupil outcomes is through high quality, specialist teaching and targeted support to meet individual pupil's needs.

Summary information					
Academic Year	2018-19	Total PP budget	£242 000	Date of most recent PP Review	July 2018
Total number of pupils	850	Number of pupils eligible for PP	270	Date for next internal review of this strategy	July 2019

Actual Attainment 2018			
	Pupils eligible for PP (2017 in brackets)	Pupils not eligible for PP (2017 in brackets)	Pupils not eligible for PP 2017 national average
% Grade 4+ English and Maths	35% (21%)	72% (56%)	71%
% Grade 5+ English and Maths	10% (9%)	38% (27%)	49%
Attainment 8 score	30.92 (27.02)	45.36 (40.56)	49.76

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7. Poor attainment and progress at GCSE across a range of literacy-based subjects, including English. White disadvantaged boys a particular issue.
B.	The prior attainment of pupils eligible for PP is generally lower than for other pupils and gaps widen as they move through KS3 and into KS4.
C.	Homework completion rates are lower for pupils eligible for PP than for other pupils, reducing their out of school learning, meaning that levels of 'mastery' are lower for these pupils.
D.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stages 3 and into 4. This prevents sustained high achievement through KS4.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance rates for pupils eligible for PP are 92% (2017-18) (target for all pupils is 95%). This reduces their school hours and causes them to fall behind.
F.	Levels of aspiration and self-confidence are relatively low amongst white British low-income families, which make up the larger majority of our pupils eligible for PP.
G.	Opportunities for pupils eligible for PP to increase social capital (enrichment and visits) are limited within our local community. Attendance of PP parents at Parent Evenings and other parent events is lower than for other pupils' parents.

Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy for Year 7 pupils eligible for PP. Improved attainment and progress at GCSE across a range of literacy-based subjects.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet targets as evidenced by reading tests, termly English written assessments and termly assessments in literacy-based subjects. Boys performing in-line with girls.
B.	Faster rates of progress for targeted cohorts (PPL10) of pupils eligible for PP.	Targetted (PPL10) pupils eligible for PP in each of years 7-11 make more progress than 'other' pupils so that all of the PPL10 in years 7-9 are judged to be 'green' by the end of the year in all subjects and all of the PPL10 in years 10 and 11 are on track to meet FFT50 targets by the end of KS4.
C.	Good rates of homework completion for pupils eligible for PP.	Pupils eligible for PP in all years are regularly and successfully completing homework quizzes as evidenced by tracking of homework completion, attendance at learning catch-up sessions and attendance at after school support sessions.
D.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 scores make as much progress as 'other' pupils identified as high attaining across Key Stage 3 and 4, so that 75% or above are on track for a positive P8 score by the end of KS4. Where they are not, departments are putting in place in-class interventions, monitored by DoLs and senior team.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 92% to 95% in line with 'other' pupils.
F.	Enhanced levels of aspiration seen for all pupils eligible for the PP in terms of chosen post 16 courses.	Greater numbers of pupils eligible for PP in year 11 are successful at moving into level 3 courses at post 16.
G.	Social capital is increased through wider engagement of disadvantaged pupils and their families.	Greater numbers of pupils eligible for PP attend enrichment events, both in and out of school. Greater numbers of PP parents attend parent engagement activities in school and Parent Evenings.

Review of expenditure			
Previous Academic Year 2017-18			
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.	Cost
Improved rates of progress for all	Quality First Teaching and 'Getting the Basics Right' 'Toolkit' that pays specific attention to: <ol style="list-style-type: none"> 1. immediate whole-class feedback 2. knowledge recall procedures every lesson 3. Use of 'knowledge organisers' 4. transference skills 	CPDL has informed approach to QF teaching in school. There has been a measured impact on attainment for all children, not just PP eligible. Approach shows promise as evident from staff developing questioning technique as seen in lesson observations – best practice shared in briefings.	£3 000
Improved rates of progress for pupils eligible for PP.	Reduced class sizes in Eng, Ma, Sci [4 FTEs]	Much improved summer outcomes; much improved attitude to learning seen across whole school. Improved rates of progress.	£120 000
Improved rates of progress for pupils eligible for PP.	Departmental Bids and Contingency Funding	Engagement of pupils eligible for PP was certainly enhanced.	£3 000
Improved rates of progress for pupils eligible for PP.	Holiday Revision Classes	Notable impact seen for those PP who attended.	£8 500
Increased social capital for pupils eligible for PP	Funding for enrichment to enhance aspiration and social capital, including: Specialist music lessons (KS3) Theatre trips and CIEAG	Engagement of pupils eligible for PP was certainly enhanced.	£15 000

Improved levels of aspiration amongst PP families	PP parental engagement activities	Too early in to the strategy to measure – further activities planned for 2018-19. First subject led PP parent event held in Sum1. Parent voice taken and reviewed to inform future such events. Further events took place in DT and Eng in sum2. 71% attendance at year 7 parent evening – higher than any other year group in 2017-18.	£1500
ii. Targeted support			
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost
Improved rates of progress for target cohort	Curriculum support teams (progress mentors) to support middle and higher attaining Pupil Premium (MAPPs and HAPPs)	A small group of middle ability PP pupils were identified early in the autumn term as would benefit from additional maths and/or English and so were withdrawn from an option subject (weakest subject and not counting in their best 8) for additional lessons in maths and English. These classes were expanded in the spring term with the addition of some further PP pupils, again withdrawn from an option (not counting in best 8).	£15 000
Improved rates of progress for all	Creation of central pastoral team and focused programme of interventions	Very impactful on removing elements of disruption to learning	£64 500
Improved rates of progress for target cohort	Provision of a year 7 nurture group for a targeted cohort (mainly eligible for PP)	Rates of progress for these pupils, whilst lower than for others of higher prior attainment, show positive movement beyond that of similar low ability / vulnerable pupils who were not part of the nurture group.	£20 000
Improved attendance to lessons and interventions	Year 11 PP attendance and punctuality strategy, including to tutor time sessions, lunch and after school intervention sessions	Attendance w.b. 26/3 was 83% and attendance w.b. 14/5 (after application of 6-week strategy) was 93%	£13 500
Improved rates of homework completion	Pastoral mentoring support for and tracking of 'top 10' PP pupils in all years	All pupils met, on board and attending sessions. Attendance tracked by Student Support Manager. Attendance at sessions is 90%. Session absence followed up immediately.	£2000

Planned use of the Pupil Premium grant 2018-19

Description	(£s)
School Uniform and other equipment	2 000
Holiday Revision Classes	8 500
Resources for compulsory homework clubs / exam preparation and time management programmes	6 000
Parental pack produced for revision / revision guides for pupils.	4 000
Funding for enrichment to enhance aspiration and social capital, including: Specialist music lessons (KS3), theatre trips and CIEAG	16,000
Contribution towards transport to and from MAT schools (shared KS4 curriculum)	3 000
Reduced class sizes in Eng, Ma, Sci with 7 sets in each year group [1 FTEs @ £53000] with responsibility for CEIAG across the school	53 000
Provision of DI programme in years 7 and 8 for a targeted cohort, as identified by significantly low levels of literacy and/or numeracy [proportion of staffing cost is 0.5 Progress Coach @ £24 000 and resources @£5 000]	17 000
Pastoral intervention staffing costs, including: <ul style="list-style-type: none"> • SLT lead (ASM) [5% @ £83 599] (£4 180) • 6 Year leaders [30% @ £32 000] (£57 600) • Counsellor [30% @ £31 500] (£9 450) • Attendance Officer [30% @ £27 000] (£8 100) • 2 Progress Coaches [50% @ £24 000] (£24 000) • Behaviour and Attendance Apprentice [100% @ £15 000] 	118 330
Additional teaching costs (1:1 tutoring): English 30 weeks x 6 hours per week @ £25 per hour (£4 500) Maths 30 weeks x 6 hours per week @ £25 per hour (£4 500)	9 000
Additional Teaching Resources (Departmental Projects)	5 000
Total spend	£241 830
Total income	£242 000