

The George Eliot School Pupil Premium Strategy

1. Context

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 school also receives Catch-Up funding for those students who enter the school with reading and numeracy levels that are below the national average. The purpose of this funding is to reduce the academic under-achievement in these groups of students.

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 students. We believe that the most effective way to improve student outcomes is through high quality, specialist teaching and targeted support to meet individual student's needs.

This is achieved by:

- Continuous improvement of standards
- Progress and achievement to expected levels based on agreed performance indicators
- Developing and enhancing the quality of teaching and learning through appropriate CPD for teachers and support staff
- Providing reduced class sizes and additional classroom support in the core subjects to enable students to make expected progress
- One to one support for targeted students to ensure they make expected progress in line with other students of similar ability
- Study support during, before and after school including homework club.
- Providing additional literacy and numeracy resources to improve academic achievement of our disadvantaged cohort including Sound Training and the Accelerated Reader programme.
- Providing guidance and support for students to ensure they make informed and appropriate choices for Post 16 destinations but also in year 8 for their options choices. Parents are encouraged to attend these appointments.

2. Allocation 2016-17

The grant allocation for 2016-17 was:

Pupil Premium	Numbers	Grant per pupil	Total
FSM Ever 6	240	£935	£224 400
Service	5	£300	£1 500
			£225 900
			Total
CLA	12	£1900	£22 800

Catch-Up	Total
	£14 500

3. Expenditure - How the Pupil Premium grant was used at the George Eliot School in 2016/2017

The DfE has stated the following:

“Schools, Headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils”.

At the George Eliot School, we systematically track and assess pupil progress and this allows us to ensure that any interventions that are put in place are tailored to the individual needs of a student. These systems of tracking are applied to all students including those in receipt of the Pupil Premium so that we can identify areas of underperformance and target intervention appropriately.

Where it is evident that despite our “Quality first teaching” approach and proactive teaching environments, students still require additional support and intervention, this is carefully managed using strategies that have been proven to have the greatest impact.

Identification of underachieving disadvantage students is completed regularly through our tracking system. Teachers, Directors of Learning and our Pastoral team are challenged on how immediate impact can be gained so that any slow progress can be reversed.

2016/17 Projects involving disadvantaged pupils:

- Initiatives to boost low literacy levels at Key Stage 3 including handwriting and reading sessions, Sound Training and the Accelerated Reader programme.
- Funding additional opportunities to develop attitudes and aspirations (Jamie's Farm residential trip, activities week, careers guidance, college placements).
- Mentoring packages through the use of:
 - Pastoral team focus on disadvantaged students who were struggling to remain focused at school
 - Use of wider school community including Level 3 Teaching Assistants
 - A school-based mentor to support students
- Provision of ICT equipment and software (such as GCSEPod) to support students to complete work at school
- Use of alternative curriculum where appropriate to ensure every child achieves their potential and a link person for this
- One to one tuition and after school support in English and Maths for individuals and small groups of students.
- Additional subject specific sessions at lunchtime, after school or in school holiday time.
- Mentoring by external agencies
- One to one sessions with the School Counsellor.
- Purchasing essential equipment for students (e.g. School Uniform, PE Kit, stationery).
- Purchasing additional resources for students (e.g. workbooks, revision guides, software packages).
- Extra-curricular sessions (e.g. peripatetic music tuition, the Franklin Scholars and the Humanutopia project) funded by the school.

3.a. Pupil Premium Expenditure 2016-17

Intervention and Resource	2016/17
Targeted literacy intervention for reading and writing (including a proportion of funding towards Sound Training; Accelerated Reader Programme and staffing costs, including training)	£75 770
Mentoring and counselling of disadvantaged pupils identified as vulnerable with targeted programmes to raise self-esteem, aspirations and support the wider family units	£29 512
Educational licenses to provide disadvantaged students with additional support materials across the curriculum	£9 060
Additional provision for disadvantaged pupils with SEN-D needs	£38 560
Funding towards uniform for disadvantaged pupils	£2 205
Funding towards school trips for disadvantaged pupils	£5 000
Devolved capitation for all subjects to run needs driven initiatives to raise aspirations, remove barriers to learning and close the attainment gap	£12 800
Behavioural support intervention	£26 461
GCSE intervention and revision sessions for disadvantaged pupils in year 11	£2 500
Targeted numeracy intervention (1-2-1 tutoring)	£7 846
Funding towards design and technology resources for disadvantaged pupils	£150
Funding towards additional pastoral care for disadvantaged pupils	£18 366
Total:	£228 230

4. Year 7 Catch-Up Premium Expenditure 2016-17

Intervention and Resource	2016/17
Withdrawal sessions (literacy programme) for a targeted cohort of students in years 7, 8 and 9	£14 323

5. Summary Impact Statement

The impact of planned activities and interventions for those in receipt of Pupil Premium funding was regularly reviewed throughout 2016-17. Despite this, overall outcomes for disadvantaged pupils remain lower than those of their peers. All activities undertaken in 2016-17 have been reviewed again and those where limited or no impact was seen have been withdrawn and new interventions, based on research conducted by the EEF, introduced. A legacy approach to Pupil Premium funding being 'blanket spent' for all disadvantaged students has been replaced in-part with a more personalised approach, with pupils identified by our own-devised 'Deprivation Index', to ensure that the funding is targeted at greatest need, to deliver greatest impact.

Previous areas of strength:

In English, the proportion of disadvantaged students achieving A*-C increased from 39% in 2015 to 63% in 2016.

In maths, the proportion of disadvantaged students achieving A*-C increased from 32% in 2015 to 42% in 2016.

The Basic measures in 2015 for disadvantaged students was 32% and it increased to 37% in 2016.

The average reading age of disadvantaged pupils who took part in Sound Training increased by 68 months in 2015-16, compared to non-disadvantaged students, which increased by 50 months.

Exclusions for disadvantaged pupils in 2015-16 was 8.09% compared to 18.77% nationally.

Our key barriers to achievement were:

- Attendance - Our pupil premium students have an attendance that is lower than non-disadvantaged students
- Engagement of parents - We struggle to engage the pupil premium parents more so than non-pupil premium parents and they are less likely to attend parents' evenings.
- Exclusions - More pupil premium students are excluded from school than non-pupil premium students; this has a knock-on impact on their learning.
- Achievements in core subjects - pupil premium students achieve lower grades than non-pupil premium students with the same starting point.
- Prior attainment - our pupil premium prior attainment is lower than non-pupil premium in English reading and maths.

5. a. Impact of strategies 2016-17

Attendance:

The attendance of disadvantaged pupils in 2016-17 was 91.41%, which was in-line with the national average for Pupil Premium. There remained an in-school gap of 5% to non-disadvantaged pupils.

Pastoral (including behaviour):

Targeted pastoral interventions, including support provided by the student support base, in which students undertook a range of activities, such as studying a bespoke behaviour for learning course and one-to-one mentoring, all had a significant impact on the conduct of identified target pupils and on keeping exclusion rates low.

SMSC and British values:

Targeted SMSC intervention in the form of SMSC drop-down days were in place to raise aspirations and develop key skills, including resilience, perseverance and leadership. The impact of this has been a number of these young people are now student leaders and a number have been involved in other in-school programmes, e.g. student librarianship and sports leaders. In addition to this, internal destination data forecasts that 98% of disadvantaged year 11 pupils are now in post 16 study or work (awaiting verified data – due in November).

Hardship:

Pupil Premium funding was targeted to ensure access to uniform, PE kit, equipment, ingredients for food technology, revision guides, calculators and trips. As a result, pupils were ready and equipped to learn and had access to enrichment activities and trips, which they would otherwise not have had access to.

Subject specific:

Capitation was devolved to all subjects to deliver needs-driven initiatives to raise aspirations, remove barriers to learning and close the attainment gap. This for the most subjects took the format of GCSE intervention and revision sessions specifically targeted at disadvantaged pupils in year 11, staged during the spring and summer terms.

Catch-Up:

Targeted cohorts of year 7 and 8 pupils received additional weekly literacy lessons. 10 of the 15 students in the year 7 cohort made 2 levels of Catch-Up progress** across the year and the other 5 made 1 level of progress. 7 out of 8 students in the year 8 cohort made 2+ levels of progress, with the remainder making 1 level of progress.

**Measured as a combination of accelerated reading ages and knowledge of more words known to the student

6. Priorities for 2017-18

The 2017 summer outcomes, alongside internal progress data, indicate that the following groups of disadvantaged pupils are priority groups for this year:

- Boys
- Higher prior attainment boys
- SEND

7. Allocation 2017-18

The grant allocation for 2017-18 is:

Pupil Premium	Numbers	Grant per pupil	Total
FSM Ever 6	269	£935	£251 515
Service	11	£300	£3 300
			£254 815
			Total
CLA	13	£1900	£24 700
Catch-Up			Total
			£12 952

8. Summary of our key barriers to achievement 2017-18

- Low prior attainment
- Limited enriching activities outside school hours
- Low attendance rates
- Social and emotional
- Low levels of aspiration and self-confidence
- Low levels of resilience, determination and motivation

9. Accelerating Progress (The 2017-18 Strategy)

9.1 Quality First Teaching and 'Getting the Basics Right'

Securing and ensuring Quality First Teaching in every classroom is the most effective way of leading to the best outcomes for PP students and so clear development has been undertaken in relation to:

- a) Annotated seating plans for every class – identifying PP students and ensuring that they are grouped appropriately
- b) Ensuring strong sense of differentiation in lesson planning with clear definition of PP provision
- c) Ensuring that homework is integral to learning within lessons

It has also been recognised that as a school we need greater consistency in our T&L practice to ensure that our teaching is solidly good, not least in responding to the needs of and eliminating barriers to any disadvantaged students. Barriers that such students may face, for example generated from a lack of resources/facilities at home, coupled with the greater expectations and demands of the revised curriculum and assessments, determine the need for a school-wide T&L 'Toolkit' that pays specific attention to:

1. immediate whole-class feedback instead of marking, where teachers read through the books, make some notes and give whole-class feedback the following lesson
2. knowledge recall procedures every lesson, where teachers establish a quick-paced, low-stakes routine of 'quizzing', conducted in a disciplined fashion, at a frequency that really helps students to retain the knowledge taught to them.
3. teachers identifying the specific knowledge elements that students need to learn in 'knowledge organisers'
4. transference skills, where students work in silence for part of every lesson, while the teacher circulates, seeing every student's work at least twice, giving them suggestions and tweaks while they work, and then showing them how to edit their mistakes

This new framework provides a set of T&L principles which we believe will better address the needs of the school and indeed the PP students.

9.2 Quality Assurance Cycle

The planning and delivery lenses of the quality assurance cycle, will be contributed to by our broader work on work scrutiny, student voice, lesson observation, CPD, drop-ins and outside agents reports. Through this work, departments will be focussed on responding effectively to the feedback they gain from QA activity, and one of the specific foci of drop-ins will be the teaching of specific student groups, including PP students.

9.3 Curriculum support teams

In order to continue to secure rapid acceleration of students' progress, an additional progress mentor, with designation to focus exclusively on PP students across maths and science, has been appointed this academic year. In these core subjects, there is a renewed focus on PP students, in relation to the careful analysis of performance data from summer 2017 and latest interim predictions, with a consequential bespoke programme of targeted intervention. It may be that, for example, in maths, additional morning intervention work is deployed directly towards PP students only, while in science, focus returns to the progress

of PP students in KS4 physics to ensure that they are better prepared for the transition into A level. In-class support may need to change from one mentor focusing just on one class, to one mentor dropping in across a number of classes in each period to closely monitor the learning of key students, providing additional support and challenge as required.

9.4 Creation of central team and focused programme of interventions

The year leaders have engaged with a role of mentoring support for and tracking of PP students, working under the leadership of AP Support and Progress and the directorship of the student support manager, and are targeting 20 students in the year group, with support from form tutors, who will each take responsibility for mentoring a further 2 targeted students.

Using the 'disadvantage index', the central team will establish simple and targeted interventions that can be quickly implemented and carefully evaluated for their impact - the menu to be made up of (although not exhaustively) the following options and targeted at a cohort of the top 20+ students (year leader + mentor and tutors), as identified by the disadvantage index, in each year group:

- a) Compulsory Homework Clubs in Year 8-11
- b) Additional Numeracy/Literacy provision
- c) Trips to enhance aspiration and social capital
- d) Exam Preparation and Time Management programmes

9.4.1 Disadvantage Index

In order to ensure that the resources are targeted most effectively within the context of such a high proportion of students eligible for the Pupil Premium in all year groups, the school has developed a 'Disadvantage Index' using a methodology which combines analysis of under-target performance with an overview of key social factors and pastoral interventions for each student. This has resulted in the ability to target core team resources on a particular group of 20+ students within each year group to ensure that the most vulnerable students receive the greatest support and resources. This index will be reviewed at each data collection point.

9.5 Departmental Bids and Contingency Funding

To facilitate bespoke departmental interventions, a centrally administered fund has been allocated for departments to bid in for, leading projects focused on accelerating the progress of PP students.

9.6 Knowing the Gaps – The work of the DoLs' committee

The newly established DoLs' committee enables assessment tracking, identification and intervention mapping across the school to ensure that **all students** are on track for success and that **no one** gets left behind.

9.6.1 Inform

Every four weeks throughout the spring and summer terms, student progress data in the EBacc subjects is monitored and reported, via members of the DoLs' committee, to key staff. Students are monitored and identified for access to a selection of intervention/support programmes to meet their needs and close the attainment gap. There is then a termly Pupil Premium Conference to 'join the dots', allowing significant staff with PP responsibilities to meet to discuss the academic progress of PP students.

The overall progress of PP students is also monitored by the Vice Principal (School Provision), reporting termly to the LGB.

9.6.2 Identify

At fortnightly DoLs' committee meetings and the termly PP conferences, students are identified and appropriate intervention programmes or strategies are put in place. The data is analysed by the committee, in addition to the SEND leads and the AMA lead, and students are identified as needing intervention. These students are cross-referenced with those identified by year leaders via the Deprivation Index, to ensure maximum impact on educational outcomes.

9.6.3 Intervene

After students have been identified, there is a selection of intervention/support programmes to meet their needs and to close the attainment gap. These packages include an array of methods and content. They include programmes that embrace small group diagnostic provision, academic challenge materials, coaching programmes, alternative learning pathways, one to one provision, family support, mentoring and external visits.

9.7 The top ten 'gap busters'

1. **Data tracking that identifies the gaps** – data tracking is used rigorously across the whole school and identifies all underachieving students. A disproportionate number of these are disadvantaged students. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or factors outside of school. The academic interventions draw on whole-school funding. Interventions to support the 'other factors' then draw on Student Premium funding.
2. **High profile of students eligible for free school meals** – the high profile of disadvantaged students among staff, students, and parents and carers ensures that all are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged students and the research-driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's Pupil Premium Project and its outcomes.
3. **Tailored support** - Improved knowledge of the individual students and their needs leads staff to make insightful requests for specific funding from a 'pot' of Pupil Premium funding that the school has set aside specifically to provide tailored additional support.
4. **Effective teaching and learning** – all staff recognise and accept that the vast majority of students' progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive through our new T+L framework that supports learning. Staff training has been focused accordingly.

5. **Strong careers information, advice and guidance** – careers education, information and advice is very strong. Careers advice and experiences are carefully mapped and recorded for all disadvantaged students, with these students targeted early in the process. Students also receive a wide range of preparation activities for future life: work-related learning activities, access to vocational courses, one-to-one interviews, mock interviews, careers fairs, sixth form information sessions and outside career events. This ensures that disadvantaged students can make informed decisions about their courses and choices and be very well prepared for their future lives beyond 16.
6. **Literacy support** – the development of good literacy skills is a whole school focus. Standardised scores are collected for every student in every year for reading and spelling. These are carefully tracked and monitored across the school. Students with low literacy levels in years 7 and 8 are provided with additional support so that basic skills can be developed properly. For disadvantaged students with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.
7. **Targeted support** – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each student as needed. Staff take responsibility for determining the additional resources that students need in order to achieve well. Appropriate requests for resources are met quickly so that students can make the quickest possible progress.
8. **The full range of educational experiences** – support is given to ensure that all students have full access to broad educational experiences (see Deprivation Index mapping exercise).
9. **Good attendance** – staff, teachers, parents, carers and students understand the causal link between attendance and achievement. Attendance levels for all disadvantaged students are checked and acted upon. Systems are in place to make early identification of issue and need.
10. **Good facilities for supported self-study** – the school considers this to be vital in order to even-out many of the disadvantages that students who are eligible for free school meals may face. They are provided with before and after school provision to enable supported self-study. Computer equipment, teaching support and snacks are all on hand.

9.8 Accountability and Evaluation

When comparing the best and worst schools for PP, there is little difference in the way that the money is spent – however, *“the major differences are the extent to which leaders ensure that the funding is very carefully targeted at the types of activities that best meet the needs of their pupils, and the rigour with which these activities are monitored, evaluated and amended”* (Ofsted 2014)

9.9 Pupil Premium Conferences

In order to provide a regular and rigorous approach to the evaluation of impact of PP activities, the interim assessment points do not come frequently enough to analyse impact effectively. Therefore, the school has developed a programme of Pupil Premium Conferences which draw together the central team of Year Heads, mentors and the staff within Maths, Science and English working directly with PP students. The aim of the conference is to evaluate input, and then amend intervention appropriate to need again.

9.10 Exam Review Overviews and Departmental Planning

As part of the annual examination review process, we ensure a clear focus on PP students' progress. This necessitates a rigorous focus on this element of the data analysis, but more importantly an improved level of analytical conversation in the meetings (and subsequent departmental planning) in relation to the acceleration of PP students' progress.

9.11 Additional Provision Opportunities

In addition, some discrete Pupil Premium provision will be made, which may include (but will not be limited to) the following examples:

- a. **Pupil Premium study clubs** - each week each of the Year group mentors will oversee a compulsory Study Club for Years 7-11, from 3.30-4.30pm.
- b. **Bespoke programme for L5 on entry DA students in Year 7**, led by AMA co-ordinator, focusing on recommendations from Sutton Trust report – reading for pleasure, enrichment, homework – this ensures the extension of the most able from their starting points in Year 7.
- c. **1-2-1 teaching in Maths and English – this will be provided for all CLA students** weekly
- d. **Responsive booster sessions** – small groups working on specifics that accelerate progress in the Core subjects of Maths, English and Science
- e. **Departmental project bids and purchase of specific resources** – all departments are able to bid in for PP money to run specific projects focused on removing disadvantage (for example revision resources, access to textbooks for all etc.)

10. Planned use of the Pupil Premium grant 2017-18

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
Funding for enrichment to enhance aspiration and social capital, including: Specialist music lessons (KS3) Theatre trips and CIEAG	15 000
Contribution towards transport to and from MAT schools (shared KS4 curriculum)	3 000
Reduced class sizes in Eng, Ma, Sci [4 FTEs]	120 000
Provision of a year 7 nurture group for a targeted cohort, as identified by significantly low levels of literacy and/or numeracy and/or identified as emotionally vulnerable, working in a primary setting for all but maths, science, PE and technology lessons (proportion of staffing cost)	20 000
Pastoral intervention staffing costs, including: <ul style="list-style-type: none"> • P+I Committee [20 hours x 6 staff @ £25ph] (3,000) • SLT lead (ASM) [5%] (3,500) • 5 Year leaders [10%] (15 000) • Counsellor [50%] (9 000) • Attendance Officer [50%] (10 000) • Progress Mentor x2 [50%] (24 000) 	64 500
Additional Teaching Resources (Departmental Projects)	15,000
Total spend	£254 000
Total income	£254 815

11. Planned use of the Year 7 catch-Up premium grant 2017-18

Description	(£s)
Literacy progress coach [50%] (small group intervention)	£5 000
Accelerated Reader licences	£3 000
Provision of a year 7 nurture group for a targeted cohort, as identified by significantly low levels of literacy and/or numeracy and/or identified as emotionally vulnerable, working in a primary setting for all but maths, science, PE and technology lessons (proportion of staffing cost)	£5 000
Total spend	£13 000
Total income	£12 952

12. Impact indicators

- Progress across the curriculum
- Attendance and exclusion figures
- Post 16 destinations data

Date of first review: October 2017