

George Spencer Academy Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	George Spencer Academy
Number of pupils in school	1413
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2020-2021, 2021-2022, 2022-2023
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	H Corbett- Principal
Pupil premium lead	L Jenkinson- Vice Principal
Governor lead	S Ray- Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,020
Recovery premium funding allocation this academic year	£36, 395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£269,415

Part A: Pupil premium strategy plan

Statement of intent

As an ethos driven school, we believe that all students have the right to the best possible education through an Ethos of Excellence. It is at the very heart of everything we do. We will use this funding to ensure that every disadvantaged student has an offer of support to access the curriculum and develop into resilient, confident, and articulate young adults. Our approach to offer a wrap-around education is reflected in these strategies so that we consider the students in every aspect, and we can evidence impact of this support. We will achieve this in three ways.

Through the formal curriculum support offer- students are given the tools to close the learning gaps and gain the knowledge needed for the next stage of their education and later into adult life.

Through the hidden curriculum support offer- students are supported socially and emotionally and given the tools to build resilience. Their mental health and wellbeing are supported so they continue to develop into lifelong learners.

Through the wider curriculum offer- all students are offered a range of classroom and extra-curricular activities that develop character attributes and employability skills. High quality, independent careers guidance helps students emerge from school with a more fully rounded attitude that prepares them for the world of work.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance to school is lower for disadvantaged than non-disadvantaged with them making up a high proportion of persistent absentees.
2	Reading and literacy ages in KS3, particularly year 7, working with those below age-related expectations in maths and English
3	Extra-curricular activities and levels of engagement and participation outside the classroom have a lower uptake from disadvantaged students.
4	Mental Health - Social, emotional issues such as anxiety caused in part by lost learning in the pandemic and not socialising with friends.

5	Attainment gap between disadvantaged and non-disadvantaged in the 5x GCSE (including English and maths)
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress and attainment results for year 11 students	A %increase of disadvantaged students achieving the basics EM 4+ A % increase of disadvantaged students reaching FFT20 targets.
Post 16 choices are in place for all students and clear career packages offered for post-16	NEET figure for disadvantaged is 0.
Attendance improves for disadvantaged students	The % of disadvantaged students as PA decreases and the % of disadvantaged students with 94% attendance or above , increases.
Improved reading comprehension and maths skills across KS3	Accelerated reading ages, book scrutiny, reading age, gap smaller between disadvantaged and non-disadvantaged,
Engagement in extra-curricular and trips and visits.	Half termly analysis of registers and trip lists indicate an increased % in the number of disadvantaged students participating and engaging.
Improved resilience and wellbeing amongst disadvantaged students.	Engagement in school culture is aligned to non-disadvantaged students. Measures: academic achievement at assessment points. Extra-curricular engagement. Attendance to school, Less receiving repeat exclusions of 3 or more.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £203,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD and launch of the Priority Cohort 6 bespoke strategies (Rowland 2017) are embedded into the classroom practice of every teacher. Student profiles for all PP students are part of the teacher's tool kit in supporting the academic success and building positive relationships.</p>	EEF 9, 5,12	2,5
<p>Staff Excellence CPD Cognitive learning strategies—offering a knowledge-rich curriculum that is broad and balanced for all. The ability of our disadvantaged pupils to develop and recall core knowledge is a priority. Excellence CPD supplements whole school training at the start of the year on supporting disadvantaged students with a focus on retrieval practice, ratio and questioning, scaffolding and modelling.</p>	EEF 16	2,5
<p>Additional time for Maths and English analysis Improve outcomes for English and maths combined at 4+ through targeted attainment data analysis with both heads of subject and SLT. Departments have strategies in place to support this which involves high quality classroom teaching and targeted intervention.</p>	EEF 14, 25	5
<p>Additional hour of core English and Maths Disadvantaged students at risk of not achieving a standard pass in English and Maths study the combined science route and gain 1 hour extra of English or Maths in their formal curriculum. Smaller, exam focused booster groups, taught by experienced subject specialists increase the potential of these students reaching their target grades.</p>	EEF 26, 15,29	5
<p>Connect group- Year 7 Smaller, specialised teaching for core subjects in year 7 including 8 SEND disadvantaged students to enable catch up and retrieval exercises and learning to take place.</p>	EEF 26	2
<p>Quality Assurance Through Curriculum Reviews and Priority Cohort typicality walks, Attainment RAG, Progress RAG, book scrutiny, student, parent and staff voice activities.</p>	EEF 2	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
National tutoring programme. Maths tutoring block for year 11 and year 10 PP with identified gaps in learning.	EEF 30	5
The Brilliant club Raising attainment and progress of higher prior attainers from the PP cohort through organised debates, trips and guest lecturers. opening doors to university and HE.	EEF 2	4, 5
Revision guides Purchased for all PP students in targeted subjects.	EEF 2	5
Wellbeing mentors 1:1 support and guidance from trained wellbeing specialists.	EEF 15, 31	4
School counselling Full time, onsite counsellor to support those with mental health and Covid-related trauma.	EEF 31,15	1, 4
Pastoral support Year group non-teaching pastoral assistants liaising with families and external agencies where involved.	EEF 31, 17, 15	1, 4
SEND and inclusion in class support SEND coded PP students benefitting from in class support and bespoke extra-curricular inclusion activities.	EEF 34	1,4,5
SAM attendance meetings Year group pastoral teams use attendance data and information on the whole child, to target bespoke support to re-engage individuals before attendance drops below 92%.	EEF 20,3	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Uniform and resources £100 towards uniform costs for every year 7 PP student. £50 each year to support replacing items. Stationery kits, including calculators provided to all PP in year 7 and replenished stationery each year. Exam stationery kits provided in Year 11.</p>	EEF 28	1,4,5
<p>Trips and visits Option to subsidise extra-curricular trips and visits especially trips linked to learning and having a direct impact on progress</p>	EEF 32, 31,	5
<p>Attendance officer Capacity increased to include home visits to support PP families with barriers to attending.</p>	EEF 20	1,4
<p>Additional materials for practical subjects Food ingredients, art materials for GCSE cohort.</p>	EEF 1,3	5
<p>Careers/Post 16 Advice and guidance Sheffield University and apprenticeship fair- trip for all disadvantaged students. Priority appointments with career advisor and support in application processes. Staff accompanied visits to future colleges/ placements when necessary. Progress interview with SLT and drop in lunch sessions with Director of Futures.</p>	EEF 5	3, 5
<p>Duke of Edinburgh subsidy Bronze and silver packages offered from year 9. Help with enrolment fee and kit if necessary.</p>	EEF 19, 30	3
<p>Sport Leadership course Year 9 leadership incentive.</p>	EEF 32	3, 4
<p>BSL introductory course Year 10 sign language course</p>	EEF 31	3
<p>Peripatetic Lessons Subsidised cost for anyone disadvantaged students wanting to learn to play an instrument outside of the formal curriculum, including singing.</p>	EEF 31	3

ETHOS OF EXCELLENCE

Year 13 peer mentoring Afterschool subject specialised mentoring	EEF 21	4,5
Chromebooks Loan of devices to support home learning	EEF 6	5
Contingency Fund Based on our experience of previous years, we identify a need to set aside a small fund to respond to needs that have not yet been identified.	Unidentified	All

Total budgeted cost: £ 269,415

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal data during 2020/21 suggests that disadvantaged students performed lower than non-disadvantaged and the evidence points to the impact of Covid-19 which disturbed learning in all subject areas in varying degrees. Partial closure meant 1:1 mentoring and other interventions did not take place, and routines that are crucial to these students were disrupted. Despite this, we provided the opportunity for every pupil premium student to have a device and Wi-Fi router or unlimited data so they were able to access the high-quality school remote learning offer. This led to over 95% engaging in online lessons. We recognised the behaviour of students, wellbeing and mental health were significantly impacted last year and we used pupil premium funding to provide pastoral support with priority weekly phone calls during lockdown and continued in school support through the expansion of the wellbeing team and the appointment of a full time, on site school counsellor.

The Academy absence figure (7-11) is 5.9%, Current National average is 11% and Nottinghamshire average is 8%. The disadvantaged absence is 11.49% making the gap between both 5.6%

Persistent Absence figure is 9% (77%disadvantaged students) Compared to the National PA figure of 13.9% from 2019. 4% of disadvantaged students had 100% attendance.

At the end of year 11, 94% of disadvantaged students went on to study in our 6th form, FE college or on an apprenticeship.

Individual subject analysis shows that disadvantaged students made progress in Travel and Tourism (+0.64) Health and Social Care (+2.56) physics (+0.22) Business (+36) French (+1.35)

Externally provided programmes

Programme	Provider
Elevate Education- Move on up seminar	Elevate Education

Service pupil premium

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Pastoral support assistants for each year group- non-teaching staff who liaise with families and offer wraparound care to support the emotional wellbeing of Service children. • School counsellor- Full time, onsite support offering qualified advice and guidance. • Moving schools transition support for any mid-year admissions. • School cloud subscription- virtual parents evening to support attendance for parents who are deployed/overseas. • Eplatform -online library subscription with focused section on mental health and wellbeing / self help books with heightened focus around military linked literature on Armistice Day. • Little Troopers resource and training pack- registered charity supporting young people with serving British Armed Forces parents.
What was the impact of that spending on service pupil premium eligible pupils?	<p>The correct proportion of reward points for service students were awarded in relation to non-service students.</p> <p>Data shows that absences for service students were not more and no higher proportion of persistent absentees within this group.</p> <p>Engagement in remote learning was in proportion with non-service students and engagement with pastoral support through weekly form time online sessions and email support was also inline with non- service students.</p>

Further information (optional)

EEF Teacher Toolkit, numbers referenced in the evidence column

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£££££	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£££££	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£££££	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£££££	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£££££	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£££££	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£££££	★★★★★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12 Individualised instruction	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
13 Learning styles	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14 Mastery learning	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15 Mentoring	£££££	★★★★★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16 Meta-cognition and self-regulation	£££££	★★★★★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17 One to one tuition	£££££	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18 Oral language interventions	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19 Outdoor adventure learning	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20 Parental involvement	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21 Peer tutoring	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22 Performance pay	£££££	★★★★★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23 Phonics	£££££	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24 Physical environment	£££££	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25 Reading comprehension	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26 Reducing class size	£££££	★★★★★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27 Repeating a year	£££££	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28 School uniform	£££££	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29 Setting or streaming	£££££	★★★★★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30 Small group tuition	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31 Social and emotional learning	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32 Sports participation	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33 Summer schools	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34 Teaching assistants	£££££	★★★★★	+1 Months	Very low or no impact for high cost, based on limited evidence.