

## 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	1410
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 2022
Date on which it will be reviewed	December 2023
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	£280,695
Recovery premium funding allocation this academic year	£68,724
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£349,419

## 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 the following strategies outlined in this document, and they demonstrate how we consider the students in every aspect, and can evidence impact of this support. We will achieve this in three ways.

**Through the formal curriculum support offer-** Through quality first teaching and a common approach in the classroom, students are given the tools to close the learning gaps and gain the knowledge and skills 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 raise aspirations, self-esteem and confidence and build resilience. Their mental health and wellbeing are supported so they continue to develop into lifelong learners.

**Through the wider curriculum support offer-** all students are offered a range of classroom and extra-curricular activities that develop character attributes and employability skills and provide our students with the knowledge and cultural capital they need to succeed in life. Students are offered the opportunity to participate in a variety of subject specific and whole community visits and attend day and residential trips both in the UK and abroad which support creating well rounded global citizens and broaden their cultural experiences. 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	<b>Attendance</b> to school is lower for disadvantaged than non-disadvantaged with them making up a high proportion of persistent absentees.
2	<b>Reading and literacy</b> ages in KS3, particularly year 7, working with those below age-related expectations in maths and English
3	<b>Extra-curricular</b> activities and levels of engagement and participation outside the classroom have a lower uptake from disadvantaged students.
4	<b>Mental Health</b> - Social, emotional issues such as anxiety caused in part by lost learning in the pandemic and not socialising with friends.
5	<b>Attainment</b> gap between disadvantaged and non-disadvantaged in the 5x GCSE (including English and maths)

## 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.

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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.
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## 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: £200,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staff CPD and focus on the Priority Cohort</b></p> <p>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><b>Staff Excellence CPD</b></p> <p>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><b>Additional time for Maths and English analysis</b></p> <p>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><b>Additional hour of core English and Maths</b></p> <p>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</p>	EEF 26, 15,29	5

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booster groups, taught by experienced subject specialists increase the potential of these students reaching their target grades.		
<b>Connect group- Year 7</b> Smaller, specialised teaching for core subjects in year 7 including SEND and disadvantaged students to enable catch up and retrieval exercises and learning to take place.	EEF 26	2
<b>Quality Assurance</b> Through Curriculum Reviews and Priority Cohort typicality walks, Attainment RAG, Progress RAG, book scrutiny, student, parent and staff voice activities.	EEF 2	5

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

Budgeted cost: £118,724

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Think for the Future mentoring programme.</b> Weekly mentoring for targeted year 7-11 students with focus on self-esteem and aspirations.	EEF 30	1,4,5
<b>The Brilliant club</b> 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
<b>Revision guides and GCSEPOD subscription</b> Subject guides purchased for all PP students for GSCE preparation and year 10 and 11 access to online revision resource.	EEF 2	5
<b>Wellbeing mentors</b> 1:1 support and guidance from trained wellbeing specialists.	EEF 15, 31	4
<b>School counselling</b> Full time, onsite counsellor to support those with mental health and Covid-related trauma.	EEF 31,15	1, 4
<b>Pastoral support</b> Year group non-teaching Pastoral Managers liaising with families and external agencies where involved.	EEF 31, 17, 15	1, 4

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<b>SEND and inclusion in class support</b> SEND coded PP students benefitting from in class support and bespoke extra-curricular inclusion activities.	EEF 34	1,4,5
<b>Weekend Revision Residential</b> English, Maths and Science residential for Year 11 students to prepare for the summer examinations.	EEF 30, 32, 31	2,3,5
<b>SAM attendance meetings</b> 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
<b>National tutoring programme</b> Tutors work with disadvantaged students in Science and English and the ARNA (anxiety related non-attenders) group to support	EEF 30	5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Uniform and resources</b> £100 towards uniform costs for every year 7 PP student. £50 each year (8-11) 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.	EEF 28	1,4,5
<b>Trips and visits</b> Option to subsidise extra-curricular trips and visits especially trips linked to learning and having a direct impact on progress, attainment and cultural capital.	EEF 32, 31,	5
<b>Attendance officer</b> Capacity increased to include home visits to support PP families with barriers to attending.	EEF 20	1,4
<b>Additional materials for practical subjects</b> Food ingredients, textiles and art materials for all KS3 and KS4 PP students. climbing course for GCSE PE practical	EEF 1,3	5

coursework. Materials and personal equipment costs for PP students studying Construction.		
<b>Careers/Post 16 Advice and guidance</b> 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.	EEF 5	3, 5
<b>Duke of Edinburgh subsidy</b> Bronze and silver packages offered from year 9. Help with enrolment fee and kit if necessary.	EEF 19, 30	3
<b>Sport Leadership course</b> Year 9 leadership incentive.	EEF 32	3, 4
<b>BSL introductory course</b> Year 10 sign language course	EEF 31	3
<b>Peripatetic Lessons</b> Subsidised cost for anyone disadvantaged students wanting to learn to play an instrument outside of the formal curriculum, including singing.	EEF 31	3
<b>Year 12 Study Skills Ambassadors</b> Daily lunchtime access to peer support, offering subject specialised mentoring and revision strategies.	EEF 21	4,5
<b>Chromebooks</b> Loan of devices to support home learning	EEF 6	5
<b>Contingency Fund</b> 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: £ 349,419**

## 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 2021 to 2022 academic year.

**Improved progress and attainment results for year 11 students.** The overall progress score for disadvantaged students was heavily impacted by the pandemic and the specific outcomes of a small minority has impacted on the overall P8 score. We are continuing to work towards closing the gap between disadvantaged and non. 48% of PP students achieved 5 GCSEs at 4+ including English and maths. 24% achieved 5 GCSEs at 5+ including English and maths, which is an increase from 2019 (22%). 6% of PP students achieved 5 GCSEs at 7+ including English and maths, an increase from 2019 (3%). Funding supported subject specialist teachers for all KS4 classes and additional English and maths booster lessons for combined science students. All Year 11 PP students received revision guides for all subjects and exam equipment, including scientific calculators.

Post-16 choices are in place for all students and clear career packages offered for Post-16. All students follow a careers package and engage in activities through form time learning. All PP students attended a career fair - fully funded. All Year 10 and 11 PP students received priority 1:1 career appointment with 'Futures', either face to face or remotely. In addition, Year 11 students all received a SLT 'next steps' 1:1 meeting to ensure plan A and B applications were in place with staffing strategically chosen for the PP students. Students were also offered support meetings and guidance on results day and follow up communication. As a result, all Year 11 PP students are now in further education, employment or training. (0% NEET figure)

**Attendance improves for disadvantaged students.** At the beginning of 2021 when we set our impact measures, we were unable to predict the impact on attendance from the global pandemic and we have continued to see this impact with both COVID cases and anxiety-related non-attendance. 37% of the 25% categorised as PA were PP. Individual absences greatly impacted the overall figure. Despite this, 97% of PP students attended all GCSE exams due to the increased invigilation and exam access support for attendance-affected anxiety. We have employed a full-time attendance and welfare officer, who supports with daily contacting of PA students and conducting home visits. Pastoral Support Assistants for each year group prioritise communication with non-attending PP students and work on reengaging families.

**Improved reading comprehension and maths skills across KS3.** Through the use of the Reading + scheme, identified PP students engaged with the weekly sessions and connected home learning tasks have increased their words per minute speed and reading age. From the small intervention group in year 7, 57% of PP students made one whole grade progress in maths, 43% made a whole grade progress in English.

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**Engagement in extracurricular and trips and visits.** The number of PP students who attended at least one extracurricular club regularly is proportionate to all students in school. There has been an increase in the number of PP students attending trips and visits, including overseas residential to France which has increased their cultural capital and participation in the wider curriculum. There has also been an increase in PP numbers building resilience by enrolling onto the DofE bronze award programme due to funding used to subsidise enrolment fee and help with equipment costs. 8 PP students across years 7-10 benefitted from subsidised peripatetic lessons for piano, violin and flute and have increased their attainment grades in Music.

**Improved resilience and wellbeing amongst disadvantaged students.** Suspensions and repeat suspensions remain below the national average for PP students. There was a 50% increase of PP students nominated for prize giving awards and students were also regularly praised and rewarded through assemblies, positive pars points and letters home. Specialist wellbeing team mentors have successfully worked with specific students to increase participation and engagement in learning and build resilience which has positively impacted on effort and behaviour scores given by subject staff at key assessment points. The breakfast club was open daily and well attended, providing food and drink and social support leading to improved punctuality for these PP students at the start of the school day.

## Externally provided programmes

Programme	Provider
Elevate Education- Move on up seminar	Elevate Education
Exam technique and revision session	Resilient Me
Scholar Programme Year 8,10,12	The Brilliant Club

## Service pupil premium

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Moving schools transition support for any mid-year admissions.</li> <li>• School cloud subscription- virtual parents evening to support attendance for parents who are deployed/overseas.</li> <li>• 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.</li> <li>• Little Troopers resource and training pack- registered charity supporting young people with serving British Armed Forces parents.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Lunchtime weekly service extra-curricular lunchtime club.</li> <li>• Parent coffee mornings.</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>• The correct proportion of reward points for service students were awarded in relation to non-service students.</li> <li>• Data shows that absences for service students were not more and no higher proportion of persistent absentees within this group.</li> <li>• Engagement with extra-curricular clubs increased and students participated in student voice activities to plan for 2022/23.</li> </ul>

## Further information (optional)

The numbers referenced in the evidence column are taken from the EEF Teacher Toolkit and are listed below for reference.

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.