

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Salter Academy
Number of pupils in school	1367
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	7-13
Date this statement was published	22 nd October 2021
Date on which it will be reviewed	1 st September 2022
Statement authorised by	A Price
Pupil premium lead	A Hill
Governor / Trustee lead	J Chege

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 382,955
Recovery premium funding allocation this academic year	£ 59,305
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (Covid Catchup 2020-21)	£ 36,173
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	£ 478,433

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- At GSA, we aim to defy disadvantage and ensure that all students, whatever their background, achieve their potential. In short, that disadvantaged students achieve above national averages and at least in line with non-disadvantaged students in our own Academy.*
- We aim for all disadvantaged students to close the gaps in terms of attendance and literacy levels, as well as having the same opportunities to experience all aspects of the universal human experience that has forged our own identity as a race.*
- The Covid Recovery Curriculum plan seeks to ensure that all students reach their potential through developing targeted interventions for exam groups that have missed key parts of their courses and also all other year groups where students are identified as under-achieving. This includes those with SEND and students in Year 7 identified as requiring support to catch-up in Literacy and Numeracy.*
- This plan also seeks to promote opportunities for enrichment for all students within the Arts, offering all students the opportunity to visit external performances and internal experiences that develop their potential and also support their mental health.*

Challenges

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

Challenge number	Detail of challenge
1	Low attendance to school.
2	Poor literacy levels.
3	Lack of financial access to cultural capital enrichment.
4	Lack of access to technology.
5	Raising expectations of the disadvantaged.
6	Lack of motivation/aspiration.
7	Parental engagement.
8	Poor mental health due to the Covid-19 pandemic

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
Improve the attendance of the disadvantaged.	To achieve at least 95%.
Improve literacy levels.	As evidence in GL Assessments.
Improve attendance of the disadvantaged on trips/enrichment events.	100% of disadvantaged students attend at least 1 external trip.
All disadvantaged students to access technology to enable online learning.	100% to access a school laptop/device.
Ensure disadvantaged students increase Attitude to Learning (ATL) and motivation.	Measurable improvement in Student Voice evaluations and average ATL scores following baseline.
Improve the % of parents that attend Academy events	Measurable improvement in Parents Evening and other events attendance.
Improve the mental health of all students.	Measurable positive impact on mental health evaluations following baseline.

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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching across the Academy.	EEF Teaching & Learning Toolkit: Feedback (+6 months) Individualised instruction (+4 months) Mastery Learning (+5 months)	1, 2, 5, 6
Raise literacy levels.	EEF Teaching & Learning Toolkit: Feedback (+6 months) Individualised instruction (+4 months) Mastery Learning (+5 months)	2, 5, 6
Investment in quality teaching staff	EEF Teaching & Learning Toolkit: Feedback (+6 months) Individualised instruction (+4 months) Mastery Learning (+5 months)	1, 2, 5, 6

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

Budgeted cost: £ 194,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions for exam groups (Year 11 and 13)	EEF Teaching & Learning Toolkit: Extended school time (+ 3 months)	1, 5, 6
Pupil Premium Mentoring Scheme.	EEF Teaching and Learning Toolkit: Mentoring (+ 2 months)	1, 2, 3, 4, 5, 6, 7, 8.

	<i>Against All Odds</i> report Dr Sally Riordan, Professor Michael Jopling and Dr Sean Starr from the Education Observatory at the University of Wolverhampton.	
A targeted intervention programme and policy across all other year groups	EEF Teaching & Learning Toolkit: Extended school time (+ 3 months)	1, 5, 6
Implement a SEND strategy	EEF Teaching & Learning Toolkit: Teaching Assistant Interventions (+4 months)	2
Implement a Year 7 Catch-up programme in Literacy and Numeracy	EEF Teaching & Learning Toolkit: Teaching Assistant Interventions (+4 months) Phonics – Fresh Start (+5 months)	2

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

Budgeted cost: £ 84,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design and introduce an Arts enrichment curriculum to support mental health	EEF Teaching & Learning Toolkit: Arts Participation (+3 months) Physical activity (+1 month) Oral Language Interventions (+6 months)	3, 6, 8
Salter Scholar – subsidised funding for curriculum (cultural capital).	EEF Teaching & Learning Toolkit: Arts Participation (+3 months) Physical activity (+1 month)	3, 5, 6, 8

Total budgeted cost: £ 478,433

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.

In 2021, disadvantaged students in Year 11 achieved similar progress compared to others nationally when compared to the previous year's cohort. With the 2020 formula, the Progress 8 score for disadvantaged students was exactly 0. This means that similar students nationally achieved in-line with our disadvantaged students and is an improvement of nearly half a grade on 2020 and 2019. In KS5, overall L3 VA was well above 0 in 2021 for Disadvantaged students, with them achieving $\frac{3}{4}$ of a grade higher than the average student.

The above achievement was a result of the Pupil Premium and Recovery Premium spend in 2020-21. For example, £180,000 was used to ensure students received quality first teaching in all departments. This included developing CPD, especially in remote learning, with a focus on assessment strategies whilst students were working online. Over £100,000 was spent on improving literacy in Key Stage 3 and another £68,125 on improving behaviour and mental health during the pandemic. The latter has been especially important due to a record number of referrals during and after the pandemic. The Academy invested in technology to support disadvantaged students to access online learning, and in inclusion services to support them whilst at home and when back in school.

GL Assessments in show that whilst many students have struggled to meet expectations in Maths, disadvantaged students have not fallen further behind than their peers during the pandemic. In Year 8 English, 68% of disadvantaged students have achieved between Average and Well Above Average in reading tests which are in line with previous cohorts. However, this is lower than their peers, where 84% have achieved the same. There is a similar gap in Year 9, where 75% of disadvantaged students achieved average or above compared to 89% of their peers. These assessments enabled teaching staff to target interventions as per the 2021-22 Pupil Premium strategy at the question level.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Further information (optional)

At George Salter Academy, leaders are following a double-pronged strategic approach to tackling under-achievement of disadvantaged students. Firstly, all students receive quality-first teaching and enrichment opportunities through a carefully considered and sequenced curriculum. No students receive a rationing of this curriculum; it is one diet for all. Secondly, the Recovery Premium is being used to fund targeted interventions, the provision of Academic Coaches in key subject areas and fund an Arts curriculum experience with the aim to support the mental health of our young people post-pandemic.