

Pupil premium strategy statement – George Salter Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1457
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by	R Bellingham
Pupil premium lead	G Uppal
Governor / Trustee lead	Rhiannon Martyn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£462,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£462,000

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.
- Our Pupil Premium strategy outlines a wide variety of actions and strategies which address our objectives. We are committed to investing in approaches that will holistically improve the impact that teachers have within the classroom and to ensure equal access to the curriculum for all pupils through quality first teaching.

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 and numeracy levels.
3	Lack of financial access to cultural capital enrichment.

4	Raising expectations of the disadvantaged.
5	Lack of motivation/aspiration.
6	Parental engagement.
7	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.	Students to have an attendance of at least 96%
Improve literacy and numeracy levels.	Rates of progress in GL Assessments >75% for all students. P8 gap further closes to 0 for PP students. Implementation of library reading programme. Attainment in Basics 4+ and 5+ above national average for all students, closes to the national for non-PP students for GSA PP students.
Improve attendance of the disadvantaged on trips/enrichment events.	100% of disadvantaged students attend at least one educational visit. 100% participation in the Salter Scholar programme. 70% of PP students in all years graduate from the Salter Scholar programme.
Ensure disadvantaged students increase Attitude to Learning (ATL) and motivation.	A2L average score to improve to at least 2.5 for all groups of students.

The aspirations of PP pupils is improved	Pupil and parent voice is positive about the range of opportunities provided to pupils and display increased optimism and pupils' future careers.
An improved relationship with parents/carers which has a positive impact on the progress of PP pupils	Attendance at Parents Evening >75% for all groups of students.
Improve the mental health of all students.	Measurable positive impact on mental health evaluations. PP student voice regarding welfare and resources provided is positive.

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: £220,000

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) Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools	1, 2, 4, 5
Provide CPD, resources and curriculum	EEF Teaching & Learning Toolkit: Feedback (+6 months) Individualised instruction (+4	2, 4, 5

development opportunities to raise literacy rates for ALL students post C19	months) Mastery Learning (+5 months) GL Assessment Report - Why reading is the key to GCSE success Improving Numeracy and Literacy – EEF report	
Invest in quality teaching staff	EEF Teaching & Learning Toolkit: Feedback (+6 months) Individualised instruction (+4 months) Mastery Learning (+5 months)	1, 2, 4, 5

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

Budgeted cost: £142,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate targeted coaching interventions for KS4 and KS5 groups	EEF Teaching & Learning Toolkit: Extended school time (+ 3 months) Ofsted Covid-19 briefing update September 2020 EEF suggests +8 months progress for metacognition and self-regulation	1, 2, 4, 5, 6
Further develop structured interventions for exam groups	EEF Teaching & Learning Toolkit: Extended school time (+ 3 months) Ofsted Covid-19 briefing update September 2020 EEF suggests +8 months progress for metacognition and self-regulation	1, 2, 4, 5, 6
Implement an effective SEND strategy post OAT SEND Review	EEF Teaching & Learning Toolkit: Teaching Assistant Interventions (+4 months)	1, 2, 4, 5, 7
Implement Year 7 Catch-up programmes	EEF Teaching & Learning Toolkit: Teaching Assistant Interventions (+4 months)	1, 2, 4, 5, 6

	months) Phonics – Fresh Start (+5 months)	
Further develop improving parental engagement strategies	EEF report – Parental engagement has a positive impact on average of +4 months’ additional progress	1, 2, 4, 5, 6, 7

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further establish a post C19 Arts enrichment curriculum to support mental wellbeing	EEF Teaching & Learning Toolkit: Arts Participation (+3 months) Physical activity (+1 month) Oral Language Interventions (+6 months)	3, 6, 7
Support funding for the Salter Scholar curriculum (cultural capital).	EEF Teaching & Learning Toolkit: Arts Participation (+3 months) Physical activity (+1 month)	3, 5, 6, 7

Total budgeted cost: £ 462,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Curriculum









Curriculum maps which show sequencing and inter-leaving within each subject area are in place and mapped cross curricular links have been developed. QA activities, especially book scrutinies show that students know more and are doing more. There is evidence of low stakes testing in all books and students are remembering more when asked in our QA student voice activities.





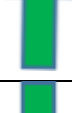


The comprehension scores in Yr9 GL Assessments highlight the impact of the emphasis given to developing literacy.

KS4 Outcomes

The outcomes and trends for KS4, for 2023/24 show the PP gap remains when compared to 2019 figures. The attainment has increased.

Key Stage 4 –Year 11 2024

Measure	2019	2020	2021	2022	2023	2024	2019 Trend
Basics 5+	35%	36.8%	42%	44%	40%	35%	
EBacc 5+	13%	14.4%	17%	17%	11%	8%	
English 5+	63%	62.7%	62%	68%	56%	60%	
Maths 5+	38%	39.8%	44%	48%	47%	39%	
Basics 4+	65%	65.7%	66%	64%	62%	60%	
EBacc 4+	24%	27.4%	32%	26%	17%	14%	
English 4+	84%	84.6%	85%	81%	74%	76%	
Maths 4+	66%	69.2%	67%	66%	67%	62%	

P8 Academy	0.095			0.12	-0.10	-0.05	
P8 English	0.22			0.37	-0.04	0.27	
P8 Maths	0.01			-0.02	-0.29	-0.14	
P8 EBacc	-0.06			0.02	-0.14	-0.15	
P8 Open	0.22			0.14	-0.01	-0.12	
Science	-0.2			-0.08	-0.19	-0.19	
Langs	0.04			-0.6	-1.02	-0.16	
Hums	0.07			-0.01	-0.279	-0.35	

- English and Maths matched at 9-7 was 8.5%
- English 5+ at 60%
- EBacc Languages standard pass was at 72% compared to 66% (2019)

KS3 GL Assessments

Progress :

SAS

English 76% expected or better progress

Maths 69% expected or better progress

Science 85% expected or better progress

Attainment:

English

The mean standard age score for the year group is not significantly different from the national average and for PP students was slightly below the national indicator for ALL students.

The spread of standard age scores for this group is significantly higher than the national average

The mean standard age score for boys was lower than girls.

Impact of strategic planning for reading and Tier 2 vocab narrowing:

The narrative reading comprehension score was 1% below the national indicator and non-narrative was very high at 11% above the national indicator.

English skills stanine 4+ 75%, stanine 5+ 59%

Spelling was 7% above the national indicator

Maths

The mean standard age score for this group is significantly lower than the national average, the score for boys is not significantly different from girls and the mean SAS for PP students was below the national indicator for ALL students.

The spread of standard age scores for this group is not significantly different from the national average

Above the national indicator: Number 3%, Algebra 1% , Ratio, proportion and rates of change 3%

In line with the national indicator: Statistics

Below the national indicator: Geometry and measures -4% and Probability -7%

Science

Above the national indicator: Biology 8%, Chemistry 10%, Physics 4%

Above the national indicator: Working scientifically 4%, Knowledge and Understanding 8%, Application of Knowledge and Understanding 5%

The mean standard age score for the year group was significantly higher than the national average. The mean SAS for boys is not significantly different from the girls. and the mean SAS in Science for PP students was above the national indicator for ALL students.

The spread of SAS for this group is significantly higher than the national average.

Wider impact

We ensure that funding supports academic development but we also look at wider programmes/support that prevent barriers to learning. We invest in developing cultural capital, training in restorative process, reward teaching, attendance and punctuality targets.

Attendance for ALL students was above the national average for every week of 2023/24. Attendance for all year groups for PP students is above Sandwell and national average for PP students.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health was significantly impacted, primarily due to the long-term COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. STEPS analysis shows that we used recovery premium funding effectively to provide wellbeing support for all pupils, and targeted interventions where required, such as the Wobble Week initiative.

We launched our Salter Scholar programme in 2021/22 and used recovery premium funding to staff, resource and fund enrichment, guest lectures, educational visits, leadership opportunities and additional qualifications. Our analysis of Salter Scholar participation show high levels of engagement and success. This was also a significant part of the 2023 Ofsted report who stated that, '*Through the Salter Scholar programme all*

pupils access an impressive range of opportunities which support their character development'

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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 funding 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.