

# 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	1381
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	October 2025
Date on which it will be reviewed	1 <sup>st</sup> September 2026
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	£517,242
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
<b>Total budget for this academic year</b> <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>	£517,242

# Part A: Pupil premium strategy plan

## Statement of intent

- 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.
- 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	Students experiencing low mood and anxiety

## 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/impact reports and student voice.

## 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: £240,000

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

Invest in quality teaching staff	EEF Teaching & Learning Toolkit: Feedback (+6 months) Individualised instruction (+4 months) Mastery Learning (+5 months)	1, 2, 4, 5
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £157,242

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) Phonics – Fresh Start (+5 months)	1, 2, 4, 5, 6
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: £120,000

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: £517,242**

## 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.

#### KS4 Outcomes

Key Stage 4 –Year 11 2025

Headline Measure	20/21 Exams	21/22 Exams	22/23 Exams	23/24 Exams	24/25 Exams
Average Total Attainment 8	47.56	45.37	44.26	42.4	39.38
Average Attainment 8 Grade	4.76	4.54	4.43	4.24	3.94
Average KS2 Prior Attainment	102	102	104	103	96.5
Average Estimated A8	50.23	46.27	46.01	42.97	38.49
Average Total Progress 8	-0.18	0.01	-0.15	-0.04	0.35
Students Achieving 9-5 in English and Maths	42.2	44.1	40.2	35.8	30.7
Students Achieving 9-5 in English	61.8	68.3	56.3	60.8	51.8
Students Achieving 9-5 in Maths	44.2	47.5	46.7	39.9	35.8
Students Achieving 9-4 in English and Maths	66.3	64.4	61.8	60.8	50.2
Students Achieving 9-4 in English	84.9	80.7	74.9	76.5	65.8
Students Achieving 9-4 in Maths	67.3	65.8	66.8	62.7	55.3

#### Attainment:

- Average Total Attainment 8 dropped steadily from 47.56 in 20/21 to 39.38 in 24/25.
- Average Attainment 8 Grade also decreased from 4.76 to 3.94 over the same period.
- Average Estimated Attainment 8 followed a similar downward trend, falling from 50.23 to 38.49.

### Prior Attainment:

- Average KS2 Prior Attainment stayed mostly steady around 102-104 between 20/21 and 23/24 but then dropped sharply to 96.5 in 24/25.

### Performance in English and Maths:

#### Students Achieving 9-4 Grade:

- English and Maths at 9-4 combined dropped from 66.3% (20/21) to 50.2% (24/25).
- English alone varied but dropped overall from 84.9% to 65.8%.
- Maths declined from 67.3% to 55.3%.

#### Students Achieving 9-5 Grade:

- English and Maths at 9-5 combined dropped from 42.2% (20/21) to 30.7% (24/25).
- English alone varied but dropped overall from 61.8% to 51.8%.
- Maths declined from 44.2% to 35.8%.

### **KS3 Assessments**

Year		Assessment 1 %				Assessment 2 %		
		2023	2024	2025		2023	2024	2025
7	English	42	62	50	English	54	51	48
8	English	52	57	59	English	48	54	59
9	English	40	57	61	English	52	60	55
7	Maths	61	63	59	Maths	61	47	44
8	Maths	39	43	49	Maths	43	41	52
9	Maths	28	43	53	Maths	45	44	57
7	Science	43	34	39	Science	34	42	61
8	Science	40	34	43	Science	40	44	79
9	Science	36	38	55	Science	39	44	32

### English

#### Year 7

Assessment 1: Increased from 42 → 62 (2023–24), then dropped to 50 in 2025. Overall trend: slightly up.

Assessment 2: Declined steadily (54 → 51 → 48).

#### Year 8

Both assessments show consistent improvement (A1: 52 → 59; A2: 48 → 59).

### Year 9

Assessment 1: Strong upward trend (40 → 61).

Assessment 2: Slight improvement overall (52 → 55), but dipped in 2025.

**Key insight:** Year 8 English shows the most stable improvement; Year 7 A2 is declining.

### Maths

#### Year 7

A1: Slight decline overall (61 → 59).

A2: Significant drop (61 → 44).

#### Year 8

A1: Gradual improvement (39 → 49).

A2: Mixed but ends higher (43 → 52).

#### Year 9

Both assessments show strong improvement (A1: 28 → 53; A2: 45 → 57).

**Key insight:** Year 9 Maths improved the most; Year 7 A2 is a concern.

### Science

#### Year 7

A1: Decline (43 → 39).

A2: Big improvement (34 → 61).

#### Year 8

A1: Slight improvement (40 → 43).

A2: Huge jump in 2025 (40 → 79).

#### Year 9

A1: Strong improvement (36 → 55).

A2: Decline in 2025 (39 → 32).

**Key insight:** Year 8 Science A2 shows exceptional growth; Year 9 A2 dropped sharply in 2025.

### Overall Patterns

English: Mostly improving, except Year 7 A2.

Maths: Year 9 shows the strongest gains; Year 7 A2 is falling.

Science: Mixed, but Year 8 A2 is a standout success.

**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.

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)

*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***

**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.