

George Spencer Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils 2024-2027

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of pupils in school	1373 (+223 6 th form)
Proportion (%) of pupil premium eligible pupils	19.9% (273)
Academic year that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	H Corbett-Principal
Pupil premium lead	L Jenkinson-Vice Principal
Governor lead	P Ellis – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£294,028.34
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	£294,028.34

Part A: Pupil premium strategy plan Statement of intent

As an ethos driven school, we are driven to ensure that all students have the best possible education through a wraparound curriculum that leads to an Ethos of Excellence. Inclusivity is at the very heart of everything we do. We will use the funding to ensure that every disadvantaged student has a bespoke offer of support to remove barriers and are able to access our rich knowledge curriculum where they learn like a Pro. This will lead to them developing into resilient, confident, and articulate young adults. Our approach to offer a wraparound curriculum is reflected in the following strategies outlined in this document, and they demonstrate how we consider the students as a whole child, making sure they have everything they need and can evidence impact of this support. We will achieve this in three ways.

Through the formal curriculum support offer- A broad, ambitious and balanced curriculum model is implemented through quality first teaching and a consistent approach in the classroom. Disadvantaged students are given the skills, support and tools to close the learning gaps and gain the knowledge, skills and understanding needed for the next stage of their education and later into adult life. In lessons, our disadvantaged students are suitably challenged in learning environments that are positive and engaging where they feel safe. They have 'lightbulb moments' which represent the great learning experience they are offered and their love of learning.

Through the hidden curriculum support offer- Disadvantaged students access an ambitious curriculum that is inclusive for all through our six core values which underpins all we do. Students are supported socially and emotionally to 'strive to be the best they can be' and harness 'a love of learning'. They are taught knowledge and skills that demonstrate how they can be 'polite, fair and honest', have high aspirations, increase self-esteem and confidence and 'show resilience'. Their mental health and wellbeing are well supported so they continue to develop into lifelong learners as they are taught to 'respect individuality' and 'be supportive'. We have specialist leaders who oversee the pastoral support and lead on promoting and embedding strategies. We have interventions that ensure our students are a priority, and they are making significant and sustained progress and developments inside and outside the classroom.

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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 them with the knowledge and cultural capital they need to flourish in life. Students can represent the school in a range of friendly and competitive sports and other activities; Alongside an annual school musical production, students can also showcase their creative talents in a Christmas and Summer concert and the summer term Art exhibition. Students are offered the opportunity to participate in a variety of subject specific and whole community visits, to 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 at 16 with a more fully rounded attitude that prepares them for the world of work. Our students are encouraged to join Ambassador groups who work on areas of the school such as community, anti-bullying, curriculum, study skills and mental health. Students are given leadership opportunities by becoming form reps and contributing to the student leadership team. Year 9 and 10 are also introduced to the level 1 and 2 sports leader programmes. Throughout the Academic year, our Excellence Days provide an opportunity to support growth and teach about a range of topics such as healthy relationships, internet safety, team building skills, revision and study strategies and much more.

WE STRIVE TO BE THE BEST WE CAN BE.

WE SHOW RESILIENCE.

WE ARE SUPPORTIVE.

WE RESPECT INDIVIDUALITY.

WE ARE POLITE, FAIR AND HONEST.

WE HAVE A LOVE OF LEARNING.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality to school: the data is lower for disadvantaged than non-disadvantaged with them making up a higher proportion of persistent absentees.
2	Reading and literacy: the reading comprehension skills and expected reading age of disadvantaged students in KS3, particularly year 7 are below age-related expectations in English and not in line with their non-disadvantaged peers.
3	Wider curriculum opportunities: the levels of engagement and participation outside classrooms have a lower uptake to disadvantaged students, including less experiences to build cultural capital.
4	Behaviour: the pastoral data identifies that disadvantaged students are disproportionately represented for suspensions, repeat suspensions and internal high-level sanctions.
5	Attainment and Progress: Attainment data indicates a gap between disadvantaged and non-disadvantaged in gaining grade 4+ and grade 5+ in English and Maths. Progress data indicates a gap to be closed so disadvantaged students make expected progress.
6	Family partnership: engagement with school events such as Progress Evening and Information Evenings is lower for disadvantaged families than none.

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 attendance and punctuality for disadvantaged students	The % of disadvantaged students as Persistent Absentees decreases and the % of disadvantaged students attending school is above or in line with the national average. The % of disadvantaged students arriving after register closes decreases.
Improved reading comprehension skills across KS3	The reading age gap between disadvantaged and non-disadvantaged students is reduced and in line with national data using reading + programme, phonics lessons and peer reading interventions.

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Increased engagement in extra-curricular clubs, trips and visits and involvement in wider school opportunities such as ambassador roles and the student leadership team.	Half termly analysis of extra-curricular registers, and students participating in school leadership roles, Read, watch, visit participation shows disadvantaged students' engagement in school culture is aligned to non-disadvantaged students. Analysis indicates a 50% increase in the number of disadvantaged students participating and engaging from last academic year.
The behaviour of disadvantaged students is in proportion with non-disadvantaged students.	Positive points awarded are proportionate to non-disadvantaged. Suspensions and repeat suspensions for disadvantaged students are below national average and decreased from previous years.
Improved GCSE progress and attainment results for year 11 students and ensure all have applied and been offered an appropriate Post 16 course and destination.	A % increase of disadvantaged students achieving the basics EM 4+ and 5+ A % increase of disadvantaged students reaching FFT20 targets. NEET figure for disadvantaged students is 0.
Increased number of disadvantaged parents engaging with and attending school events such as parents' evenings, information evenings and concerts.	Increased % attendance at parents evening. Increased % at Curriculum Information evenings. Increased % attending concerts and school events.

Activity in this academic year This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £236,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Excellence CPD Embed the strategies used for supporting our students by using the GSA classroom. CPD delivered on how to support missed learning and ensuring students 'keep up' is a priority for every teacher. Data for all disadvantaged students is shared and is part of the teacher's tool kit in supporting the academic success and building positive relationship. Metacognition strategies are taught to enable disadvantaged students to plan, monitor and evaluate their own learning effectively. The ability of our disadvantaged pupils to develop and recall core knowledge is a priority. Excellence CPD offers whole school training on supporting disadvantaged students with a focus on retrieval practice, participation and ratio questioning, explicit instruction and modelling.	EEF 9, 5,12,16	2,4,5
Additional time for Maths and English analysis Improving outcomes for English and maths combined at 4+ through regular targeted attainment data analysis with both heads of subject and SLT. Both departments will implement strategies to support this which involves high quality classroom teaching, targeted intervention in classrooms and additional Strive sessions during the school day and afterschool.	EEF 14, 25	2,5
Additional hour of core English and Maths Disadvantaged students at risk of not achieving a standard pass in English and Maths will 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 will increase the potential of these students reaching their target grades in English and maths and reducing cognitive load in science.	EEF 26, 15,29	2,5,6
Targeted interventions for GCSE English and Maths	EEF 26, 15, 29	2,5,6

Form time, break and afterschool intervention groups for English and maths are available and include grade-specific sessions with subject specialists as well as topic focused question sessions. All disadvantaged year 11 students under target are provided with and access bespoke support inside and outside the classroom to support meeting or exceeding their targets.		
Quality Assurance Work to close the gap between disadvantaged and non is monitored through a wide variety of QA activities such as ; Curriculum Reviews, engagement weeks, B2B weeks, typicality walks, Attainment RAGs, Progress Rags, attendance RAGs, RAP Line Management meetings and student, parent and staff voice activities.	EEF 2	1,5,6
Supported Pathways in KS4 Science Focused analysis on science data takes place through LM meetings and RAG meetings to ensure separate or combined route is decided to maximise disadvantaged students' best chance of success and future pathways. Through regularly reviewing tiering and using bespoke crossover assessments, students are placed in in the tier which maximises their potential for success.	EEF 12, 29	5
Targeted Questioning strategies CPD for teachers through whole staff CDP and faculty-led meeting time develops the use of questioning to support and develop disadvantaged student's understanding and help them to make links to their prior learning and deepen knowledge and include the use of mini whiteboards, think, pair, share and live learning conversations.	EEF 12, 16	2,5
Literacy focus in all classrooms Disadvantaged students are exposed to a range of tier 2 and tier 3 vocabulary through pre-teaching activities, the GSA classroom and as a focus group in the whole school reading strategy.	EEF 25	2,5
Staff CPD- launch of Inclusive culture and strategies to support Whole staff training including a focused INSET day around the school's response to providing an inclusive culture of supporting disadvantaged students. Launch PLAN (classroom teachers) and CARE (Form time Learning Managers) which support our aim to 'Level up Lives'	EEF 9, 5,12,16	2,4,5

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

Budgeted cost: £38,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
Excellence Pioneer with focus on attendance. Reviewing and developing the approach to absences with direct links made to remove gaps in learning through well led system. Establishing a tiered mentor system using pastoral staff as an additional layer of support for disadvantaged students at risk of PA and with knowledge gaps.	EEF 30	2,5
The Brilliant club Disadvantaged higher prior attainers (HPA) from Year 9,10 and 12 take part in a 8 week scholars programme, They will complete a dissertation style project with guest lecturers, contribute to an organised debate and attend a graduation trip to Russell group university in order to open doors to university life and HE.	EEF 2	3,4, 5
Excellence Programme Supporting most able students in Years 10 to 12 with priority places for disadvantaged students including taking part in a range of activities designed to build confidence, independence and cultural capital, including the Higher Project Qualification (HPQ) the opportunity to participate in a Mock Trial competition in court and attend a visit to Oxford University.	EEF 2	5
GCSE PE Practical grade support Fully funded climbing qualification for GCSE PE PP students with limited access to a specialised sport which can be included as part of their final GCSE grade.	EEF 1,2	1,5
Year 10 subject focus intervention Increased monitoring and guidance through the first year of their GCSE courses and bespoke student data for disadvantaged students linking to teaching strategies. Early teaching of revision strategies through explicit sessions and how to use revision resources, including bespoke preparation for Year 10 PPEs.	EEF 13,16	1,2,5,6

LAC tutoring 1:1 weekly English and Maths support for LAC students and weekly keyworker sessions. Disadvantaged students identified as ARNA (anxiety related non-attenders) are provided with bespoke support and small group academic guidance to facilitate reintegrating into mainstream lessons and keeping up with content to close knowledge gaps.	EEF 17	1,4, 5
Year 11 PP revision residential One weekend of intensive activities to increase resilience and self-confidence through bespoke revision strategies and timetabling support and engagement in a maths and English workshops. The weekend also promotes cultural capital and opportunities for self -development through outdoor teamwork experiences.	EEF 19, 26, 31	1,2,5
SEND and inclusion in class support SEND coded disadvantaged students benefit from in-class support where needed and a whole school focus on our inclusive culture. A range of bespoke extra-curricular inclusion activities are made available to support inclusion and engagement.	EEF 34, 26	1,3, 4,5
‘Pathways to Success’ Evening An additional bespoke parents’ evening with SLT for disadvantaged year 11 students is available to discuss academic progress, next steps, revision strategies and attitude to learning. Families are provided with food and refreshments, a creche facility and revision packs with resources to take away.	EEF 26, 19	1,4,5
Guided revision sessions-Year 11 Weekly sessions are provided for disadvantaged students, planned and led by teaching staff, to embed revision strategies and preparations, share resources and create revision resources collaboratively.	EEF 15, 9	3,4,5
Handwriting focused support -Year 7 Key disadvantaged students identified by their English teacher are given additional practical advice, support and guidance on handwriting skills.	EEF 30, 12	2,4,5
NGRT testing-Year 9 Retesting of disadvantaged students in year 9 to provide more up to date and accurate data to support the pathways process for key stage 4 and ensure the most appropriate subject options are selected.	EEF 29, 13	1,2,4

Post-16 Progression Interviews 1:1 support with post -16 applications and guidance on Level 1/2/3 courses most suitable. Where necessary, staff support disadvantaged students in attending open evenings and college interviews to secure their places.	EEF26,19	1,3,5,6
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Wider strategies (for example, related to attendance, behaviour)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform £100 is given towards uniform costs for every year 7 disadvantaged student. A £50 voucher is issued each year to support replacing items and when necessary, upon request.	EEF 28	1,4,5
Additional Clothing Removing barriers around attendance and behaviour by purchasing replacement shoes, PE kit items, black coat if needed.	EEF 28	1,4,5,6
Resources Stationery kits, including calculators are provided to all disadvantaged in year 7 and replenished stationery each year. Exam stationery kits provided in Year 11. Revision materials and packs provided for all PPEs and External exams.	EEF 28	4,5
Revision guides Purchased for all students in targeted subjects at Key stage 4 and topic guides for English, Maths and Science at key stage 3.	EEF 2	5
GCSEpod T use of digital technology revision podcasts to enhance and support learning in year 10 and 11 and allow students to access revision and support material through an app.	EEF 6	2,3,5

Attendance meetings Year group pastoral teams use attendance data and information on the whole child, to provide bespoke support to re-engage individuals before attendance drops below 92%. Half termly attendance RAG meetings held to implement timely interventions and spot patterns early.	EEF 20,3	1,5,6
School counselling Part time, onsite counselling service to support those with mental health, bereavement, social care involvement and anxiety issues.	EEF 31,15	1, 4
Pastoral support Year group non-teaching pastoral managers liaising with families and external agencies where involved.	EEF 31, 17, 15	1, 4,6
Trips and visits Option given to subsidise any extra-curricular trips that increase cultural capital. All trips directly linking to a qualification and therefore having a direct impact on progress are fully funded (e.g. GCSE Geography field work)	EEF 32, 31,	5,3,4
Attendance Officer Capacity increased to include home visits to support disadvantaged families with barriers to attending.	EEF 20	1,4,6
Wellbeing mentors Prioritised 1:1 support and guidance from trained wellbeing specialists to support with behaviour, low academic aspiration and negative attitude to learning.	EEF 15, 31	1,4,6
Additional materials for practical subjects Food ingredients, construction clothing, art materials and any other required specifics for all disadvantaged students.	EEF 1,3	5,6
Careers/Post 16 Advice and guidance Apprenticeship fair attended by all year 10 and year 11 disadvantaged students. Priority appointments with career advisor and support in application processes. Staff accompanied visits to future colleges/ placements when necessary. Progression interview with SLT and drop-in lunch sessions with Director of Futures. Focussed form time learning sessions years 7-11 including discussions with Learning Managers.	EEF 5	3, 5
Duke of Edinburgh subsidy Bronze and silver packages offered from year 9. Help with enrolment fee and kit if necessary.	EEF 19, 30	3
Sport Leadership course	EEF 32	3, 4

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Funded places for disadvantaged year 9 (level 1) and year 10 (level 2) as a leadership incentive to boost participation in leadership and wider school opportunities.		
Peripatetic Lessons Subsidised cost for disadvantaged students wanting to learn to play an instrument outside of the formal curriculum, including singing.	EEF 31	3
Year 12 peer mentoring- study skills ambassadors Subject specialised mentoring within the year 11 study area, revision room and strive sessions where they share experiences and knowledge and support with creating revision and home learning strategies.	EEF 21	4,5
Chromebooks/laptops Loan of devices to support home learning where necessary and to support temporary out of class education.	EEF 6	5
Breakfast club Provided daily and open to all disadvantaged students to support a healthy diet and wellbeing check ins.	EEF 31	
Disadvantaged focused Primary transition visit Bespoke support through face-to-face meetings between primary staff and lead to build awareness of family partnerships and share key information ahead of starting in year 7.	EEF 2, 20	1,4,5,6
Reading focus Increased financial support for engagement with read, watch, visit lists to ensure disadvantaged students have access to read and build cultural capital. All year 7 students are bought a book of their choice through the book buzz programme.	EEF 25	2,4
Development of reading and vocabulary skills Year 7 and 8 disadvantaged students benefit from Peer reading sessions from Year 12 and 13 students to support keeping up and increasing their reading age in line with non- disadvantaged.	EEF 25	1,2,5
Online Learning Support-Year 10 and Year 11 Facilitated sessions providing teaching around using online learning platforms such as GCSEpod, Seneca and Sparx to further develop skills and knowledge.	EEF 6	3,4,5
Contingency Fund	Unidentified	All

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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.		
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Total budgeted cost: £ 310,184.22

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 2024 to 2025 academic year.

Improved progress and attainment results for year 11 students. The overall progress score for disadvantaged students was -0.29, which is an improvement from -0.31 in 23-24 and -0.81 in 22-23 but below the national average for progress. We are continuing to work towards closing the gap between disadvantaged and non. 59% of disadvantaged students achieved 5 GCSEs at 4+ including English and maths which was above the NA for disadvantaged of 48% and 9% higher than achieved in 23-24. 36.4% of disadvantaged students achieved 5 GCSEs at 5+ including English and maths, which was 3% higher than 23-24 and also above the NA for disadvantaged of 27%. 6.8% of disadvantaged students achieved 5 GCSEs at 7+ including English and maths, above the NA for disadvantaged of 6%. The pupil premium 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 and materials for all subjects and exam equipment, including scientific calculators, maths sets, and fully stocked pencil case and flashcards. Disadvantaged students were prioritised for interventions and strive sessions and supported to attend sessions through half term holiday provisions.

Post-16 courses and destinations were in place at the start of September for all disadvantaged students. All disadvantaged students follow a careers package and engage in activities through Form Time Learning and within personal development lessons, having online access every day to support applications to post-16 courses. All disadvantaged students attended a career and apprenticeship fair - fully funded. All Year 10 and 11 PP students received priority 1:1 career appointment with 'Futures', face to face within the school day. In addition, Year 11 disadvantaged students all received a 1:1 SLT progress interview to ensure plan 'A' and 'B' applications were in place, with SLT members strategically chosen for the disadvantaged student interviews. The disadvantaged students on off-site alternative provision were monitored closely and post-16 plans were quality assured by school staff. Students were also offered support meetings and guidance on the GCSE results day and follow up communication after the day. As a result, all Year 11 disadvantaged students accessing in school education are now in further education, employment or training.

Attendance improves for disadvantaged students. 10% of disadvantaged students had 100% attendance, with 60.4% having an attendance of 95% or above. This is in proportion with the attendance of non-disadvantaged (9.7% of non-disadvantaged have

an attendance figure of 100% and 60.8% of non-disadvantaged had an attendance of 95% or higher.) The Academy absence figure for disadvantaged students was 13.1%, this is above the national average for disadvantaged of 10.29% and lower than 23-24 (15.3%) non-disadvantaged students had an absence of 6.5%, resulting in a gap of 6.6%. Year 7 and Year 8 disadvantaged were below the national average compared to other year groups due to key individuals. The percentage of persistent absentees was 38% for disadvantaged students (48% 23-24), which is 7% higher than the national average of 31.%. This is skewed by key students who were PA despite continued support and strategies being offered and implemented. We have a full-time Attendance Officer, who supports with daily contact for all disadvantaged persistent absentees and conducting home visits and meetings with families. 3 year 11 students were financially supported with subsidised travel cost to improve and sustain attendance at school and for GCSE exams. Pastoral Managers and Directors of Learning for each year group prioritise communication with non-attending disadvantaged students and work on building relationships and reengaging families. Improving attendance continues to be a focus for 2025-2026 and an Excellence Pioneer role has been created to add capacity to improve this.

Improved reading comprehension skills across KS3. Disadvantaged students on the Reading Plus Programme (year 7) and their progress with reading varied depending on the individual student. During the autumn term, 3 students' proficiency scores improved by 0.8 years compared to 1.2 years for the rest of the cohort. The vocabulary progress in this period was 1.8 years compared to 1.4 years for the rest of the cohort and their reading fluency (words per minute) improved from 132 to 188 compared to 51 to 113 of the rest of the cohort. As a result, these students 'graduated' to Reading Buddies in the spring and summer term and performed in-line with the rest of the Reading Buddies cohort at the end of the year (DIBELS fluency test). One other disadvantaged student, added to the programme during the year made 2.1 years progress in terms of proficiency. All disadvantaged students on Reading Buddies (years 7 and 8) saw an improvement in reading speed/fluency/wpm on the programme, the average increased from 91wpm to 116wpm. 1 PP student in year 7 who assessed and determined as requiring literacy support through Fresh start phonics had low attendance and will continue to be supported within the programme. A student in year 8 progressed from the introductory modules into set 2 sounds.

Engagement in extracurricular and trips and visits. The number of disadvantaged students who attended at least one extracurricular club regularly has increased (51% last academic year to 54% this year). Highest areas of participation were in sports and inclusion-based activities. There has been an increase in the number of disadvantaged students volunteering for ambassador groups, sports leaders and student leadership team from 33% to 37% which has increased their participation in the wider curriculum

offer. 13 (30%) targeted Year 11 disadvantaged students successfully attended and engaged in a fully funded weekend revision residential to support their preparation for GCSE exams. There has also been a 20% increase of disadvantaged students in year 9 enrolling onto the DofE bronze and silver award due to funding used to subsidise enrolment fee and help with equipment costs. 6 disadvantaged students across years 8-10 and 2 in year 7 have benefitted from subsidised peripatetic lessons for piano, violin, flute and singing and have increased their attainment grades in Music as a result.

Improved resilience and wellbeing amongst disadvantaged students. 18.8% of disadvantaged students received 1 suspension during the academic year. (9% 23-24) 6.8% of disadvantaged students received more than 1 suspension compared to 2.8% of non- disadvantaged (4.7% 23-24). Suspensions and repeat suspensions remain below the national average for disadvantaged students, a school priority remains to reduce suspensions for disadvantaged students, particularly repeated suspensions. There was again an increase in disadvantaged students being nominated for prize giving awards (27%) and students were also regularly praised and rewarded through assemblies, positive pars points, excellence postcards and letters home. Positive PARs points continued to be broadly proportional with non- disadvantaged in key stage 3 with slightly higher points in KS3 compared to KS4. 87% of disadvantaged students completed the bronze GSA Excellence Award compared to 94% non- disadvantaged.

Externally provided programmes

Programme	Provider
Brilliant Club scholars programme	The Brilliant Club charity
Reading Plus Scheme	Reading Solutions UK

Service pupil premium

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The Director of Community liaised with families each half term and when necessary, offered wraparound care to support the emotional wellbeing of our Service children. A weekly school visit from Chetwynd Barracks Youth Liaison worker offered mentoring sessions 1:1 and leading the lunchtime 'Army club'. Collaborative work with DANCOP took place, accessing fully funded confidence building and mental health workshops. A School counsellor-part time, onsite support offered qualified advice and guidance for all referrals. Moving schools transition support was given for any mid-year

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	admissions including catch up sessions and help with academic resources. Team building trips were offered, including ice skating and bowling. Work with feeder Primary schools took place including assemblies and transition support for Year 6. Families were provided with free uniform and equipment for mid-year starters.
What was the impact of that spending on service pupil premium eligible pupils?	The correct proportion of reward points for service students were awarded in relation to non-service students. Data shows that absences for service students were not more and no higher proportion of persistent absentees within this group. Engagement in wider curriculum activities was in proportion with non-service students and an increase in participation in service student-specific activities. The 14 GCSE service students achieved a Progress 8 score of +0.24 and 86% gained 5 GCSEs including English and Maths at a grade 4 or above.

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.