

Pupil Premium Report 2015 -16

In the year 2015-16 we received £153,885 through the Pupil Premium budget. £47,685 of this funding was triggered by 51 students in receipt of Free School Meals. £93500 was triggered by 100 students who had received Free Schools Meals within in the last six years. £2200 was triggered by 24 students who had been looked after for a period of six months or more in the last six years, adopted from care or who had a parent in the armed forces. £10,500 was received as Yr7 catch up grant. This group of students is referred to as 'disadvantaged' by the government and this funding is provided to close the attainment gap between this cohort and other students. Nationally George Abbot is in the lowest 10% of schools with only 7% of students who are deemed disadvantaged. We have embraced the challenge of closing the gap we are committed to ensuring that the funding is spent on improving the life chances of this group at George Abbot.

In summer 2016 GCSEs the average measure for disadvantaged students Attainment was 42.18 and Progress 8 -0.57.

Principles

At George Abbot the funding received through Pupil Premium is carefully ring-fenced so that it is spent on the target group of students. We have the highest expectation of all our students and although some 'disadvantaged students' at George Abbot are low ability others achieve the highest levels. Through our Levels of Progress meetings we rigorously identify which pupils are underachieving, particularly in English, Mathematics and Science and use research evidence (such as the Sutton Trust toolkit) to allocate funding to the activities that are most likely to have an impact to improve outcomes. We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner and the importance of giving students clear, useful feedback on how to improve their learning. All teachers and support staff know which students are eligible for Pupil Premium and take responsibility for implementing strategies to accelerate their progress. Teachers are accountable for the progress of these students through the performance management process. At George Abbot support to improve outcomes and raise attainment is personalised according to each individual. We use our knowledge of students and their families to identify potential barriers to progress and students attaining their goals and use the funding flexibly to overcome these barriers. We are committed to ensuring that talented students fulfil their potential in a particular subject or skill and are not held back due to lack of opportunities outside of school or family finances so funding is used to support these students in experiences and skills beyond their academic gains. We carefully consider and provide well-targeted support to improve attendance, behaviour and build links with families where these are barriers to a student's learning. Through careful monitoring and evaluation we can show the positive impact of our spending on the outcomes for students.

The main areas of expenditure for 2015-16 are listed below:

Provision	Expenditure	Target Group	New / Cont.	Summary	Monitoring/Evaluation	Impact
Whole school focus on promoting growth mind-set & building resilience to close the gap.	<p>Penn Resilience training £2969.13</p> <p>Ian Morris - £200.0</p> <p>Ruth Mc Conville - £300</p>	KS3 & 4	New	<p>Presentation to whole staff by Ian Morris (Wellington College) on Wellbeing. Focus on the form tutor building connectedness with PP students to improve attendance and engagement / happiness at school. Student voice activity by Anna Wallis (Fullbrook School) targeted at PP students with low feelings about school and their teachers. Training session led by Anna with whole staff to brainstorm strategies followed by presentation by Ruth McConville (author) on the Habits of Happiness. Assemblies to all year groups on Growth Mind-set & Resilience. Two members of staff trained in Penn Resilience Programme ready to launch September 2015.</p>	<p>Analysis of PASS % Attendance of PP Y11 Exit Surveys Progress8</p>	<p>The Penn Resilience Programme was rolled out to all Year 7 classes during PSE. Results were favourable on the whole. Mrs Keay has produced a Survey Monkey. The initial impact has been positive however we hope to see further gains in the longer term as the impact of the Penn Resilience programme is felt and staff embed strategies to improve relationships with pupil premium students. Y11 exit surveys are favourable when compared to 2013-14. Attendance of PP students has improved to 91.8%. Awaiting PASS data 2015</p>
Academic Monitoring	<p>£3,000 Staff time</p>	KS3 & 4	Cont	<p>Progress Lead for Pupil Premium met with all PP students to set challenging targets and discuss how spending or staff intervention could support improved attainment. Progress continued to be monitored through LoP meetings recorded by PP administrator.</p>	<p>Levels of progress for PP students in comparison to non PP monitored across all subject areas KS3 & 4 by Mr Stewart and Mrs Thomas</p>	<p>Tracking of progress across the curriculum shows that in KS3 PP are on average one sub level behind (two in Y9) and one whole grade behind in KS4. Close monitoring through LoP meetings and individual meeting has been effective in targeting individual needs and personalising education plans for pupil premium students. We will continue with LoP</p>

						meetings and aim to share minutes with a wider audience. Individual meetings are time consuming but essential so have created a new post the Pupil Premium Champion who will take this model forward in 2015-16.
Attendance Challenge	£2,000 staff time	Y8-10	CONT	This project focused on closing the gap in attendance between disadvantaged students and others. It involved close monitoring of attendance by the attendance officer with data circulated half termly. Over the year 22 students from Y8-10 took part in an Attendance Challenge. Students were chosen by HOYs on the basis of their attendance data with the criteria being based around those with an attendance figure of 85% or below but not low enough to involve the EWO. The students chosen had no other support in place and particular issues (such as long term medical issues) were not the cause of low attendance.	Analysis of attendance, PASS and student voice activity	Overall the challenge was a success with an improvement noticed in all students.
Catch Up Numeracy Training	£3500	KS3	New	Catch Up [®] Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners. Catch Up [®] Numeracy involves 15-minute individual sessions delivered twice a week.	LoP in Maths for targeted KS3 students who were stuck.	Ten members of staff were trained to deliver Catch Up Numeracy and are now equipped to deliver Catch Up to students targeted through LoP meetings this academic year. We expect that this will support closing the gap in maths progress for PP in comparison to others and the impact of this will be assessed next year.

<p>Increasing Aspirations & Parental Engagement Project Form Q</p>	<p>£600 staff time Plus rewards £154.79</p>	<p>Y10</p>	<p>CONT</p>	<p>This project aimed to build on the work initiated by Mr Giles’s motivational project in 2013-14. Pupil Premium students who had below average scores in their feelings about school on PASS were identified to participate in a project to increase engagement leading to more positive feelings about school. Mrs Bunce mentored the target group weekly for eight weeks and rewarded improvements in their Behaviour for Learning and Attitude to Learning scores with tangible rewards.</p>	<p>Mrs Bunce through analysis of Behaviour for Learning and Attitude to Learning scores.</p>	<p>Students who have positive feelings about school tend to perform better academically. Students worked together for eight weeks during tutor time doing a variety of different activities including a pen picture of their likes and strengths, a mapping exercise for their future careers and measuring and boosting self-esteem. All the girls had a higher score for their self-esteem at the end and a plan of what they needed to achieve to get into their chosen career. Feedback sheets show that all the students who completed the session would do it again, and it had made them think about their future after school 'how we all talked about what we would want to do in the future' Behaviour for Learning & Attitude to Learning improved for the target group which we hope will impact on their attainment in the future. This project was successful so we will continue with it in the autumn term for Y10.</p>
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Pupil Premium Progress Lead	£4596	KS3 & 4	CONT	This role was created to establish systems whereby expenditure and impact of Pupil Premium funding could be tracked more rigorously.	Mrs Thomas monitors the role.	The role is very useful and has a positive impact on the students. Students are interviewed and their progress is monitored. Administrative support has been put in place to assist the Progress Lead
Pivotal Positive Behaviour Management Training	£1950.00 WJN's course	KS3 & 4	CONT	Pivotal Education Ltd is a multi-award winning Education Consultancy working in the UK and Internationally. The company trains teachers to enable them to create measurable change in behaviour, relationships and learning.	Mr O'Sullivan through monitoring of B4L scores of PP student's detentions, isolations & exclusions.	Miss Nightingale has made a successful start on this course and already cascaded training to the pastoral team and to whole staff on May INSET. WE hope that the impact of this will be felt this year through more positive behaviour from a small cohort of students.
Motivational Project	£205 (rewards)	Y9 Boys Y8 Boys Y11s	Cont.	The PASS Survey results of September 2014 demonstrated that the attitude of middle ability PP students who were underperforming were significantly lower than the non-pp group in their 'independence' and 'preparedness to learn'. The aim of this project was to focus on improving these attitudes in order to improve progress.	Mr Giles through analysis of Levels of Progress data & PASS data.	The project was very successful and will continue. Overall the group progressed in all subjects faster than they had previously and they closed the gap with the non-pp students. The gap between the Closing the Gap group, the Yr.10 cohort and other PP students that existed in core subjects before the project was a significant gap which widened in December and subsequently closed after a term of intervention.

Peer Tutoring	Peer Tuition £3,600	KS3 & 4	Cont.	Y12 students were interviewed then the successful candidates trained to work with KS3 & 4. Students not making LoP were targeted through LoP meetings and offered Peer Tuition after school hours to improve their Literacy and numeracy. There also a few special arrangements such as Peer Tutoring for EAL and for Music.	Ms Hamer oversaw Peer Tuition supported by the PP administrator. They monitored attendance and collected student voice.	<p>A total of 79 students were involved in the Peer Tutoring partnerships in English, Maths and Science in 2015-2016. A total of 19 Key Stage 3 students regularly attended tuition in English and Maths, some for one term and some for two. 14 Science Key Stage 4 students from took part from January 2015. Feedback suggests tutees benefited by more confidently tackling individual problems in their work. The A level students are excellent role models and build good relationship with the younger students and boost their confidence. <i>"I know lots more literary devices to use and know how to use them correctly. I feel more confident while doing writing pieces as well"</i></p> <p><i>"It has helped me consolidate hard topics and extended my knowledge for me to get closer to reaching my target"</i></p> <p><i>"My tutor talked things through with me until I understood"</i></p> <p>Peer Tutoring will continue to run next year.</p>
1:1 tuition & small group tuition	£4927.32	KS3 & 4	Cont.	Students not making expected Levels of Progress were targeted for an additional one hour per week tuition in English, maths or science either during the school day or after school. The English Faculty delivered extra 1:2 tuition through a teacher to KS3	Mrs Batchelor in English and Mrs Watts in maths organise extra tuition and track the levels of progress that students make.	194 students received extra English tuition across both Key Stages in 2014-15 compared with 113 in the previous year. 118 KS3 students received English tuition 52% were Pupil Premium. Of the 52% (62 students), 61% made 1 or more levels of progress over the academic year. 29 Year 10's received extra

				<p>students. KS4 students were taught 1:2 or in small groups of after school by English teachers. Students are referred by the maths & English faculties, Care Committee and through LoP meetings.</p>		<p>English tuition 72% were Pupil Premium. The majority of these students are on target to achieve a grade or higher in their GCSE English Language, Literature or iGCSE this year. 46 Year 11 students received extra English tuition in during 2014-15, compared with 25 in 2013-14. 50% were Pupil Premium and 65% of these achieved a Grade C in either their GCSE English Language, GCSE English Literature or iGCSE English exams.</p> <p>48 students received Maths tuition in the academic year 2015-2016. In order to take control of costs a lower number of students received 1:1 tuition and all of them were Pupil Premium students. Out of the 48 students 28(58.3%)made one or more LoP with 20 apparently making no LoP. However recording has been more difficult due to the various differing recording scales which are in place.</p> <p>English and maths tuition will continue this year. Maths will adopt the after school group tuition modelled by English this year which has had a greater impact on a larger number of students.</p>
ICT Software, Hardware & Consumables	Laptops & iPads £1196.00	KS3 & 4	Cont.	Students were issued with laptops / ipads and updated software for machines issued previously if needed.	Student voice.	Student voice; <i>'Having the laptop has helped with my homework as before we just had mum's.'</i> <i>'I could revise on websites and it helped having the right software to catch up</i>

						<p><i>on ICT. Once I caught up on ICT I wasn't left behind loads so it was helpful'. 'I could do my homework and download revision guides. I kept up with homework so got less detentions'. As a result we will continue to provide ICT support but due to financial constraints will focus on KS4 only.</i></p>
School trips	<p>£14,170.99 (all PP trips)</p> <p>£11,240.00 (Yr8 residential)</p>		Cont.	<p>All pupil premium students were offered the opportunity to take part in the Y8 residential and appropriate clothing also supplied as necessary. Faculties aware to offer funding for all enrichment activities offered to other students to ensure participation.</p>	<p>PASS data – feeling about school compared to previous years for PP cohort. Student voice.</p>	<p>Comparison of PASS data has showed an improvement in all areas especially in <i>Feeling About School</i> for this disadvantaged group. <i>'I went on a trip abroad and didn't have to worry about the cost. I can do the things that others are doing. It was a great experience.'</i> <i>'You can do more things and it widens your horizon'</i> We will continue to offer this enrichment opportunity for trips related to the curriculum and those that take place during school time.</p>
Basics –Uniform, Food & Travel	<p>£19,887.93 (Uniform) £9,810.60 (Food) £804.45 (Bus & taxi)</p>	KS3 & 4	Cont.	<p>All pupil premium students offered uniform and shoes as required. A small number also required additional meals at school.</p>	<p>PASS data – feeling about school analysed & student voice.</p>	<p>Comparison of PASS data has showed an improvement in all areas especially in <i>Feeling About School</i> for this disadvantaged group. Student voice is very positive. <i>'I'm not hungry so I can concentrate.'</i> <i>'This has been a massive help by being provided with a bike to help raise punctuality.'</i></p>
Curriculum support	<p>£359.48 (Food tech) £1,440.90 (R. Shop) £50.00– Hindsight magazine</p>	KS3 & 4	Cont.	<p>A wide range of interventions were planned e.g. food tech ingredients provided, exam retakes paid for, equipped pencil cases issued by maths, card issued to enable students to make purchases from the school shop.</p>	<p>Levels of progress for PP students in comparison to non PP monitored across all subject areas KS3 & 4 by SXS and JAT and gaps fed back to Heads of Department &</p>	<p>Students have requested a range of equipment that has allowed access to the curriculum and improved levels of progress as a result we will continue this intervention e.g. 22 pupils were provided with food tech ingredients. 71% achieved a higher level on their practical attainment than their targets.</p>

	(Curriculum materials) £335.89 (Science Revision Guides) £34.57 (Library) £94.50 (IT consumable print credit)				of Faculty.	<i>'I enjoy cooking so I enjoyed actually being able to cook'. Student voice is very positive: 'I have been able to get equipment easily without having to worry about the cost.' 'Helps get the stuff you need to get better grades.'</i>
Extra Curriculum Enrichment	£332.19 Music lessons, sport & music equipment/ DofE/Club membership /FISH playscheme		Cont.	Some of our high ability PP students are on track academically so funding was used to support enrichment activities e.g. music lessons.	Student voice.	<i>'Having 1:1 music lessons has helped me in my GCSE music lessons.'</i>
Counsellor	£33,895	KS3 & 4	Cont.	Pastoral provision enhanced to include a qualified counsellor three day per week to support students with emotional needs referred through Care Committee	Wellbeing monitored through improved attendance & reduced exclusions.	This intervention remained at 3 days a week. This has a positive impact on a small number of students who are very vulnerable however, as the need amongst Pupil Premium students has reduced this program will continue on a per-dium basis next year.
HSLW	£16,630	KS3 & 4	Cont.	HSLW support to families and to students in school e.g. the HSLW ran a Friendly group in conjunction with the YMCA and a Planning for Success	HSLW monitors through student voice, attendance figures and PASS data.	Attendance figures for 15-16 were 95.4% The work of the HSLW has contributed significantly to this achievement. We will continue to fund next year.

				Course with autistic students and their parents.		
Boost4kids	£720.00	KS3 & 4	Cont.	External company provided sessions to support improved self-esteem, relationships and positive choices for students at risk of exclusion or with low PASS scores.	Mrs Keay through analysis of PASS data, improved attendance and reduced exclusions.	Very positive student voice. Students said they learned: "How to work in a team." "To be kinder to other people." "What to do when I am angry and to be more confident." "How to be calm." "Don't be afraid to share a personal opinion." "That I can believe in myself."
Alternative Curriculum	£165.00	KS3 & 4	Cont.	Individual support for students who would benefit from additional alternative provision.	Mrs Keay through reduced exclusion.	
Kobo's Literacy Support	£1,924.75	Y7	Cont.	All new Y7 PP students were issued with a Kobo electronic reader. Students can buy top up cards for books from the school shop and attend a lunchtime support group where they are trained to use the Kobo as a spell checker.	Mrs Simmonds through analysis of reading ages.	A year 9 class and Y7 class were used to pilot the impact of the e-readers in 2013-14. They made really good progress with reading compared to writing- at least 14% higher than writing in reading measured by the Functional skills exams scores and two sub levels above in teacher assessment for the Y9 class. In the Y7 group 75% of students met or exceeded their target literacy level. <i>'We are keen for our child to read more so the Kobo's are a great tool to help her'</i> <i>"I liked using an e- reader: I found them fun and easy to use, the dictionary search helped."</i> We will continue to issue Kobo's to Y7 PP students next year.

GCSE Podcast	£3000	Y10 & 11	Cont.	Online revision tool launched with KS4 through assembly.	Usage / GCSE results	This intervention was well used by students and had a positive impact on GCSE results which were 76% including English and maths in summer 2014. Student voice: <i>'I found it to be a really useful revision tool, it has helped me through a lot of my exams; the podcasts are really thorough and it is very easy to use.'</i> <i>'The English is particularly good with new information not covered in class'</i> . We will continue with this intervention for 2015-16.
Youth Worker	£7,100	KS3 & 4	Cont.	The school maintains a link with Matrix who provide three youth workers who give full time cover over the week	Analysis of attendance figures. Reduced exclusions for	Attendance last year was 95.9% but the attendance of PP is less at 86% so we will continue with this intervention. The youth
				between them. In addition a youth worker was employed to support disadvantaged students who are at risk of exclusion.	KS3 PP boys and completion of school for a small number of PP boys in Y11. Analysis by Mrs Keay.	workers regularly saw 24 students (16 girls and 8) boys over the year covering family issues, school issues and general issues. This contributed to positive wellbeing and improved attendance.
PASS reporting	£300	Y7	Cont.	Students in year 7 took an additional PASS survey to enable us to assess their feels around transition.	Mr Giles through analysis of PASS data.	The first survey reflected the students feeling about their primary school. The second survey which was a lot more positive reflects their feels about George Abbot school which is evidence that our transition process is robust and their experience in Year 7 is positive. We will continue to carry out this additional PASS survey next year.
Summer School	£6840.82	Y6	New due to no DFE funding this year	24 PP students invited for a weeks literacy and numeracy activities including day trips out and lunches provided.	Student and teacher evaluation positive. Led by Alison Firth.	A positive relationship developed with other students and the teachers involved in the week. Parents invited into school on the last afternoon encouraging parental engagement with the school. It provided familiarity for vulnerable students with the school environment before they started in Year 7.

Total spent 2015-16 £122575.12