



Our intention is to ensure that we close the attainment gap for disadvantaged students at George Abbot by continually building on our school culture of the highest aspirations for all. We prioritise the engagement of our disadvantaged cohort with the George Abbot Journey. As a result, we expect our disadvantaged students to be very well prepared to succeed in life through the quality of our teaching and learning practice, our excellent pastoral care and best practice destinations guidance alongside tailored opportunities for enrichment, designed to remove social and cultural capital gaps.

## The following targets have been agreed by the Governors:

- A. **To close the progress and attainment gap of students eligible for Pupil Premium.** Targets are in-line with equivalent cohorts and Pupil Premium funding is used to remove potential barriers to learning and build knowledge, skills and cultural capital.
- B. **To close the gaps** between Pupil Premium students and the non-disadvantaged cohort **in a range of identified pastoral areas**, including attendance and co-curricular participation, supplemented by targeted mental health and well-being provisions, to develop character and social capital which will also help reduce the attainment gap. Pupil Premium funding is used to remove potential barriers to participation and provided targeted interventions.
- C. To support disadvantaged students with **best practice Careers and Destination Guidance**, to ensure that all students have choices, to improve themselves where they are or improve themselves by moving beyond the familiar. Pupil Premium funding is used to remove potential barriers to participation and provided enhanced interventions.

Summary information					
<b>School</b>	George Abbot School				
<b>Academic Year</b>	18-19	<b>Total PP budget</b>	£143,055	<b>Total Bursary allocation</b>	£18,983
<b>Total number of pupils</b>	1973	<b>Number of pupils eligible for PP</b>	164	<b>Date for next review of this strategy</b>	9/19
<b>Total number of KS5 pupils</b>	432	<b>Number of KS5 pupils eligible for bursary</b>	12	<b>Number of KS5 ex-PP students</b>	20

				<b>Date of most recent PP Review</b>	4/19
<b>Pupil Premium cohort groups 2018-19</b>					
<b>Total PPG</b>	<b>164</b>	<b>LAC / PLAC</b>	<b>11</b>	<b>SPG</b>	<b>2</b>

<b>Barriers to future attainment</b>	
<b>A.</b>	Disadvantaged students achieve lower progress scores than our non-disadvantaged cohort at KS4 and there are specific learning needs, particularly relatively poor literacy and numeracy skills, that contribute to the attainment gap.
<b>B.</b>	Disadvantaged students typically have lower attitudes towards school than the non-disadvantaged cohort which is visible in lower attendance, lower participation in co-curricular activities, disproportional representation in lower behaviour scores. Disadvantaged students are disproportionately affected by mental health concerns.
<b>C.</b>	Disadvantaged students typically have lower aspirations than their non-disadvantaged peers and they are less likely to access higher education and achieve equivalent lifelong wealth.

<b>How we will use the Pupil Premium Grant for 2018-19</b>				
Note: this is a summary version of the 11-16 section of our Action Plan for Disadvantaged Students at George Abbot (11-18)				
<b>Area</b>	<b>Outcome</b>	<b>Detail</b>	<b>Potential impact</b>	<b>Proposed cost</b>
<b>A</b>	Specific interventions have measurable positive impact on disadvantaged students' attainment.	<p>Intervention strategies show positive impact on student progress:</p> <ul style="list-style-type: none"> <li>• Y9+ interventions in English, Maths and Science</li> <li>• Peer tutoring in relevant subject areas, develop learning and model good behaviours for learning.</li> <li>• Other academic interventions according to need.</li> </ul>	Attainment gap closes in targeted areas, including literacy and numeracy.	£58,000

<b>A</b>	Financial barriers to participation for disadvantaged students in experiences, trips and visits that increase their cultural/social capital are removed.	Disadvantaged students are able to access all appropriate cultural/social capital opportunities and should log at least one high quality experience per cultural area per year in 2019-2020.  This may include provision of musical instruments/lessons and other cultural capital costs to ensure students can fully access a broad curriculum.	Students develop depth of capital to assure ongoing closure of attainment gap and access to highest level learning opportunities.	£8,500
<b>A</b>	Disadvantaged students are equipped to participate in their learning and especially at revision time, with all necessary resources to ensure a level playing field.	All disadvantaged students have the set of curriculum and revision resources that are specified as necessary or beneficial by HoDs.	Students are equipped in line with peers and parents will also be better able to support their child at home.	£4,750
<b>B</b>	Disadvantaged students are equipped with uniform, travel and food costs to ensure they can	All disadvantaged students are provided with resources, according to need.	Students experience no stigma that impedes their belonging and are not hampered by hunger.	£17,000

	participate fully in the daily life of the school			
<b>B</b>	Disadvantaged students have equivalent or greater attendance stats than the non-disadvantaged cohort.	Attendance is rigorously monitored with interventions deployed to remove the attendance gap.	Students are encouraged to remain in school and fully participate in the opportunities therein. Parents are supported through liaison with e.g. HSLW.	£1,500
<b>B</b>	Disadvantaged students access student leadership and co-curricular opportunities including clubs and sports, narrowing the participation gap across all key stages.	Student leadership opportunities and SOCS data show narrowing and eventual parity of participation. Financial barriers to participation are removed.	Students develop social and cultural capital to enable them to develop successful futures.	£7,500
<b>B</b>	Provision of mental health resources supports disadvantaged students effectively	Disadvantaged students are closely monitored for mental health and other well-being services delivered within school and impact is measured.	Well-being factors that will impact on attainment and future success are addressed effectively so students are happy and ready to learn. Parents are supported through work of HSLW and other pastoral staff.	£30,350
<b>C</b>	Financial barriers that impede belonging and participation in CIEAG activities are removed.	All disadvantaged students are equipped as appropriate with uniform, business wear, top-up food costs, travel and other similar expenses. Where this is not possible, this is noted and explained.	Students experience no stigma that will hamper their ability to participate fully in the wide range of opportunities available through the school.	£3,100
<b>Other activities</b>				

In addition to expenses incurred on an individual basis for disadvantaged students, PP income is disbursed as follows:				
	<b>Provision</b>	<b>Impact criteria</b>		<b>Proposed Cost</b>
	Progress Lead for Disadvantaged Students	The PLDS meets the criteria set in the PLDS job description.	Students have an advocate in school and staff have a role model for the culture of aspiration for our disadvantaged cohort.	£6,200
	Assistant Head (Academic)	The Assistant Head (Academic) meets the job description criteria related to Disadvantaged Students.	There is a designated SLT member for disadvantaged students, providing coherence across all areas of activity.	£8,000
<b>Total cost</b>				
				<b>£144,900</b>

## Appendix:

Pupil Premium funding is additional funding provided by the government since April 2011 to enable schools to put into place strategies that might raise the attainment and progress of disadvantaged students and reduce any potential variation in performance between them and their peers. This funding is not ring-fenced by the government and forms part of the school's main budget. For KS5 students, the 16-19 Bursary is additional funding provided by the government for the same purpose.

### The Pupil Premium Grant (PPG) Funding for 2018-19 is based on the number of students who fall into the following groups:

- Are eligible for Free School Meals (FSM) or have been in the last 6 years.
- Looked After Children (LAC) in local authority care for 1 day or more
- Students who have left local authority care due to adoption, a special guardianship order, a child arrangements order or a residence order.
- Ever 5 Service students: children who have one or more parents in the armed forces and recorded on the January 2018 census as eligible for service child premium grant (SPG) in any of the previous 4 years.

Attainment and progress, KS4 2018-19				Provided by ASP (DfE)		
	Pupils in our school, 2017-18		Family of schools, 2017-18		National average, 2017-18	
	Disadvantaged	All pupils	Disadvantaged	All pupils	Disadvantaged	All pupils
<b>Progress 8 score average</b>	<b>-0.62</b>	<b>0.43</b>	-0.44	0.13	0.13	-0.02
<b>Attainment 8 score average</b>	<b>37.07</b>	<b>55.07</b>	36.73	50.14	50.14	46.53