



Pupil premium strategy statement – George Abbot School

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	George Abbot School
Number of pupils in school (exc. 6 th form):	1493
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-22
Date this statement was published	15-10-2021
Date on which it will be reviewed	04-09-2022
Statement authorised by	Kate Carriett
Pupil premium lead	Judith Daniels
Governor / Trustee lead	Jackie Thomson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,770
Recovery premium funding allocation this academic year	£19,799
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,413
Total	£163,982

Part A: Pupil premium strategy plan

Statement of intent

Our combined resources are directed towards tackling the impact of social disadvantage wherever we find it, placing the highest priority on maximising access to high quality teaching in every classroom.

Our actions are intended to raise attainment and improve opportunity, through a broad and balanced, rich and purposeful curriculum offer at all key stages; inclusive classroom practice through subject specialists who take personal responsibility for the progress of the students in their class; a sustained focus on accelerating reading fluency; a determined effort to identify and close gaps in the knowledge, cultural capital and social confidence of our disadvantaged students and a strong, personalised, focus on ensuring preparedness for next steps.

The Pupil Premium Grant is deployed to remove barriers to participation, ensuring all students can access the full curriculum. Attendance is one of the key drivers of attainment in our school, so a portion of the Grant is used to fund a team of skilled Home School Link Workers to support parents and students. Reading fluency is crucial, so a portion of the Grant is used to employ a reading specialist teacher and provide funding for reading interventions. Knowing our students well is critical to our work, so each year group has a designated "Advocate" for the disadvantaged students in the cohort, liaising between students, staff and home, to ensure positive outcomes. While our focus is on improving the quality of teaching and learning in every classroom, some funding is used to support 1:1 and small group catch-up tutoring and KS4 study skills and revision activities.

We value all our students and recognise that the only characteristic that is fully shared by this cohort is financial hardship. Our school culture encourages teachers to challenge practice and trial solutions, at every level. We strive to amplify the voice of students and parents, to respond with compassion and energy, always seeking to communicate respect for the families with whom we work.

Challenges

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

Challenge number	Detail of challenge
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1	Attendance is lower for the PP cohort, with a higher proportion of persistent absence, compared with their non-disadvantaged peers.
2	Many of our PP cohort have needs in addition to financial hardship, and some face particularly intense or multiple challenging circumstances, with a high crossover of SEND needs, raised SEMH needs and a disproportionate number of Young Carers.
3	Our school is situated in an affluent area of Guildford, with pockets of extreme poverty. As a result, there are very significant gaps in cultural capital and social confidence which can weaken the sense of belonging that all students need if they are to benefit from the richest possible curriculum. Self-esteem and agency as learners is measurably lower in our PP cohort. Teachers need to be very attentive to identify capital gaps that students tend to seek to hide.
4	Students typically arrive in Y7 with an already entrenched attainment gap for us to help them overcome.
5	Students with multiple complex factors present a range of challenges to classroom teachers and the wider school community: "the work is often harder" with this cohort.
6	Financial hardship presents a barrier to learning in multiple ways, including a reduced ability to buy uniform, equipment, trips and visits which are necessary for curriculum access, with self-esteem and dignity an important factor in this.

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
The attainment gap for PP students is progressively eradicated.	Attendance figures rise, so that there is no cohort difference. Reading measures demonstrate acceleration of reading fluency within the cohort. Measures of academic attainment improve, including Progress 8, Average Subject Entry and EBACC entry, as long as this is appropriate for the individual child.
Student wellbeing and belonging rises within this cohort.	Student participation in extra-curricular activities, (including specific activities for the PP cohort), rises and student voice is positive. Students with SEMH needs are accurately assessed and high-quality support is put into place, in a timely manner. The number of students making full use of their FSM and other allocations increases.
Students consistently access a broad and rich curriculum, which is broadened further wherever possible.	Cohort variations are narrowed and progressively eradicated, with close attention paid to transition points, and within Music and MFL.

	<p>Effective interventions in KS3 reduce the attainment gap after entry.</p> <p>Access to opportunities for enrichment and therapeutic/creative activities is retained for as long as possible within the main curriculum, and continued extracurricular throughout the school.</p>
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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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist staff inc. PP lead and Scholar Advocates	This strategy has been in place since 2019 and gaps in attainment are closing. EEF research consistently focus on the quality of leadership as a defining factor, at all levels.	1-5
Literacy specialist	EEF research indicates the importance of reading fluency as the key skill underpinning attainment and wellbeing. In-school research, including testing, and resourcing analysis indicates that this an area that needs a concerted and focused approach.	3-4

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

Budgeted cost: £30,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessments	Ofsted research, incorporated into inspection framework, requires accurate assessment of reading at all key stages. SEND best practice requires accurate assessment of need.	2, 4, 5
Tutoring	EEF research indicates value of well targeted 1:1 and small group interventions. In-school data shows impact of tutoring, delivered in diverse ways, on performance in reading, English and Maths.	1, 4

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

Budgeted cost: £79,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equipment	A review of our curriculum and wider requirements indicates a need to provide uniform, equipment and support for essential and enrichment curricular activities so that the whole cohort is on a level playing field.	6
Specialist pastoral staff	In-school data shows disproportionality of SEMH needs within our PP cohort, requiring enhanced support for students and parents. The strategies currently in place have begun to have a positive impact on attendance. Anna Freud Centre research on trauma-informed practice indicates a need for specialist staff as well as a general up-skilling of teaching staff.	2-3

Total budgeted cost: £ 165,289

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 2020 to 2021 academic year.

2020-2021 was year 2 of the current 3 year plan.

- The attainment and progress gap was narrowed at the end of Y11, within a robust system of centre assessed grades.
- Cohort variations in average subject entrance have narrowed.
- Attendance figures (daily, and persistent absence) have improved in comparison with the non-PP cohort.
- The curriculum is being broadened, through initiatives including the Y7-8 instrumental lessons offer which will enable students to select Music GCSE.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Online tutoring	My Tutor
Reading tests	NGRT
Reading intervention	Lexonik
Reading intervention	Lexia
Music lessons	Surrey Arts

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Students in receipt of Service Pupil Premium benefit in the same way as non-Service PP students.
What was the impact of that spending on service pupil premium eligible pupils?	Students in receipt of Service Pupil Premium benefit in the same way as non-Service PP students.

Further information (optional)

The Trust, and school leadership, are resolutely focused on improving outcomes for disadvantaged learners and this permeates throughout the culture and practice of the school and across the Trust. Investment in increasing the quality of teaching and leadership in MFL and English, through the development of specialist teachers, is an example of this.

Our catering supplier, Innovate, meets regularly to ensure the catering offer is attuned to the particular needs of the disadvantaged cohort. The school works closely with other external partners including Surrey and Borders NHS, the Salvation Army and the Trussell Trust, so that there is alignment, shared vision and effective collaborative practice to improve outcomes.