

## 2022-23 Pupil premium strategy statement

### School overview

	Data
School name	George Abbot School
Pupils in school	1931
Proportion of disadvantaged pupils 11-18	8.1%
Pupil premium allocation this academic year	<i>TBC + catch up grant</i>
Academic year or years covered by statement	2022-2023
Publish date	1-9-2022
Review date	5-1-2023
Statement authorised by	Kate Carriett
Pupil premium lead	Judith Daniels
Governor lead	Sue Kennie

### Disadvantaged pupil performance overview for last academic year 2021-22 data

Title	Total PP	%	Total NON PP	%
<b>Category: Progress 8</b>				
Progress 8 Entries	22.00	91.67	259.00	94.53
Progress 8 Score	0.03		0.58	
Attainment 8	44.27		59.32	
English Attainment 8	9.67		12.05	
Maths Attainment 8	8.50		11.36	
EBac Attainment 8	12.96		18.00	
Other Attainment 8	13.15		17.91	
English Progress 8	0.05		0.40	
Maths Progress 8	0.11		0.41	
EBac Progress 8	0.09		0.79	
Other Progress 8	-0.10		0.60	
<b>Category: Bacculaureate</b>				
Achieving the Bacculaureate (Standard)	4.00	16.67	137.00	50.00
Achieving the Bacculaureate (Strong)	4.00	16.67	102.00	37.23
Entrants Achieving the Bacculaureate (Standard)	4.00	44.44	137.00	85.09
Entrants Achieving the Bacculaureate (Strong)	4.00	44.44	102.00	63.35
APS	3.89		5.43	
Science Value Added	0.16		0.69	
Humanities Value Added	0.06		0.92	
Languages Value Added	-0.02		0.39	

Strategy aims for disadvantaged pupils

Aim	Target	Achieved Y/N
Progress 8	Positive; narrowed gap YoY	
Attainment 8	Narrowed gap YoY	
Percentage of Grade 5+ in English and maths	Progress measure; positive; narrowed gap.	
Attendance	<p>Reduce attendance gap in each year group (8-11) from 21-22 to 22-23.</p> <p>Improved outcomes for students with persistent attendance issues, in response to individual circumstances.</p>	
Reading	PP students in Y7-9 reach or exceed age-related expectations.	August 2023

## Teaching priorities for current academic year

Measure	Activity
Academic data improves, to targets.	<p>T&amp;L is focused on the needs of disadvantaged students, esp PP-SEN and PP-YC, with school priority of responsive teaching.</p> <p>Focus on reading, writing and oracy across the curriculum, with shared understanding of pedagogy.</p> <p>Scholar Advocates, More Able Lead and staff/student mentors and tutors support students individually, to identify and overcome barriers.</p> <p>Provision of high quality, tailored interventions and study support opportunities after school.</p>
Impact of financial hardship is removed, to create an equitable school experience, visible in proportional (or higher) representation of the PP cohort in curriculum and extra-curricular opportunities.	PP grant is used to ensure equality of access to curriculum essentials e.g. uniform, curriculum trips and food & nutrition lessons. PP grant is used where possible to ensure equality of access to non-curriculum essential activities.
<b>Barriers to learning these priorities address</b>	<p>Students from financially disadvantaged backgrounds may have lower cultural and social capital than their peers and the school needs to close these gaps.</p> <p>The ordinary costs of participation in school life, can also cause a narrowed curriculum experience and/or a sense of stigma.</p>
<b>Projected spending</b>	£22,000

## Targeted academic support for current academic year

Measure	Activity
Curriculum access to Music GCSE is widened.	<p>Continue Y7 &amp; Y8 music lessons and instrument provision and extend into Y9.</p> <p>Include new offer relating to digital music.</p> <p>Test new approach to Y7 singing, in the autumn term.</p>
PP students meet or exceed targets for GCSE coursework.	Audit of NEA/BTEC coursework; work on scheduling; work on delivery of recommended hours; support to prevent gaps opening; support to close gaps.
MFL retention for PP students matches the non-PP cohort and Progress scores show no gap.	T&L focus on (KS3) developing curriculum for acquisition of cultural capital; (Y7) addressing pace in early lessons. (Y9-11) British Council language assistants on short programme.

Students become better readers and speakers, with accelerated progress in Y7-8 and equivalent progress in Y9+.	<p>Reading Lead continues into Y2 of three-year strategy, maintaining focus on work with students and with increased focus on whole staff pedagogy for the teaching of reading and early milestones for oracy development.</p> <p>Curriculum time allocated to ensure departments are working towards increased disciplinary literacy, with CPD as required.</p>
Maths and English P8 targets met.	<p>Tutoring (peer, external, staff) in Y11 (PP global offer) and targeted students in earlier years, with a particular focus on Maths in Y7, and Y10 early intervention at GCSE.</p> <p>Work with Maths HoF to explore maths anxiety</p>
Extra-curricular participation gap reduced.	Extension of loyalty card test; ongoing development of offer to reach hidden interest and talent.
<b>Barriers to learning these priorities address</b>	<p>Specific factors affect student engagement in performance in each subject area and these need to be identified and resolved, e.g. cultural capital in MFL; literacy as a factor for maths performance.</p> <p>Without a proactive approach, the curriculum narrows for disadvantaged students because of contextual factors.</p> <p>Literacy weakness has significant impact on highest attainment, and there is a persistent vocabulary gap among PP students.</p> <p>Complex factors affect participation in widest curriculum.</p>
<b>Projected spending</b>	£85,690

### Wider strategies for current academic year

Measure	Activity
<p>Rise in wellbeing/mental health data for students.</p> <p>Improved parental empowerment and engagement.</p>	<p>Focus on identified factors including: impact of being YC/parental mental health issues; impact of DV; LGBTQ+ factors; drug/alcohol exposure and misuse. Expansion of HSLWs, to continue to build parental engagement and tailored pastoral approaches, with a particular focus on LACs and PLACs.</p>

Improved wellbeing indicators, academic progress & attendance for SEMH (K) / PP cross over.	Targeted approach to parents within Mental Health strategy. KS3 graduation programme supported carefully, to ensure PP students reap fullest benefits.
Improvements in attendance data, including reduction of persistent absence.	Ongoing work of pastoral teams.  Development of collaboration with IO, including pupil workshops and 1:1 interventions.
Wellbeing and progress data raised for LAC and PLAC students.	Use of EPAC and PEPs, and close collaboration with local partners to improve outcomes for this cohort, to include therapeutic approaches as well as academic support.
Roma/Gypsy/Traveller	Exploration of RGT community within school to understand specific barriers and opportunities.
<b>Barriers to learning these priorities address</b>	PP students and families typically experience higher stressors and contextual limiting factors that impact on attendance and readiness to learn.
<b>Projected spending</b>	£28,300 + £35,000 (salaries)

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	We are a very large school with diverse teams and a range of teaching styles. Approaches that may work well with our PP cohort can cause anxiety for staff, or may be rejected due to fixed mindsets.	Close working partnership between MCG and JID. Priority focus of SDP and DT (T&L), so high priority in time, INSET, coaching etc.  Use of Coaching team and other specialists to encourage open dialogue and provide support.
Targeted support	Tackling the "I hate reading" cohort is going to be really challenging because it is such a competitive leisure space and such an academic barrier.  Students in need of additional support may be those who are hardest-to-reach, or may fall between different departments	Continued deployment of Reading Lead, to maximise chance of success by providing time and space for working across departments and functions.  Continued efforts to develop systems-led tracking approaches and increased collaboration between departments, SEND and

	(e.g. SEND / subject teams) and this can make co-ordination and control difficult.	intervention teams, with a particular focus on ACL.
Wider strategies	Persistent absence is a reflection of high levels of need, normally across multiple areas of life.	Rigorous do-and-review activities within HSLW and wider teams, to sharpen practice. Focus on improving links into external agencies. Focus on gaining insight from agency, parent & student voice.
Cohort analysis		Through effective transition potential barriers are identified prior to the students joining Y7 and strategies / interventions are planned/

### Review: last year's aims and outcomes

Aim	Target	Achieved Y/N
Progress 8	0.42 (FFT Y10)	N, although Progress was positive.
Attainment 8	50.96	N: 44.27
Percentage of Grade 5+ in English and maths	Maths: 66.7% English: 70.8%	N: Maths: 41.67% English: 62.5%
Attendance	Reduce attendance gap in each year group (8-11) from 20-21 to 21-22. Reduce number of students with persistent absence. No variation in attendance in Y7.	
Reading	PP students in Y7-8 make faster progress in	August 2022 Partially Achieved:

	<p>reading than non-PP peers.</p> <p>All PP students make equivalent progress in Y9+.</p>	<p><b>Y7 PP cohort</b> made overall average gain of 0.95 standardised points, against 0.55 for non-PP</p> <p><b>Y8 pp cohort</b> made overall average loss of -4.8 points, against -1.8 for non-PP</p>
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