

Pupil premium strategy statement – George Abbot School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1934 (1494 11-16)
Proportion (%) of pupil premium eligible pupils (11-16)	9%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Kate Carriett
Pupil premium lead	Judith Daniels
Governor / Trustee lead	Liz Bentley-Pattison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,720
Pupil premium funding carried forward from previous year	n/a
Total budget for this academic year	£156,720

Part A: Pupil premium strategy plan

Statement of intent

When we talk about a “disadvantaged student”, we mean that a student comes from a family where money is tight. This might be the only difficulty the family experiences, but it can have an impact on how students get on at school. We want the parents and carers of our disadvantaged students to know that they are held in high regard by us; that their input is essential if their child is to thrive academically and that the school is on their side. Our curriculum is our prime intervention tool. We want to accelerate the acquisition of oracy, reading and numeracy skills. Our students will develop their executive functioning, as they learn how to think critically, converse confidently, collaborate effectively, problem-solve creatively and respond to challenge with empathy. We want to teach topics that are relevant and challenging, to help students reach high goals. We want to continually broaden their academic and cultural horizons. We want students to learn a wide range of subjects and we want them to understand how what they learn prepares them for a successful life. Our intention in 2024-2025 is that we use the full resources of the whole school to help these students do well at George Abbot.

Challenges

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

Challenge number	Detail of challenge
1	<p>Many of our disadvantaged students have very complex external circumstances and need considerable advocacy and specialist services to create the fundamental conditions in which they can successfully sustain access to education.</p> <p>In 2023-24, 62% of the cohort required specific additional pastoral support.</p>

	<p>The Y11 cohort in 2023-2024 numbered 28. Of these, 38% were Young Carers. 33% accessed some or all of their education off site. 38% had direct involvement with Police and/or Children’s Services. A further 21% had external agency involvement because of family members. Of the remaining students within the cohort, 4 had significant SEMH needs that were managed within school, including through provision of our Haven EBSNA unit, and 1 was a CLA.</p>
2	<p>We know from admissions data, informal and formal assessment and teacher experience that many of our cohort of disadvantaged students are impacted by SEND (48%), with a rising number of students who are EAL, (25%), or have social, knowledge and capital gaps which impact on their starting points into the curriculum and their ability to keep up with their peers. Their maths skills, vocabulary range, reading ability and cultural capital relevant to the National Curriculum, which we closely follow, are particularly impactful areas of deficit.</p>
3	<p>Some of our cohort of disadvantaged students have considerably lower self-esteem and self-perception of agency than their peers. In this respect, challenge 2 has a knock-on impact into challenge 3. They do not have the same opportunities to develop the intrinsic motivation and executive functioning skills which are so necessary for success across the curriculum. (Anna Freud Resilience Survey; Anna Freud Wellbeing Survey 2023-2024).</p>
4	<p>Some of our cohort of disadvantaged students have a narrower frame of reference for future planning and career readiness than their peers, which we know because of the regular mentoring groups that they belong to, with experienced members of sixth form staff. They may not have the same awareness of the wide range of post-19 opportunities available to them and their parents may not yet have the skills or understanding to guide them in the same way that their peers may experience.</p>

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
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<p>Attendance: our students are in school, so they can access the curriculum.</p>	<p>Reduced attendance gap in each year group (8-11), year on year.</p> <p>For students with persistent low attendance, there is a clear and coherent strategy which is consistently implemented, reviewed and improved.</p>
<p>Emotional wellbeing and mental health: our students develop emotional resilience and improving mental health while they are at school.</p>	<p>Quantitative data shows a positive trajectory for students (including Resilience and Wellbeing surveys).</p> <p>Qualitative data shows that students are confident that school responds well to their needs.</p> <p>Parents express satisfaction with the school's provision for their child's emotional wellbeing.</p> <p>Outcomes of specific therapeutic interventions are tracked, reviewed and improved.</p> <p>For students with poor mental health, there is a clear and coherent strategy which is consistently implemented, reviewed and improved.</p>
<p>Self-esteem and intrinsic motivation rise in this cohort.</p>	<p>Behaviour / reward data shows a positive trajectory over time.</p> <p>Participation in extra-curricular activities rises over time.</p>
<p>Academic deficits are reduced or eliminated.</p>	<p>Reading data shows accelerated progress in this cohort so that there is, as a minimum, no cohort gap.</p> <p>Where attendance is 95%+ there is no P8 or A8 gap.</p> <p>Students educated in AP are well supported with high expectations and there is a clear and coherent strategy targeted at their specific needs which is consistently implemented, reviewed and improved.</p>
<p>There is no cohort gap in onward aspirations and destination.</p>	<p>CIEAG plan is clear, coherent, nuance and consistently implemented.</p>

	<p>Student retention into KS5 matches that of the non-disadvantaged cohort, according to academic profile.</p> <p>Student access to aspirational higher education, apprenticeships or work is not affected by financial disadvantage.</p> <p>We develop a shared understanding of how skills, including social skills, can help offset deficits in formal learning.</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: £46,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustained focus on Y7-9 T&L	<p>KS2 data, baseline tests, gaps in reward/sanction data for PP against non-PP students.</p> <p>Chartered College: importance of building schema https://my.chartered.college/research-hub/an-introduction-to-schemas-and-why-your-students-cant-have-too-much-knowledge</p>	2, 3
Continued investment in CPD to ensure that ordinarily available provision is sharp	EEF: 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils'.	2, 3

<p>and effectively implemented</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Our Teaching & Learning strategy builds on the research-led principles established in 'Responsive Teaching' (Harry Fletcher-Wood) and includes work with the Surrey STIPS team.</p> <p>Our embedded behaviour and attitudes strategy builds on the research-led principles established in 'When the Adults Change, Everything Changes' (Paul Dix), and includes targeted interventions including mentoring. In 2024-2025 we are focusing on improving our practice around the development of executive functioning: https://educationendowmentfoundation.org.uk/news/eef-blog-can-we-fix-it-the-role-of-executive-functioning-skills-in-childrens-behavioural-regulation</p>	
<p>Continued implementation of reading/writing/oracy framework, through CPD</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>NPQLL frameworks https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021</p>	<p>1, 2, 3,4</p>

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

Budgeted cost: £75,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continue Y7 – Y9 music lessons and instrument provision and extend into Y10.</p>	<p>Disproportionately lower numbers of our PP students taking up Music for GCSE was investigated. Students who do not have access to music lessons are very unlikely to apply for the course. Therefore we are ensuring that students have the opportunity to learn instruments so that the curriculum is broadened.</p>	<p>3, 4</p>
<p>PP grant is used to ensure equality of access to curriculum essentials e.g. uniform, curriculum trips and food & nutrition lessons.</p>	<p>Pastoral staff are aware of levels of financial need in individual families: support is essential for any additional costs associated with school participation.</p>	<p>1, 2, 3, 4</p>
<p>Tutoring (peer, external, staff) in Y11 and targeted students in earlier years, with a particular focus on Maths and reading in Y7, and Y10 early intervention at GCSE.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners</p>	<p>2, 3</p>
<p>Scholar Advocates, Young Carer Leads, KS Learning Leads and staff/student mentors and tutors support students and their parents, individually, to identify and overcome academic barriers and to build aspiration.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Life-Lessons-Report_FINAL.pdf (suttontrust.com)</p>	<p>3, 4</p>

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

Budgeted cost: £34,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP grant is used where possible to ensure equity of access to enrichment activities that are not essential for the taught curriculum. PP grant is also used to provide bespoke enrichment activities, in response to emerging needs.</p>	<p>Gilman R., Meyers J., Perez L. (2004). Structured extracurricular activities among adolescents: findings and implications for school psychologists. <i>Psychol. Sch.</i> 41, 31–41. 10.1002/pits.10136</p> <p>Heath R. D., Anderson C., Turner A. C., Payne C. M. (2018). Extracurricular activities and disadvantaged youth: a complicated—but promising—story. <i>Urban Educ.</i> 57, 1415–1449. 10.1177/0042085918805797</p>	<p>1, 2, 3, 4</p>
<p>Continued deployment of skilful HSLWs, to continue to build parental engagement and tailored pastoral approaches, with a particular focus on LACs, PLACs and other care-experienced young people.</p>	<p>https://assets.publishing.service.gov.uk/media/5a79f82c40f0b66a2fbfef2d/DFE-RR156.pdf</p>	<p>1, 2</p>
<p>Provision of wide range of services to build emotional wellbeing, executive functioning skills and strong mental health, including specialist practitioners, counsellors and youth workers.</p>	<p>https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf</p> <p>https://www.annafreud.org/resources/schools-and-colleges/mentally-healthy-schools/</p> <p>https://www.nber.org/system/files/working_papers/w19656/w19656.pdf</p>	<p>1, 2</p>

	https://educationendowmentfoundation.org.uk/news/eef-blog-can-we-fix-it-the-role-of-executive-functioning-skills-in-childrens-behavioural-regulation	
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Total budgeted cost: £156,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In Y11, academic outcomes were very strong for some students within the PP cohort, with highlights being progress scores of 2+ across English and Mathematics, and 1+ overall. Particularly pleasingly, some students on bespoke timetables (both external and within our 'Haven' unit) were able to attain strong results, which reflects considerable work to ensure that students were effectively supported by the curriculum and staff.

We continued to extend our drive to improve the reading skills of the PP cohort at all stages, as we recognise how foundational this is for their future success. In addition to now-established interventions, such as book groups, 'reading buddies' and specialist literacy interventions, and supported by a considerable amount of targeted CPD at INSET and twilight sessions, we joined the pilot scheme of a reading programme which we will continue and extend in 2024-2025. All students in Y7-9 were enrolled. Data shows that there is a participation gap between PP and non-PP cohorts but there is also evidence of striking progress by some PP students who have fully engaged with the platform. We intend to refine our approach to this reading programme in 24-25, with a particular focus on increasing participation through a relationship-driven approach, liaising with home and increasing the frequency and quality of rewards for students.

Pastoral outcomes for others within our Y11 cohort were strong. Despite the significant Adverse Childhood Experiences faced by much of the cohort, 91% were nonetheless facilitated into a positive next step and the remainder are being targeted by the RONI support team with whom we work closely throughout Y11. Helping students to develop and sustain emotional wellbeing and positive mental health was the primary challenge for a significant number of this cohort, and case studies demonstrate the efficacy of our intervention specialists in advocacy with external agencies as well as through our continued use of trauma-informed practice, maintained by regular CPD, across the staff body.

This pattern of need was reflected across the lower years as well. As a result, we maintained a closely targeted, individualised approach to create an ambitious journey for

each student, which for some meant doing what we could to ensure their basic needs were being met, while for others we were able to work more on building self-esteem, academic engagement and the intrinsic motivation so crucial for success. We continued to invest considerably from the PP budget into our pastoral services, and therefore prioritised student access to our range of pastoral specialists which included youth workers, counsellors, learning mentors and other specialists. We tried to respond closely to emerging needs. As an example, noting that distorted body image was causing stress within a cohort in Y8-9, we were able to bring in a 'Body Coach', who worked with a number of students to build their resilience. Student self-reflection after this intervention was positive and we retain this service within our armoury for the future.

The Governors and leadership of the school are determined to improve the life chances of our students who are care-experienced. We continued to invest considerable resources into ensuring that they received a very personalised learning and pastoral journey at George Abbot in 2023-2024, even when some were not able to attend for periods of time. This included placement visits, 1:1 lessons online or in person; regular communication with tutors deployed by the Virtual School and considerable advocacy through TAF meetings, with CAMHS specialists, and in liaison with the dedicated team for Kinship Carers.

We used the school's full resources to encourage our students. As an example, in the first half term, every student within the PP cohort took part in the 'Y7 Mini Musicals', now in their second year. This initiative has been designed to support our more vulnerable students to build positive, life-affirming relational bonds with peers and teachers at the start of their school journey. In a very safe and structured environment, they are supported to perform in front of a large audience, to rapturous applause, boosting their self-esteem and encouraging increased participation in follow-up activities offered by the Performing Arts faculty, including the Y7 choir, instrumental lessons, dance groups and the big end-of-year production, in which the cohort was very well represented. 2023-2024 was the third year of our instrumental lessons programme for the PP cohort, with our first intake now taking musical exams, some at Grade 5.

Staff continue to be creative in their determination to improve the life chances of this cohort. As an example, a group of students were invited to an afterschool club by the

Food & Nutrition department, where they were taught how to make nutritious and cost-effective family meals: the PP budget was used to provide ingredients, and the students took their creations home with them each week. This built life-skills, positive relationships with staff and peers, and self-esteem. In 2023-2024, peer 'buddies' were deployed to encourage targeted students with their home learning, providing weekly catch-up sessions that were so appreciated they will continue in 2024-2025. We continued to deploy peer mentors and are working on developing student leadership, with disproportionately positive representation of students from the PP cohort within our Wellbeing Ambassadors team, as an example.

Overall, in 2023-2024 we endeavoured to treat each student, and family/carers, with dignity and respect, recognising their individuality as we worked to provide interventions that would nudge them forward into positive futures.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Alternative Provisions	Notably: Skillway, Inclusive Education Trust, The Well Project, Mane Chance and GASP
CPD	SafE programmes (Marc Rowland)

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We make the universal pupil premium offer available to pupils in receipt of service premium, according to need, with a particular emphasis on providing pastoral care which

supports the development of social networks. Good contact was maintained between school and relevant families in 23-24 and additional support was provided, as requested.

Further information (optional)

There is a significant intersection between the PP cohort and Young Carers, with a correlation towards lower progress scores in Y11, so we invested resources into working harder within this cohort during the year, with regular mentoring in small groups that targeted academic attainment, and fun excursions, of which a highlight was a Y11 trip: the students chose a zoo visit. Around 75 Young Carers took part in an optional day of enrichment workshops, run by Surrey Young Carers and delivered in school; student feedback was positive and we will repeat this in 2024-25.