



# **George Abbot School Disadvantaged Action Plan**

## **2016-2017 - FINAL**

### **Vision Statement**

**GEP:** The Guildford Education Partnership (GEP) is a developing Multi Academy Trust with a cross-phase family of schools with the common aim of continuous school improvement through challenge, collaboration and support. We seek to be a network of schools where every young person receives the best possible education through the sharing of outstanding practice and world class professional development opportunities for staff. The Guildford Education Partnership believes that all schools are more effective when they work in partnership than when they stand alone. We value and embrace each school's uniqueness and the bespoke community it serves, whilst seeking to learn from and share with each other so that we spread excellence effectively.

**School Name: GEORGE ABBOT SCHOOL**

### **Collective Values (taken from GEP Strategic Plan)**

- ❖ We promote excellence, personal achievement and the realisation of every young person's potential - irrespective of their gender, race, ability or background
- ❖ We believe that young people should be at the centre of everything we do and that they should receive the best possible education
- ❖ All schools in the GEP partnership will be working towards or maintaining outstanding status

# Disadvantaged Action Plan

## GEP Approach

GEP is an inclusive Multi Academy Trust (MAT) and believes in doing the best thing for individuals regardless of any negative impact on school data. That may include entering students for fewer than eight subjects where that is likely to benefit a student; for example, in making better progress into employment, further education or training due to achieving better grades on a smaller range of subjects.

Nevertheless, GEP needs to ensure that students from disadvantaged backgrounds (and particularly those who also have special needs) make better progress and achieve higher grades.

This plan aims to boost disadvantaged students' achievement at the end of Key Stage 4 and ensure the continued progress, engagement and wellbeing of this group in Key Stage 3 in our schools.

## George Abbot School

**Funding received for 2016 -17:** Pupil Premium £143,055

| Area for Development  | Processes and Actions   | Time Frame (indicate date) | Lead               | Impact Criteria  | Cost and Resources  |
|---|---|----------------------------|--------------------|--|---|
| <b>Year 11 Outcomes</b><br><br><b>Monitoring and Tracking</b> | <ul style="list-style-type: none"> <li>Analyse examination 2016 outcomes with forensic precision</li> </ul>   | Sep 2016                   | KCC, KTO           | <ul style="list-style-type: none"> <li>The gap is narrowed between PP and non PP students at GAS to significantly less than the national average (-0.36) with a target of a PP Positive P8 VA (above zero) in line with all students nationally.</li> <li>Groups within the PP cohort are tracked and their attainment is measured against non PP students in the same group. Interventions are targeted at specific sub groups and students to ensure achievement for all. The gap between PP and non PP sub groups is narrowed in line with whole school targets.</li> <li>The impact of interventions and support plans is evidenced through progress recorded in Edukey and used as evidence to inform and refine practice.</li> </ul> | Time for meetings<br><br>£ from pupil premium budget for intervention provision |
|   | <ul style="list-style-type: none"> <li>Establish the 2016 performance of all sub groups within the pupil premium cohort – e.g. SEND, open to social care etc.</li> </ul>  | Sep 2016                   | KCC, KTO           |  |   |
|   | <ul style="list-style-type: none"> <li>Organise school data systems to capture and communicate cohort progress effectively</li> </ul>   | Autumn 2016                | KTO                |  |   |
|   | <ul style="list-style-type: none"> <li>Analyse progress half termly, holding Heads of Department to account for analysing student progress. Develop more rigorous accountability measures for non-core subjects.</li> </ul> | Ongoing                    | KTO, SXS, SLT, RLE |  |   |
|   | <ul style="list-style-type: none"> <li>Review the performance of all sub groups within the pupil premium cohort – including SEND and Looked After on a</li> </ul>   | Half termly                | KTO, SXS, LK, RJG  |  |   |

GEP Secondary SDP Template

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|                              | <p>half termly basis.</p> <ul style="list-style-type: none"> <li>Review attendance of pupil premium students</li> <li>Deploy bespoke support plans for individual students who are underachieving at KS4</li> <li>Deploy Edukey to track and monitor intervention and impact</li> </ul>  | <p>Fortnightly</p> <p>Half termly</p> <p>Spring Term</p>                                  | <p>SXS, RJG</p> <p>JAT, SXS</p> <p>ML, SXS</p>   | <ul style="list-style-type: none"> <li>Below expected attendance is tackled using the GAS attendance policy and PP funding is used to support improving school attendance. Data shows a rise in PP attendance figures from 2016-2017.</li> <li>Heads of Departments are held to account and hold their teaching staff to account for the progress of students in their classes. Professional estimates are made by class teachers and used to accurately and rigorously track progress and plan interventions.</li> </ul>  |   |
| <b>Teaching and Learning</b> | <ul style="list-style-type: none"> <li>Refine literacy support for students entering KS3 on below average reading levels underpinned by a consistent, whole school, focus on literacy.</li> <li>Clarify expectations of teaching staff on 'in class' routines and interventions for PP students including seating plans and groupings, feedback and removing barriers to learning.</li> <li>Share and evaluate teaching strategies at department level and beyond to enable increased access to the curriculum for all PP students with a specific focus on pupil premium and lower ability students in Maths and EBacc subjects and Upper and lower ability boys in English.</li> <li>Explore the Index for Inclusion to ensure shared approaches to progress for all students</li> <li>Focus whole staff teaching and learning development on the principle of Quality First Teaching developing a toolkit of useful strategies and research based initiatives.</li> </ul> | <p>Spring term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Half termly review</p> | <p>LK, RLE, JXH</p> <p>PAR, LK, ASLs</p> <p>PAR, LK, ASLs</p> <p>LK, RJG, LKH</p> <p>LK, YKO, ASLs</p> | <ul style="list-style-type: none"> <li>Testing of students entering KS3 on below average reading levels demonstrates clear progress towards meeting national age related expectations.</li> <li>EBacc outcomes improve for PP lower ability students in line with core subject progress.</li> <li>Higher ability/lower ability disadvantaged boys make better progress which is in line with mid ability boys in English.</li> <li>Lower ability disadvantaged students meet P8 expectations in Maths</li> <li>PP students in non-core subjects perform in line with GAS targets for P8.</li> <li>Staff skills to support progress for PP students are continually developed and this is evidenced through meeting minutes, lesson observations and learning walks.</li> <li>Literacy is a high profile focus across the school and staff are consistent in applying school expectations</li> <li>Rapid and targeted support and monitoring by HOD is put in place where a member of staff is not working towards best outcomes for students. This is effectively overseen by</li> </ul> | <p>Time for progress accountability meetings</p> <p>£ for staff training re focus groups</p> <p>Time for sharing of good practice</p> <p>£ for appropriate and timely interventions</p> |

GEP Secondary SDP Template

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|  | <ul style="list-style-type: none"> <li>• Relaunch school R&amp;R (QA) procedures with an emphasis on reflection and improvement</li> <li>• Focus R&amp;R (QA) procedures on different groups of learners and respond to findings with bespoke interventions.</li> <li>• Department Heads support staff in achieving best possible progress for PP students identifying where and when that support needs to be focused and closely monitored.</li> <li>• PP students with higher prior attainment are identified as G&amp;T and T&amp;L is planned to stretch and challenge those with higher learning potential.</li> </ul>  | <p>Autumn 2016</p> <p>Termly</p> <p>Ongoing</p> <p>Autumn 2016 and ongoing</p> | <p>LK, NT</p> <p>LK, NT, JAT</p> <p>SLT, ASLs</p> <p>LK, SXS, JAT, YKO</p> | <p>SLT.</p> <ul style="list-style-type: none"> <li>• G&amp;T PP students achieve outstanding outcomes and progress to high quality post 16 education, preferably at GAS</li> </ul>   |  |
| <b>Curriculum Planning and Inclusion</b> | <ul style="list-style-type: none"> <li>• Option blocks and Pathways are designed to enable all students to achieve and enjoy whilst maximising the chances of meeting GEP targets for progress.</li> <li>• Ensure that curriculum design is broad and balanced and reflects the diversity of learners whilst ensuring compliance with the P8 criteria (approved subject list)</li> <li>• Specifications are selected strategically to ensure full access for all GAS students.</li> <li>• Ensure that any students accessing any alternative provisions are enabled to continue to access a broad curriculum and gain academic achievements that prepare them for life</li> </ul> | <p>Autumn 2016</p> <p>Autumn 2016</p> <p>Ongoing</p> <p>Ongoing</p>            | <p>PAR</p> <p>PAR</p> <p>PAR, ASLs</p> <p>RJG, PAR</p>                     | <ul style="list-style-type: none"> <li>• Students are all supported on appropriate pathways as full members of the GA community</li> <li>• Teachers understand the accountability measures and their role in helping the school to achieve them.</li> <li>• Alternative Provision monitoring is in place and estimated outcomes and progress are effectively monitored.</li> </ul> |  |
| <b>Interventions</b>                     | <ul style="list-style-type: none"> <li>• Train staff to deliver high impact intervention materials</li> <li>• Record progress of students on a 6 week basis in Edukey</li> <li>• Agree interventions with baseline</li> </ul>   | <p>Autumn/ Spring 2017</p> <p>Ongoing</p>                                      | <p>ML, SXS</p> <p>SXS</p>  | <ul style="list-style-type: none"> <li>• Edukey data shows positive value added scores for interventions.</li> <li>• Data captured by intervention specialists is used to evaluate the impact of the interventions to ensure quality and best use</li> </ul>   |  |

GEP Secondary SDP Template

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|                   | <p>assessments and exit criteria for 2016/17. These will include:</p> <ul style="list-style-type: none"> <li>○ 1:2 tuition in English and Maths</li> <li>○ After school group support sessions across curriculum</li> <li>○ Peer tutoring</li> <li>○ EAL 1:1/1:2 support</li> <li>○ 1:1 advice and guidance</li> <li>○ Faculty progress club</li> <li>○ SEND individual support strategies for specific needs</li> <li>○ 1:1 mentoring</li> <li>○ Study skill support</li> <li>○ Catch up sessions at lunchtime and after school</li> <li>○ Targeted use of exam clinic</li> <li>○ Homework support</li> <li>○ Attendance challenge</li> <li>○ £ support for learning resources</li> <li>○ Raising aspiration programme</li> <li>○ Praise, reward and motivational strategies</li> <li>○ Restorative approach to behaviour for learning</li> <li>○ Physical activity pilot</li> </ul> | Autumn 2016   | JAT, SXS, ML  | <p>of PP money.</p> <ul style="list-style-type: none"> <li>● Teachers and departments record interventions and track attendance at homework and afterschool support sessions/faculty progress clubs. Interventions are specific, focused and measurable.</li> <li>● 1:1 mentoring of PP students shows targeted improvements and marginal gains in areas of focus.</li> </ul>  |  |
| <b>Engagement</b> | <ul style="list-style-type: none"> <li>● Appoint Inclusion Champion</li> <li>● Develop Pyramid of Need to inform pastoral and teaching staff</li> <li>● Gather and evaluate student voice regarding engagement, support and wellbeing initiatives as students move through the school</li> <li>● Review opportunities to engage with hard to reach parents</li> <li>● Ensure students are supported appropriately after periods of absence</li> </ul>   | <p>Autumn 16<br/>Autumn 16</p> <p>ongoing</p> <p>Spring Term</p> <p>Ongoing</p> | <p>KCC<br/>RJG</p> <p>LKH, NT, RJG, KCC</p> <p>RJG/KCC</p> <p>RJG/SXS<br/>JAT</p> | <ul style="list-style-type: none"> <li>● PASS data indicates increased student belonging and motivation across Years 7-10</li> <li>● % Gap is reduced between PP and non PP students in relation to attendance, exclusions, isolations and recorded behaviour incidents</li> <li>● Teachers are supported / coached in developing outstanding behaviour for learning skills. This is evidenced in R&amp;R</li> </ul> | <p>£ staffing budget</p> <p>Time for meetings</p> <p>Time for staff training<br/>£ pupil</p> |

GEP Secondary SDP Template

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|--|---|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Continue to consistently use the '5 pillars of Pivotal Practice' in behaviour management to best effect in achieving excellent behaviour for learning. Use the in school Pivotal Instructor to coach staff where needed.</li> <li>• Increase opportunities for positive Form Tutor interactions with a keen focus on personal pride, encouragement, belonging and well-being.</li> <li>• Ensure a balance of activity through the school timetabled and extra-curricular provision (e.g. DoFE) developing innovative approaches to the deployment of physical activity to harness engagement and concentration</li> <li>• Prepare students effectively for periods of stress with coping strategies</li> <li>• Develop a programme of feature lectures across all year groups</li> <li>• Invest further in the school IAG provision and access for students</li> <li>• Utilise alumnae network to develop self-belief amongst GA students</li> <li>• Revitalise the House system extending opportunities for all students to participate and belong</li> <li>• Ensure all groups of students are represented in leadership positions across the school</li> <li>• Review the school reward system to ensure all groups of students experience celebration of their progress and achievements</li> <li>• Review approaches to target setting and use of aspirational grades in relation to</li> </ul> | <p>Ongoing</p> <p>Ongoing</p> <p>Reviewed termly</p> <p>Ongoing</p> <p>Spring 2017</p> <p>Spring 2017</p> <p>Summer 17</p> <p>Autumn Term</p> <p>Ongoing</p> <p>Spring 2017</p> <p>Spring 2017</p> | <p>KTO</p> <p>KTO, KSMs</p> <p>RJG/KVC</p> <p>LKH, All</p> <p>PAR, RJG</p> <p>RJG</p> <p>KCC/govs</p> <p>HoH/RFR</p> <p>RJG</p> <p>RJG</p> <p>PAR, JXH</p> | <p>immersion documentation</p> <ul style="list-style-type: none"> <li>• Student leadership is representative of the full community and includes the PP cohort</li> <li>• All students are confident, aspirational and well supported to plan for the future</li> <li>• All students know what it is to be proud of their accomplishments and early interventions are triggered where well-being concerns are raised</li> <li>• All students are engaged in the House System and actively belong to their house contributing to its success.</li> <li>• The efforts and achievements of all students are recognised through a reward system that is used consistently and that captures the students trying their hardest.</li> </ul> | <p>premium budget</p> <p>£ sponsorship</p> |
|--|---|--|--|--|--|

GEP Secondary SDP Template

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|-------------------|--|-------------|---------------|--|--|
|                   | student wellbeing  |             |               |  |  |
| <b>Transition</b> | <ul style="list-style-type: none"> <li>Develop research projects with feeder schools around best practice for disadvantaged students</li> <li>Agree strategic staffing links with key schools</li> <li>Implement focused transition plans for identified vulnerable students, begin transition process early, engaging with parents to minimise stress.</li> <li>Link language of learning more explicitly to that of Yr 6 experience with identified students</li> <li>Learn from strategies successfully deployed in Yr 6 regarding motivation, reward and praise</li> <li>Link literacy support to established KS2 practice</li> <li>Transition model reviewed and revised with improved baseline testing and exit criteria</li> <li>Develop Penn Resilience programme to support transition</li> </ul> | Summer 2017 | LK, YKO       | <ul style="list-style-type: none"> <li>Disadvantaged students express more preparedness for the process of transition – student voice.</li> </ul>        | Time for meetings with primary colleagues  |
|                   |  | March 2017  | KCC, LK       | <ul style="list-style-type: none"> <li>Disadvantaged students belong within the GA community more rapidly and look forward to the transition.</li> </ul> | Time for research re successful strategies |
|                   |  | March 2017  | KEB, AJF, SXS | <ul style="list-style-type: none"> <li>Learning between KS2 and KS3 is less interrupted – year 7 voice reflects increased learning progress</li> </ul>   | £ for transition model                     |
|                   |  | Spring term | LK            | <ul style="list-style-type: none"> <li>Language is used skilfully to enhance security and understanding</li> </ul>                                       |  |
|                   |  | Spring 2017 | LK, RJG       | <ul style="list-style-type: none"> <li>Literacy development continues with focus</li> </ul>  |  |
|                   |  | Summer 2017 | LK, RLE       |  |  |
|                   |  | Spring 2017 | LK, RLE       |  |  |
|                   |  | Spring 2017 | LKH           |  |  |