



George Abbot School Disadvantaged Action Plan

2016-2017 - January

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

<p><u>GEP Approach</u></p> <p>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.</p> <p>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.</p> <p>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.</p>						
<p>George Abbot School</p>						
Area for Dev.	Processes and Actions	Time Frame (indicate date)	Lead	Impact Criteria	Outcomes	Cost and Resources
<p>Year 11 Outcomes</p> <p>Monitoring and Tracking</p>	<ul style="list-style-type: none"> Analyse examination 2016 outcomes with forensic precision 	Sep 2016	KCC, KTO	<ul style="list-style-type: none"> 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 (above zero) in line with all students nationally. 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. 	<ul style="list-style-type: none"> Exams data reflects an estimated PA score of -0.194 which falls above national average. Progress Reporting Process has been revised to include specific breakdowns of all sub groups. And interventions are devised through collaboration with ASL/HOD and PP progress lead. 	Time for meetings
	<ul style="list-style-type: none"> Establish the 2016 performance of all sub groups within the pupil premium cohort – e.g. SEND, open to social care etc. 	Sep 2016	KCC, KTO			£ from pupil premium budget for intervention provision
	<ul style="list-style-type: none"> Organise school data systems to capture and communicate cohort progress effectively 	Autumn 2016	KTO			
	<ul style="list-style-type: none"> Analyse progress half termly, holding Heads of Department to account for analysing student progress. Develop more rigorous accountability measures for non-core subjects. 	Ongoing	KTO, SXS, SLT, RLE			
<ul style="list-style-type: none"> Review the performance of all sub groups within the pupil premium 	Half termly	KTO,				

GEP Secondary SDP Template

	<p>cohort – including SEND and Looked After on a half termly basis.</p> <ul style="list-style-type: none"> Review attendance of pupil premium students Deploy bespoke support plans for individual students who are underachieving at KS4 Deploy Edukey to track and monitor intervention and impact 	<p>Fortnightly</p> <p>Half termly</p> <p>Spring Term</p>	<p>SXS, LK, RJG</p> <p>SXS, RJG</p> <p>JAT, SXS</p> <p>ML, SXS</p>	<ul style="list-style-type: none"> The impact of interventions and support plans is evidenced through progress recorded in Edukey and used as evidence to inform and refine practice. 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. 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. 	<ul style="list-style-type: none"> Edukey was introduced as tracking platform in December 2016, staff in SEN, English and Maths were trained on its use and it was populated with all SEN/Pastoral/Academic interventions to provide greater overview. Attendance has been tracked relentlessly and followed up in escalating Attendance Panels. Change of form time procedure to address attendance issues. Data shows a 1% increase in attendance, and a reduction of the gap between PP and Non-PP. New Progress monitoring system includes leadership of all levels and is supported by KTO/SXS. Records of interventions 	
--	---	--	--	---	--	--

GEP Secondary SDP Template

					are kept and shared via central system and progress tracked as well as impact measured and evaluated.	
Teaching and Learning	<ul style="list-style-type: none"> Refine literacy support for students entering KS3 on below average reading levels underpinned by a consistent, whole school, focus on literacy. 	Spring term	LK, RLE, JXH	<ul style="list-style-type: none"> Testing of students entering KS3 on below average reading levels demonstrates clear progress towards meeting national age related expectations. 	<ul style="list-style-type: none"> Lit- not us 	Time for progress accountability meetings
	<ul style="list-style-type: none"> 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. 	Ongoing	PAR, LK, ASLs	<ul style="list-style-type: none"> EBacc outcomes improve for PP lower ability students in line with core subject progress. 	<ul style="list-style-type: none"> EBacc outcomes for PP students in lower ability did improve with all students achieving a qualification. 	£ for staff training re focus groups
	<ul style="list-style-type: none"> 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. 	Ongoing	PAR, LK, ASLs	<ul style="list-style-type: none"> Higher ability/lower ability disadvantaged boys make better progress which is in line with mid ability boys in English. 	<ul style="list-style-type: none"> Higher and Lower ability Disadvantaged boy remain a focus area. 	Time for sharing of good practice
	<ul style="list-style-type: none"> Explore the Index for Inclusion to ensure shared approaches to progress for all students 	Ongoing	LK, RJG, LKH	<ul style="list-style-type: none"> Lower ability disadvantaged students meet P8 expectations in Maths 	<ul style="list-style-type: none"> Lower ability disadvantaged students remain a focus in Maths. 	£ for appropriate and timely interventions
	<ul style="list-style-type: none"> Focus whole staff teaching and learning development on the principle of Quality First Teaching developing a toolkit of useful strategies and research based initiatives. 	Half termly review	LK, YKO, ASLs	<ul style="list-style-type: none"> PP students in non-core subjects perform in line with GAS targets for P8. 	<ul style="list-style-type: none"> Bringing P8 scores in open subjects up to match GAS targets remains a focus. 	
		Autumn 2016	LK, NT	<ul style="list-style-type: none"> Staff skills to support progress for PP students are continually developed and this is evidenced through meeting minutes, lesson observations and learning walks. Literacy is a high profile focus across the school and staff are consistent in applying school expectations Rapid and targeted support and monitoring by HOD is put in place 	<ul style="list-style-type: none"> Reflection and Review emphasises the importance of disadvantaged pupil progress. Disadvantaged students are a focus in all 	

GEP Secondary SDP Template

	<ul style="list-style-type: none"> • Relaunch school R&R (QA) procedures with an emphasis on reflection and improvement • Focus R&R (QA) procedures on different groups of learners and respond to findings with bespoke interventions. • 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. • PP students with higher prior attainment are identified as G&T and T&L is planned to stretch and challenge those with higher learning potential. 	<p>Termly</p> <p>Ongoing</p> <p>Autumn 2016 and ongoing</p>	<p>LK, NT, JAT</p> <p>SLT, ASLs</p> <p>LK, SXS, JAT, YKO</p>	<p>where a member of staff is not working towards best outcomes for students. This is effectively overseen by SLT.</p> <ul style="list-style-type: none"> • Most Able PP students achieve outstanding outcomes and progress to high quality post 16 education, preferably at GAS 	<p>academic meetings.</p> <ul style="list-style-type: none"> • JXH appointed as Literacy Co-ordinator and delivered Literacy CPD to whole staff throughout term 2 and 3. • Identifying and providing opportunities for most able PP students remains a focus 	
<p>Curriculum Planning and Inclusion</p>	<ul style="list-style-type: none"> • Option blocks and Pathways are designed to enable all students to achieve and enjoy whilst maximising the chances of meeting GEP targets for progress. • Ensure that curriculum design is broad and balanced and reflects the diversity of learners whilst ensuring compliance with the P8 criteria (approved subject list) • Specifications are selected strategically to ensure full access for all GAS students. • 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 	<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"> • Students are all supported on appropriate pathways as full members of the GA community • Teachers understand the accountability measures and their role in helping the school to achieve them. • Alternative Provision monitoring is in place and estimated outcomes and progress are effectively monitored. 	<ul style="list-style-type: none"> • All areas of the curriculum are supported by the intervention team • Alternative provision has been reduced and replaced by vocational training on site (Plumbing and Hair and Beauty) • All students entered into EBACC subjects where appropriate. 	

GEP Secondary SDP Template

<p>Interventions</p>	<ul style="list-style-type: none"> • Train staff to deliver high impact intervention materials • Record progress of students on a 6 week basis in Edukey • Agree interventions with baseline assessments and exit criteria for 2016/17. These will include: <ul style="list-style-type: none"> ○ 1:2 tuition in English and Maths ○ After school group support sessions across curriculum ○ Peer tutoring ○ EAL 1:1/1:2 support ○ 1:1 advice and guidance ○ Faculty progress club ○ SEND individual support strategies for specific needs ○ 1:1 mentoring ○ Study skill support ○ Catch up sessions at lunchtime and after school ○ Targeted use of exam clinic ○ Homework support ○ Attendance challenge ○ £ support for learning resources ○ Raising aspiration programme ○ Praise, reward and motivational strategies ○ Restorative approach to behaviour for learning ○ Physical activity pilot 	<p>Autumn/ Spring 2017</p> <p>Ongoing</p> <p>Autumn 2016</p>	<p>ML, SXS</p> <p>SXS</p> <p>JAT, SXS, ML</p>	<ul style="list-style-type: none"> • Edukey data shows positive value added scores for interventions. • Data captured by intervention specialists is used to evaluate the impact of the interventions to ensure quality and best use of PP money. • Teachers and departments record interventions and track attendance at homework and afterschool support sessions/faculty progress clubs. Interventions are specific, focused and measurable. • 1:1 tutoring of PP students shows targeted improvements and marginal gains in areas of focus. 	<ul style="list-style-type: none"> • Edukey shows a positive residual for interventions overall. This is based on half termly evaluations of provisions using progress data, teacher professional judgement and student voice. • All Academic interventions utilises discreet assessments on specific areas for improvement at regular intervals. Sessions are reviewed Half Termly and revised to best suit student needs. • Developing practice of informing all interventions based on relevant pedagogical research (as evidenced on Edukey). • Attendance is tracked in department for all 	
-----------------------------	---	--	---	---	---	--

GEP Secondary SDP Template

					<p>interventions and this data impacts provision reviews.</p> <ul style="list-style-type: none"> Edukey supports that progress was made by the majority of students engaged in 1:1 tutoring. 	
Engagement	<ul style="list-style-type: none"> Appoint Inclusion Champion Develop Pyramid of Need to inform pastoral and teaching staff Gather and evaluate student voice regarding engagement, support and wellbeing initiatives as students move through the school Review opportunities to engage with hard to reach parents Ensure students are supported appropriately after periods of absence 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. Increase opportunities for positive Form Tutor interactions with a keen focus on personal pride, encouragement, belonging and well-being. Ensure a balance of activity through the school timetabled and extra-curricular provision (e.g. DofE) 	<p>Autumn 16 Autumn 16</p> <p>ongoing</p> <p>Spring Term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Reviewed termly</p>	<p>KCC RJG</p> <p>LKH, NT, RJG, KCC</p> <p>RJG/KCC</p> <p>RJG/SXS JAT</p> <p>KTO</p> <p>KTO, KSMs</p> <p>RJG/KVC</p>	<ul style="list-style-type: none"> PASS data indicates increased student belonging and motivation across Years 7-10 % Gap is reduced between PP and non PP students in relation to attendance, exclusions, isolations and recorded behaviour incidents Teachers are supported / coached in developing outstanding behaviour for learning skills. This is evidenced in R&R immersion documentation Student leadership is representative of the full community and includes the PP cohort All students are confident, aspirational and well supported to plan for the future All students know what it is to be proud of their accomplishments 	<ul style="list-style-type: none"> Attendance remains a focus with an aim to reduce the gap between pp and other students. Exclusions and isolations have been reduced significantly as a result of Pivotal training and school wide initiatives- however this remains an area of development. Teachers have been polled on CPD needs through YKO and SXS and Teaching Staff as well as Support Staff have been delivered CPD Student Leadership roles have been expanded and PP 	<p>£ staffing budget</p> <p>Time for meetings</p> <p>Time for staff training £ pupil premium budget</p> <p>£ sponsorship</p>

GEP Secondary SDP Template

	<p>developing innovative approaches to the deployment of physical activity to harness engagement and concentration</p> <ul style="list-style-type: none"> • Prepare students effectively for periods of stress with coping strategies • Develop a programme of feature lectures across all year groups • Invest further in the school IAG provision and access for students • Utilise alumnae network to develop self-belief amongst GA students • Revitalise the House system extending opportunities for all students to participate and belong • Ensure all groups of students are represented in leadership positions across the school • Review the school reward system to ensure all groups of students experience celebration of their progress and achievements • Review approaches to target setting and use of aspirational grades in relation to student wellbeing 	<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>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>and early interventions are triggered where well-being concerns are raised</p> <ul style="list-style-type: none"> • All students are engaged in the House System and actively belong to their house contributing to its success. • 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. 	<p>students are engaged as student ambassadors.</p> <ul style="list-style-type: none"> • All year 11 students are given access to Post 16 career counselling. • Comprehensive resilience programmes utilised through PSE/Form Time and delivered individually through the Inclusion Champion (Evidenced on Edukey). • Resetting of school day to place emphasis on supportive Tutor relationship. • Parent Engagement strategies developed and embedded with Y6 intake interviews run by SXS. 	
<p>Transition</p>	<ul style="list-style-type: none"> • Develop research projects with feeder schools around best practice for disadvantaged students • Agree strategic staffing links with key schools 	<p>Summer 2017</p> <p>March 2017</p>	<p>LK, YKO</p> <p>KCC, LK</p>	<ul style="list-style-type: none"> • Disadvantaged students express more preparedness for the process of transition – student voice. 	<ul style="list-style-type: none"> • Strengthening of links between Y7 and Bushy Hill / Boxgrove schools including school v 	<p>Time for meetings with primary colleagues</p>

GEP Secondary SDP Template

<ul style="list-style-type: none"> • Implement focused transition plans for identified vulnerable students, begin transition process early, engaging with parents to minimise stress. • Link language of learning more explicitly to that of Yr 6 experience with identified students • Learn from strategies successfully deployed in Yr 6 regarding motivation, reward and praise • Link literacy support to established KS2 practice • Transition model reviewed and revised with improved baseline testing and exit criteria • Develop Penn Resilience programme to support transition 	March 2017	KEB, AJF, SXS	<ul style="list-style-type: none"> • Disadvantaged students belong within the GA community more rapidly and look forward to the transition. 	<p>isits, and observations and taster lessons.</p> <ul style="list-style-type: none"> • Inclusion of PP lead in induction procedures and liaison with Y6 teachers and Y7 Pastoral team. 	<p>Time for research re successful strategies</p> <p>£ for transition model</p>
	Spring term	LK	<ul style="list-style-type: none"> • Learning between KS2 and KS3 is less interrupted – year 7 voice reflects increased learning progress 		
	Spring 2017	LK, RJG	<ul style="list-style-type: none"> • Language is used skilfully to enhance security and understanding 		
	Summer 2017	LK, RLE	<ul style="list-style-type: none"> • Literacy development continues with focus 		
	Spring 2017	LK, RLE			
Spring 2017	LKH				