



George Abbot School Disadvantaged Action Plan

2017-2018

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

- ❖ 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

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<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>Funding received for 2017/18 was £177,269 George Abbot School</p>						
Area for Dev.	Processes and Actions	Time Frame	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 2017 outcomes with forensic precision Establish the 2017 performance of all sub groups within the pupil premium cohort – e.g. SEND, open to social care etc. Organise school data systems to capture and communicate cohort progress effectively Analyse progress half termly, holding Heads of Department to account for analysing student progress. Develop more rigorous accountability measures for non-core subjects. Review the performance of all sub 	<p>Sep 2017</p> <p>Sep 2017</p> <p>Autumn 2017</p> <p>Ongoing</p>	<p>KCC, KTO</p> <p>KCC, KTO</p> <p>KTO</p> <p>KTO, SXS, SLT, RLE, ASLs</p>	<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 (TBC) 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. 		<p>Time for meetings</p> <p>£ from pupil premium budget for intervention provision</p>

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	<p>groups within the pupil premium cohort – including SEND and Looked After on a half termly basis.</p> <ul style="list-style-type: none"> • Review attendance, number of exclusions, isolations and conduct points of pupil premium students • Deploy bespoke support plans for individual students who are underachieving at KS4. • Extend deployment of Edukey to track, monitor and measure impact of pastoral, SEN and non-academic interventions. • Weekly attendance reports produced for students with <95% attendance. • Referrals to HSLW used to increase attendance. 	<p>Half termly</p> <p>Fortnightly</p> <p>Half termly</p> <p>Spring Term</p>	<p>KTO, SXS, LK, RJG</p> <p>SXS, RJG</p> <p>JAT, SXS</p> <p>MAL, SXS</p> <p>EXC, SXS, MLG</p> <p>HOYs, SXS</p>	<ul style="list-style-type: none"> • EBacc outcomes improve for PP lower ability students in line with core subject progress. • Higher ability/lower ability disadvantaged boys make better progress which is in line with mid ability boys in English. • Lower ability disadvantaged students meet P8 expectations in Maths • PP students in open subjects perform in line with GAS targets for P8. • PP SEN students perform in line with non-PP SEN in English and Maths • 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. • Strategies to address the findings of collation of data with respect to exclusions, isolations and conduct points are devised and implemented to narrow the gap between PP and non-PP students. 		
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 	<p>Spring term</p>	<p>LK, RLE, JXH</p>	<ul style="list-style-type: none"> • Testing of students entering KS3 on below average reading levels demonstrates clear progress towards meeting national age related 		<p>Time for progress accountability meetings</p>

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<ul style="list-style-type: none"> literacy. 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. 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. Identify and develop strategies for one aspect of the Index for Inclusion to ensure shared approaches to progress for all students. Focus whole staff teaching and learning development on the principle of Quality First Teaching developing a toolkit of useful strategies and research based initiatives. Maintain a PP target in the appraisal process for all staff. 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 	Ongoing	LK, ASLs	<ul style="list-style-type: none"> expectations. 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 where a member of staff is not working towards best outcomes for students. This is effectively overseen by SLT. G&T PP students achieve outstanding outcomes and progress to high quality post 16 education, preferably at GAS Best practice teaching is effectively disseminated to be embedded by all staff 		£ for staff training re focus groups
	Ongoing	LK, ASLs, HODs			Time for sharing of good practice
	Spring 2018	SXS			£ for appropriate and timely interventions
	Autumn 2017	LK, NT ASLs, HODs			
	Termly	LK, YKO			
	Ongoing	HODs, ASLs, MAL, SXS			
	Spring	EMC,			

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	<p>attainment are identified as G&T and T&L is planned to stretch and challenge those with higher learning potential.</p> <ul style="list-style-type: none"> • Conduct learning walks to identify best practice and positive student experience • Actively acknowledge, reward and disseminate best practice within the classroom. 	<p>2018</p> <p>Summer 2018</p> <p>Summer 2018</p>	<p>SXS</p> <p>LK, SXS, MAL, ASLs,</p> <p>LK, SXS, MAL, ASLs</p>			
Curriculum Planning and Inclusion	<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 2017</p> <p>Autumn 2017</p> <p>Ongoing</p> <p>Ongoing</p>	<p>KTO, SXS, RLE</p> <p>KTO</p> <p>KTO, ASLs</p> <p>MLG, KTO</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. 		
Interventions	<ul style="list-style-type: none"> • Implement a referral, recording and impact measurement system to school wide academic and pastoral interventions. • Train intervention staff to deliver high 	<p>Autumn 2017</p> <p>Autumn</p>	<p>MAL</p> <p>MAL, SXS</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 		

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	<p>impact intervention materials.</p> <ul style="list-style-type: none"> Extend intervention to option subjects Record progress of students on a 6 week basis in Edukey Use data on Edukey to review interventions provided to ensure impact. Baseline and exit assessments used for all Maths and English interventions. Extend baseline assessments and exit criteria and measure of impact to option subjects and pastoral interventions. Record all intervention on student timetables on SIMs 	<p>2017 Spring 2018 Autumn 2017 Autumn 2017 Spring 2017 Autumn 2017 Autumn 2017</p>	<p>MAL, SXS SXS MAL, SXS. HODs MAL, SXS MAL MAL</p>	<p>quality and best use of PP money.</p> <ul style="list-style-type: none"> 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. Use of baseline and exit assessments enables effective measure of impact and informs subsequent student support. Intervention referral system enables students to access relevant interventions which are recorded, communicated and reviewed effectively in order to maximise impact. Intervention on student timetables meets safeguarding requirements of where students are during the school day and enables interventions to be effectively scheduled. 		
Engagement	<ul style="list-style-type: none"> Embed 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 	<p>Autumn 17 Autumn 17 Ongoing</p>	<p>Incl. Leads, MLG. LKH, NT, MLG, SXS Incl. Leads, MLG.</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 	<ul style="list-style-type: none"> 	<p>£ staffing budget Time for meetings Time for staff training</p>

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<ul style="list-style-type: none"> • 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) developing innovative approaches to the deployment of physical activity to harness engagement and concentration • 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 	Spring Term	Incl. Leads, MLG, HSLW. All	<p>immersion documentation</p> <ul style="list-style-type: none"> • 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 and early interventions are triggered where well-being concerns are raised • 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. • HSLW relationships with families develops so that relevant intervention can be implemented quickly and effectively addressing the engagement issues raised. 	<p>£ pupil premium budget</p> <p>£ sponsorship</p>
	Ongoing			
	Ongoing	MLG, HOYS, Incl. Leads		
	Ongoing	MLG, KVC		
	Reviewed termly	LKH, All		
	Ongoing	MLG		
	Spring 2018	TJR		
	Spring 2018	KCC/govs		
Spring	HoH/RFR			

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	<p>students to participate and belong</p> <ul style="list-style-type: none"> • Ensure all groups of students are represented in leadership positions across the school • Embed and review the new school reward system to ensure all groups of students experience celebration of their progress and achievements • Review and evaluate approaches to target setting and use of aspirational grades in relation to student wellbeing 	<p>2018 Spring 2018</p> <p>Ongoing</p> <p>Summer 2018</p>	<p>MLG, LKH</p> <p>MLG RJG</p> <p>JXH</p>			
Transition	<ul style="list-style-type: none"> • Develop research projects with feeder schools around best practice for disadvantaged students • Agree strategic staffing links with key feeder schools • 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 • Embed Penn Resilience programme 	<p>Summer 2017</p> <p>March 2017</p> <p>March 2017</p> <p>Spring term</p> <p>Spring 2018</p> <p>Summer 2018</p> <p>Spring 2018</p> <p>Spring</p>	<p>LK, YKO</p> <p>KCC, LK MAL KEB, AJF, SXS</p> <p>LK</p> <p>LK, RJG, SXS</p> <p>LK, RLE</p> <p>LK, RLE</p> <p>LKH</p>	<ul style="list-style-type: none"> • Disadvantaged students express more preparedness for the process of transition – student voice. • Disadvantaged students belong within the GA community more rapidly and look forward to the transition – student voice • Learning between KS2 and KS3 is less interrupted – year 7 voice reflects increased learning progress • Language is used skilfully to enhance security and understanding • Literacy development continues with focus • HSLW relationship with specific families enables relevant interventions to be implemented quickly and relationships to be built upon • Year 6 students aware of GA expectations and have established positive relationships with GA staff • GA and primary staff aware of each 		<p>Time for meetings with primary colleagues</p> <p>Time for research re successful strategies</p> <p>£ for transition model</p>

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	<p>to support transition</p> <ul style="list-style-type: none"> • Use HSLW-shared with a main feeder school- to ease Year 6 transition for specific families • GA staff to run taster lessons for Year 6 at main feeder schools and at GA • Year 6 Primary staff to observe GA Year 7 lessons and vice versa. • Individual meetings with all Year 6 PP families in summer term to establish positive relationships between home and school • Parent voice survey undertaken at first Year 7 parents meeting • Careers counselling and guidance for Year 11 students 	<p>2018 Autumn 2017</p> <p>Summer 2018</p> <p>Spring 2018</p> <p>Summer 2018</p> <p>Autumn 2017</p>	<p>HSLW, SXS, AJF, KEB</p> <p>MAL, SXS</p> <p>MAL, SXS</p> <p>SXS</p> <p>SXS</p>	<p>other's' expectations and routines and use this to inform and adapt their practice</p> <ul style="list-style-type: none"> • Meetings with PP parents result in improved relationships and a willingness for parents to engage positively with the school and to support student progress. • Year 7 Parent voice survey data reflects a positive transition experience • All students have a secured next step in their career path 		
Communication	<ul style="list-style-type: none"> • Reports posted home to parents • Specific parents notified of parents evening by phone call • Meetings with specific PP parents at progress monitoring/parents evenings • Introduce new referral system to improve key leaders knowledge and communication on provisions and impact • Train key leaders in use of Edukey • PP link Governor involved in production of action plan • Governor update and review meetings scheduled for the year • Effective relationships developed with families by HSLW to support increased attendance and positive 	<p>Autumn 2017</p>	<p>SXS</p> <p>SXS</p> <p>SXS, Incl. Leads</p> <p>MAL</p> <p>SXS/MAL</p> <p>SXS/MAL</p> <p>SXS/MAL</p> <p>HSLW</p>	<ul style="list-style-type: none"> • All parents have engaged with student progress reports • Attendance at parents evening increases as evidenced in % attendance figures • All key leaders engage with interventions provided to ensure relevance and impact for students • PP link Governor able to disseminate PP information to governing body and inform decisions made at Governor level • Attendance at parents evenings supported by links established by HSLW • Parental support for interventions increased due to HSLW relationships. • Increased number of entitled families 		

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	attitudes towards school • Actively educate parents on support available for FSM and PP.	Autumn 2017	SXS	claim FSM/PP.		
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