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

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				
Area for Dev.	Processes and Actions	Time Frame	Lead	Impact Criteria	Cost and Resources
Year 11 Outcomes **Monitoring and Tracking**	• 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.	Sep 2017 Sep 2017 Autumn 2017 Ongoing	KCC, KTO KCC, KTO KTO KTO, SXS, SLT, RLE, ASLs	• 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.	Time for meetings £ from pupil premium budget for intervention provision

	• Review the performance of all sub groups within the pupil premium cohort – including SEND and Looked After on a half termly basis. • 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.	Half termly Fortnightly Half termly Spring Term	KTO, SXS, LK, RJG SXS, RJG JAT, SXS MAL, SXS EXC, SXS, MLG HOYs, SXS	• 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.	
Outcomes	• Progress improved on average for students educated at GAS in 2017-18. However the progress Gap grew as well. Without outliers results remain above average nationally. • Tracking and review of Assessment data has been streamlined for all groups in termly progress reports.			

	- Ebacc targets are moving more in line with core attainment rates with TEG well exceeding national average and mock results approaching. - Open Progress 8 continues to dip below other measures but remained strong in the face of new curriculum. - SEN K and EHCP students who are also disadvantaged performed lower than expected and as a result a more linked strategy between Intervention and SEN is in place to ensure as many K students are supported as possible. - Interventions are all recorded via Edukey and routinely evaluated by Intervention Lead. - Attendance figures have dipped slightly for PP students due to long term school refusal- however significant strides have been made in re-evaluating Attendance policy and appointing Attendance champion. - Significant reduction in exclusions on whole, although disparity still exists between pp and non-pp excluded students. - Successful alternative education plans put in place to avoid this / de-escalation				
Teaching and Learning	- Refine literacy support for students entering KS3 on below average reading levels underpinned by a consistent, whole school, focus on 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	Spring term Ongoing Ongoing Spring 2018 Autumn	LK, RLE, JXH LK, ASLs LK, ASLs, HODs SXS LK, NT	- Testing of students entering KS3 on below average reading levels demonstrates clear progress towards meeting national age related 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	Time for progress accountability meetings £ for staff training re focus groups Time for sharing of good practice £ for appropriate and timely interventions

	learning development on the principle of Quality First Teaching developing a toolkit of useful strategies and research based initiatives.	2017	ASLs, HODs		
	• Maintain a PP target in the appraisal process for all staff.	Termly	LK, YKO		
	• 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.	Ongoing	HODs, ASLs, MAL, SXS		
	• 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.	Spring 2018	EMC, SXS		
	• Conduct learning walks to identify best practice and positive student experience	Summer 2018	LK, SXS, MAL, ASLs,		
	• Actively acknowledge, reward and disseminate best practice within the classroom.	Summer 2018	LK, SXS, MAL, ASLs		
Outcomes	• Staff have been delivered successful CPD continuously throughout the year to support PP cohort. Lesson observations and learning walks have been conducted by SXS and Governors to ensure quality learning. • Staffing has been monitored and supported within departments with set changes and re-evaluation of staff allocation occurring at KS4 to best support disadvantaged students. • Further development to be done with Most Able student register. • Best Practice and Student voice fed back to SLT and whole staff via CPD by SXS.				
Curriculum Planning and Inclusion	• Option blocks and Pathways are designed to enable all students to achieve and enjoy whilst maximising the chances of meeting GEP targets for progress.	Autumn 2017	KTO, SXS, RLE	• Students are all supported on appropriate education pathways to support improved life outcomes. • Teachers underst their role and accountability in engaging and	

	• 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	Autumn 2017 Ongoing Ongoing	KTO KTO, ASLs MLG, KTO	offering differentiated pathways to success in all subjects. • Alternative Provision monitoring is in place and estimated outcomes and progress are effectively monitored.	
Outcomes	• All Pupil Premium Students are supported through options and post 16 pathways via senior staff.				
Interventions	• Implement a referral, recording and impact measurement system to school wide academic and pastoral interventions. • Train intervention staff to deliver high impact intervention materials. • 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	Autumn 2017 Autumn 2017 Spring 2018 Autumn 2017 Autumn 2017 Spring 2017 Autumn 2017	MAL MAL, SXS MAL, SXS SXS MAL, SXS. HODs MAL, SXS MAL	• 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. • Use of baseline and exit assessments enables effective measure of impact and informs subsequent student	

	to option subjects and pastoral interventions. • Record all intervention on student timetables on SIMs	Autumn 2017	MAL	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.	
Outcomes	• Standardised intervention delivery and measurement policy introduced and staff trained. • Interventions are evaluated on a termly basis at minimum and modified to best suit students needs. This is a collaborative process between HOD and Intervention Leads. • Most interventions show a positive residual based on Edukey reporting. • Referral process is in place and disseminated to ASLs and HODs. • Intervention is added to timetables and staff are completing registers to ensure safeguarding				
Engagement	• 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 • Ensure students are supported appropriately after periods of absence • Continue to consistently use the '5 pillars of Pivotal Practice' in	Autumn 17 Autumn 17 Ongoing Spring Term Ongoing	Incl. Leads, MLG. LKH, NT, MLG, SXS Incl. Leads, MLG. Incl. Leads, MLG, HSLW. All	• 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	£ staffing budget Time for meetings Time for staff training £ pupil premium budget £ sponsorship

behaviour management to best effect in achieving excellent behaviour for learning. Use the in school Pivotal Instructor to coach staff where needed.			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
• Increase opportunities for positive Form Tutor interactions with a keen focus on personal pride, encouragement, belonging and well-being.	Ongoing	MLG, HOYS, Incl. Leads	• All students are engaged in the House System and actively belong to their house contributing to its success.
• 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	Ongoing	MLG, KVC	• 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.
• Prepare students effectively for periods of stress with coping strategies	Reviewed termly	LKH, All	• HSLW relationships with families develops so that relevant intervention can be implemented quickly and effectively addressing the engagement issues raised.
• Develop a programme of feature lectures across all year groups	Ongoing	MLG	
• Invest further in the school IAG provision and access for students	Spring 2018	TJR	
• Utilise alumnae network to develop self-belief amongst GA students	Spring 2018	KCC/govs	
• Revitalise the House system extending opportunities for all students to participate and belong	Spring 2018	HoH/RFR	
• Ensure all groups of students are represented in leadership positions across the school	Spring 2018	MLG, LKH	
• Embed and review the new school reward system to ensure all groups	Ongoing	MLG RJG	

	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	Summer 2018	JXH		
Outcomes	• PASS survey was not conducted this year. • Behaviour incidents remain more common for PP students, however strategies such as conduct mentoring and alternative provision have been put in place to support these students and reduce conduct issues. • Student Leadership has increased for PP students amongst Ambassadors, Prefects, Wellness Ambassadors • Careers and Post 16 support has been provided for all PP students • Reward systems have been delivered to staff and tracked effectively with reporting by Inclusion Managers • HSLW has been secured and developed links between Primary Schools and Secondary as well as supporting Attendance.				
Transition	• 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	Summer 2017 March 2017 March 2017 Spring term Spring 2018 Summer 2018 Spring 2018	LK, YKO KCC, LK MAL KEB, AJF, SXS LK LK, RJG, SXS LK, RLE LK, RLE	• 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	Time for meetings with primary colleagues Time for research re successful strategies £ for transition model

	• Embed Penn Resilience programme to support transition • 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	Spring 2018 Autumn 2017 Summer 2018 Spring 2018 Summer 2018 Autumn 2017	LKH HSLW, SXS, AJF, KEB MAL, SXS MAL, SXS SXS SXS	positive relationships with GA staff • GA and primary staff aware of each other's' expectations and routines and use this to inform and adapt their practice • 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	
Outcomes	• Parent Feedback suggested y6-7 students felt well prepared and supported for transition. • Year 7 Transition better supported JWF brought in as link between KS2/KS3 • HSLW has had positive progress with interventions centring around attendnace but extending to inclusion. • GA Staff to attend Primary Schools to improve practice and provide CPD. • Meetings scheduled with all incoming Y7 PP students and families to establish strategies and develop relationships.				
Communication	• 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	Autumn 2017 Autumn 2017 Autumn 2017 Autumn 2017 Autumn	SXS SXS SXS, Incl. Leads MAL SXS/MAL	• 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	

	• 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 attitudes towards school • Actively educate parents on support available for FSM and PP.	2017 Autumn 2017 Autumn 2017 Autumn 2017 Autumn 2017 Autumn 2017	SXS/MAL SXS/MAL HSLW SXS	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 claim FSM/PP.	
Outcomes	• Posted progress reports decided against, current reporting system continues to be robust. • Attendance figures for parents evenings an area of development specifically in tracking. • Links between all areas of intervention and consistent reporting on these strategies to leadership provided by Intervention Lead/ PP Lead. • Governor involvement significantly increased with Link Governor • FSM PP numbers maintained.				