George Abbot School Disadvantaged Action Plan 2018-2019

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	Outcomes	Cost and Resources
Year 11 Outcomes **Monitoring and Tracking**	• Analyse examination 2018 outcomes with forensic precision. • Establish the 2018 performance of all sub groups within the pupil premium cohort – e.g. SEND, young carers, etc. • Analyse progress at key Data Drops, holding Heads of Department to account for analysing student progress. Develop more rigorous accountability measures for non-core subjects. • Work with SEND to monitor the progress of PP/SEN crossover students and ensure that their needs are met in class and with further intervention.	Autumn Term Autumn Term Autumn Term Ongoing	KCC, KTO, SXS KCC, KTO, SXS KTO KTO, SXS, SLT, RLE, ASLs KTO, SXS, LK, RJG SXS, RJG	•	Time for meetings £ from pupil premium budget for intervention provision

	Processes and Actions	Time Frame	Lead		
	• Review the performance of all sub groups within the pupil premium cohort – including SEND and Looked After on a half termly basis.	Half termly	RLE, SXS		
	• Review attendance, number of exclusions, isolations and conduct points of pupil premium students	Fortnightly	MAL, SXS		
	• Create individualised curriculum for students underachieving at KS4.	Half termly			
	• Embed use of Edukey to track, monitor and measure impact of pastoral, SEN and non-academic interventions and ensure consistency of use.		EXC, SXS, MCG HOYs, SXS		
	• Weekly attendance reports produced for students with <95% attendance and strategies are put in place by Attendance Champion.	Spring Term			
	• Referrals to HSLW used to increase attendance.				
Impact Criteria	• The gap is narrowed between PP and non PP students at GAS to significantly less than the national average of -0.3 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. • 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. • Increase stretch and challenge for most able disadvantaged students engaging them in enrichment activities. • 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 2017-2018 Strategies are put in place to reduce exclusions, isolations and conduct points to narrow the gap between PP and non-PP students.				
Area for Dev.	Processes and Actions	Time Frame	Lead	Outcomes	Cost and Resources

Teaching and Learning	• Refine literacy support for students entering KS3 and KS5 on below average reading levels underpinned by a consistent, whole school, focus on literacy.	Spring term	LK, RLE, JWF, JD		Time for progress accountability meetings
	• 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	LK, ASLs		£ for staff training re focus groups
	• 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	LK, ASLs, HODs		Time for sharing of good practice

£ for appropriate and timely interventions |
| | • Focus whole staff teaching and learning development on the principle of Quality First Teaching developing a toolkit of useful strategies and research based initiatives. | | SXS | | |
| | • Maintain a PP target in the appraisal process for all staff. | Ongoing | LK, ASLs, HODs | | |
| | • 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. | Termly

Ongoing | LK, YKO

HODs, ASLs, MAL, SXS | | |
| | • PP students with higher prior attainment are identified as Most Able and T&L is planned to stretch and | | EMC,
SXS | | |

	Processes and Actions	Time Frame	Lead	Impact Criteria	Cost and Resources
	challenge those with higher learning potential.	Ongoing			
	• Conduct learning walks to identify best practice and positive student experience		LK, SXS, MAL, ASLs, LK, SXS, MAL, ASLs		
	• Actively acknowledge, reward and disseminate best practice within the classroom.	Ongoing Ongoing			
Impact Criteria	• 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. • Most Able 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				

Area for Dev.	Processes and Actions	Time Frame	Lead	Impact Criteria	Cost and Resources
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 Term	KTO, SXS, RLE	•	
	• Ensure that curriculum design is broad and balanced and reflects the diversity of learners.	Autumn Term	KTO		
	• Specifications are selected strategically to ensure full access for all GAS students.	Ongoing	KTO, ASLs		
	• Ensure that any students accessing any alternative provisions are enabled to		MCG, KTO		

	continue to access a broad curriculum and gain academic achievements that prepare them for life	Ongoing			
Impact Criteria	- Students are all supported on appropriate education pathways to support improved life outcomes. - Teachers understand their role and accountability in engaging and offering differentiated pathways to success in all subjects. - Internal alternative academic pathways to be developed for high risk students to reduce exclusions and increase engagement with academic subjects (Portal, Modified Timetables, Intervention) - Alternative Provision has stringent requirements and is effectively monitored.				

Area for Dev.	Processes and Actions	Time Frame	Lead	Outcomes	Cost and Resources
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 to option subjects and pastoral interventions. - Record all intervention on student	Autumn Term Autumn Term Ongoing Ongoing Termly Termly Ongoing	SXS SXS, HODs SXS, HODs SXS, HODs SXS, HODs SXS, HODs SXS, RJG		

	timetables on SIMs	Ongoing	SXS, RLE, RJG		
Impact Criteria	• 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 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.				
Area for Dev.	Processes and Actions	Time Frame	Lead	Outcomes	Cost and Resources
Engagement	• Gather and evaluate student voice in all areas of school development as lead by SLT and Sixth Form Leaders • Increase opportunities to engage with hard to reach parents • Ensure students are supported appropriately after periods of absence • Continue to consistently use a restorative Pivotal Practice in behaviour management to achieve excellent behaviour for learning. • Increase opportunities for positive Form Tutor interactions with a keen	Ongoing Ongoing Ongoing Ongoing	MCG, SXS HOY, SLT, SXS PJS MCG, HOYS, Incl. Leads	•	£ staffing budget Time for meetings Time for staff training £ pupil premium budget £ sponsorship

	focus on the GA10, reward, and well being.			
	• Prepare students effectively for periods of stress with coping strategies	Ongoing	MCG	
	• Develop a programme of feature lectures across all year groups		HOY/Tutors	
	• Utilise alumnae network to develop self-belief amongst GA students	Ongoing	SLT	
	• Further embed the House system extending opportunities for all students to participate and belong	Ongoing	TJR	
	• Ensure all sub groups of students are represented in leadership positions across the school	Ongoing	MCG	
	• Embed and review the new school reward system to ensure all groups of students experience celebration of their progress and achievements	Ongoing	MCG, KVC, SXS, EMC	
	• Review and evaluate approaches to target setting and use of aspirational grades in relation to student wellbeing	Ongoing	MCG , Incl. Leads	
		Summer 2018	SLT, KTO	
Impact Criteria	• Student Voice 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 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.				
Area for Dev.	Processes and Actions	Time Frame	Lead	Impact Criteria	Cost and Resources
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 • Careers support provided for Y11 students	Spring 2019 All Terms Summer 2019 Spring 2019 All Terms Spring 2019 Summer Term Spring Term	JWF / ASLS LK/ASL SXS/HOY JWF MCG JWF JWF HOY/SXS/RJG	• 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 • 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	Time for meetings with primary colleagues Time for research re successful strategies £ for transition model

	- 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 - Year 7 Parent voice survey data reflects a positive transition experience - All students have a secured next step in their career path

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Area for Dev.	Processes and Actions	Time Frame	Lead	Outcomes	Cost and Resources
Communication	- Specific parents notified of parents evening by phone call and appointments set - Meetings with specific vulnerable parents at progress monitoring/parents evenings	All Terms All Terms	HOY/SXS Inc Managers/SLT		Time for Pastoral and Academic Staff

	• Increase positive home communication via tutors and classroom teachers for vulnerable cohorts.	Spring Term	Tutors		
	• Embed referral system to improve key leaders knowledge and communication on provisions and impact	Autumn Term	SXS		
	• Train key leaders in use of Edukey	As Needed	SXS		
	• PP link Governor involved in production of action plan	Summer Term	SXS		
	• Governor update and review meetings scheduled for the year	All Terms	SXS		
	• Effective relationships developed with families by HSLW to support increased attendance and positive attitudes towards school	All Terms	HSLW		
	• Actively educate parents on support available for FSM and PP.	Autumn/ Summer Term	SXS		
Impact Criteria	• Attendance at parents evening increases as evidenced in % attendance figures • Parent voice indicates receipt of communications from school regarding reward and positive progress. • 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. Eligible entitled families claim FSM/PP and are supported in this process.				