

Disadvantaged students: strategy statement 2019-2020

Guiding principles:

When we talk about a “disadvantaged student”, we mean that a student comes from a family where money is tight. This might be the only difficulty the family experiences but it can have an impact on how students get on at school.

Our whole school wants to help these students do well at George Abbot.

- We want every child to be in school every day, experiencing high quality teaching in every classroom.
- We want every adult in the school to help nurture our disadvantaged students so they achieve strong progress and can make the most of the opportunities available to them.
- We want to teach topics that are relevant and challenging, to help students reach high goals. We want students to learn a wide range of subjects and we want them to understand how our curriculum prepares them for a successful life.
- We want our classrooms to be really inclusive, because every child is valuable to us, where teachers and other adults in the room know their students well and teach according to their learning needs.
- We want our students to be excellent readers, so they can be confident in their lessons and able to cope with lots of different texts in the future. We want all of them to discover that reading is a pleasure.
- We want to make sure that, where we can, we help fill gaps in the experiences of our students, so we design our lessons, our extra-curricular activities, trips and visits with our disadvantaged students in mind.
- We want to make sure that our disadvantaged students are very well supported so that they are ready and confident to take their next steps, into university, other further education, apprenticeships or work.
- **We want our students to know that they belong at George Abbot as valued members of the community and that we are on their side.**

The opportunities available to students at our school is captured in the George Abbot Journey:

Total number of KS5 pupils	447	Number of KS5 pupils eligible ³for bursary	11	Number of KS5 identified as disadvantaged (school definition)	36
% of 11-16 cohort	10.8	% of 16-19 cohort	0.2	Date of most recent PP Review	9/19

2. Current attainment ⁴						
	Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)		Pupils not eligible for PP (national average)	
	2018/19	2019-20⁵	2018/19	2019-2020	2018/19	2019-20
Progress 8 score average	-0.45 ⁶		0.579			
Attainment 8 score average	34.18		56.84			
KS5 Ex PP and Bursary Students L3VA	-0.06		0.05			

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Many of our disadvantaged students take part very well in school and make excellent progress: they simply need financial support to enable them to make the most of our learning opportunities.

³ Current at 15.10.19, with more in process.

⁴ Provisional figures, from SISRA.

⁵ Data will be added after our first data drop of the autumn term.

⁶ Note, progress was positive (+0.13) for those students with attendance over 90%

	<p>There are some students who particularly struggle to make the same progress as their non-disadvantaged classmates. Two example groups are disadvantaged students with extra learning needs (e.g. dyslexia) and disadvantaged students with low attendance, often due to poor mental health.</p> <p>Some students have reading or maths difficulties that mean they find it harder to do well in lessons. Some students haven't had the same experiences as others (for example, going on holiday abroad) which can affect how they feel at school and their understanding of certain areas of learning.</p>
B.	Some students have lower attitudes towards school than the average. They might have lower attendance as a result. They might not take part in as many school clubs and activities and sometimes, they might get quite a lot of detentions. Some students have poor mental health.
C.	Our disadvantaged students frequently go on to exciting next steps, but some students are slightly less likely to go onto Higher Education at university or college, and this might mean they don't earn as much as they could in the future. It might be because their families don't know people who can help them on their way and it might be because they don't think they can afford to go. They may have lower confidence which affects their willingness to take risks and push themselves with e.g. challenging work experience.
External barriers	
D.	We have a small number of students who are not at school enough to enjoy the full, broad and rich curriculum offered at George Abbot. In order to prepare them for a successful future and to help them stay on track with their learning, they have a personalised timetable with activities such as motor vehicle maintenance. These students are valuable members of our school, but they do not typically do as well as children who are in school every day.
E.	There is no doubt that life for some families in our catchment area is tough. Some families really struggle financially and rely on additional support, such as food banks, to help them get through. Some parents work long or late shifts or for many hours a week to keep their families going, and this has an impact on their children's lives, for example, parents may not be around to help with homework and some children have to look after younger brothers and sisters.

4. Desired outcomes	Success criteria
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A	<p>Our three year curriculum development plan is effectively implemented so that our offer continues to be broad and balanced, rich and purposeful at all stages, reflecting the current needs of our local community.</p>	<p>The curriculum review milestones are met.</p>
A	<p>The attainment gap is eradicated for disadvantaged students who have attendance of 90%+.</p> <p>Progress scores for students with attendance below 90% rise, year-on year.</p> <p>Each discrete strategy/plan has its own set of success criteria.</p> <p>Key performance indicators are:</p> <ul style="list-style-type: none"> • Lesson observations show that teachers are proactively supporting their PP students with carefully differentiated teaching. • Reading comprehension data shows disadvantaged students making strong progress in literacy. • Student voice shows that students have excellent understanding of assessment requirements and know how to improve their work. • Disadvantaged students receive one high quality cultural capital encounter in each cultural area in 2019-20, rising to two thereafter. • Students most at risk of exclusion or other disengagement are retained within George Abbot and their attainment rises. • Disadvantaged students make the same 	<p>All adults in the school demonstrate that they take responsibility for their role in raising attainment and improving opportunity for our disadvantaged students.</p> <p>We successfully maximise access to high quality teaching in the classroom for our disadvantaged cohort and intervene swiftly and effectively when issues arise.</p> <ul style="list-style-type: none"> • The Teaching and Learning Strategy has a particular focus on disadvantaged students and is delivered effectively, with particular attention to planning for anticipated gaps, metacognition and assessment & feedback, with clear success criteria which are evidenced in lesson observations, work scrutiny, student voice and progress data. • The same is true for related strategies including: <ul style="list-style-type: none"> ○ The Reading Strategy, which has a strong focus on developing our reading pedagogy, promoting word wealth and providing multiple encounters with challenging texts. ○ The Most Able Strategy, which carefully identifies disadvantaged most able students by taking into account their contextual attainment and seeks to uncover hidden talent and potential. ○ The Cultural Capital plan which has higher targets for disadvantaged students than for the overall cohort and prioritises participation by disadvantaged students on trips and visits which will increase their cultural and/or social capital. ○ The Y7 Catch Up plans and tailored interventions.

	<p>progress as the non-disadvantaged cohort.</p>	<ul style="list-style-type: none"> ○ The SEND strategy which pays particular attention to intersections with the disadvantaged cohort. This remit includes Accessing the Curriculum and Personalised Timetables.
<p>B</p>	<p>There is no negative disproportional representation in in-school activities; qualitative data shows no gap between the disadvantaged and main cohort; where appropriate, disadvantaged students are given priority access to opportunity. Effective provision is made for mental health needs.</p> <p>Each discrete strategy/plan has its own set of success criteria.</p> <p>Key performance indicators are:</p> <ul style="list-style-type: none"> ● Attendance of disadvantaged students rises to the same level as the non-disadvantaged cohort: <ul style="list-style-type: none"> ○ Attendance of students eligible for PP rises above the national average for this group. ○ There is no gap between the main PP cohort and non-PP students in attendance data. ○ Persistence absence rates amongst students eligible for PP are reduced. ○ Students who have long-term absences 	<p>Pastoral programmes and activities are designed to foster the core character qualities of resilience, hope, growth mindset and self-efficacy and interventions are well selected and effectively delivered.</p> <ul style="list-style-type: none"> ● Tutor Time is one of the core components of the Belonging strategy. <ul style="list-style-type: none"> ○ The GA Tutor Ten sets out expectations of tutors (KS3-5) which are quality assured by the R&R process. ○ The Tutor Programme and Assembly schedule (KS3-5) is designed to train students in what it means to belong at George Abbot, with focus areas including character development and regular celebration of co-curricular and other achievements. All students are reached by these activities. ○ The GA Belonging Journey is successfully launched. ● The PSHE curriculum and wider PSHE-related activities are specifically designed to promote character development and lifeskills, with a particular focus on the needs of disadvantaged students. All students are tracked through the PSHE curriculum. ● Disadvantaged students are given a wide range of opportunities for school leadership across all year groups and are effectively supported so that they participate. They are prioritised for participation in Duke of Edinburgh and similar activities which help

	<p>are well supported by the school so that they can still make good progress.</p> <ul style="list-style-type: none"> • Tutors deliver the tutor programme effectively and demonstrate particular care of their disadvantaged tutees, visible through the R&R process and student voice. • The percentage of disadvantaged students in leadership roles increases to proportional parity and their involvement in extra-curricular activity is equal or greater than that of the non-disadvantaged cohort. Visible through SOCS data and analysis of disadvantaged participation in school council and the Duke of Edinburgh scheme and as peer mentors, ambassadors, prefects and other positions of responsibility. • Cross-phase transitions and new arrival processes are effectively led and result in no loss of momentum between key stages which will be partly demonstrated through behaviour statistics. • Pastoral specialists are effectively led with impact tracked as carefully as possible. 	<p>develop social capital.</p> <ul style="list-style-type: none"> • Pupil Advocates, Inclusion Managers and Heads of Year manage pastoral programmes effectively, with a particular focus on: <ul style="list-style-type: none"> ○ Cross phase transition ○ New arrivals in school ○ Catch-up after absence ○ Parental engagement at progress monitoring ○ Disadvantaged students with SEND needs • Pastoral specialists are deployed according to need, with impact tracked. These specialists include: <ul style="list-style-type: none"> ○ Peer mentors ○ School Counsellor ○ Young Carers' Lead Teacher ○ HSLW ○ Matrix Trust ○ (CAMHS and other mental health provision) • Attendance is rigorously managed by the Assistant Head (Pastoral), targeting absence and lateness. • SOCS is launched successfully and participation by PP students rises to match that of the non-disadvantaged cohort. • The PTA are active in school life, encouraging greater parental engagement.
<p>C</p>	<p>The percentage retention into KS5 matches that of the equivalent non-disadvantaged cohort and there is no gap between destinations. Capital and social capital gaps are progressively eradicated. Where appropriate, disadvantaged students are given priority</p>	<p>High aspirations for all are the hallmark of our destinations strategies, with all stakeholders recognising the need to proactively level the playing field for our disadvantaged cohort.</p> <ul style="list-style-type: none"> • CIEAG provision has a particular focus on disadvantaged students

<p>access to opportunity.</p> <p>Each discrete strategy/plan has its own set of success criteria.</p> <p>Key performance indicators are:</p> <ul style="list-style-type: none"> • 100% of disadvantaged students access independent careers advice and are carefully supported with option choices, applications and interviews. • All disadvantaged students access relevant Widening Participation activities. • The number of disadvantaged students progressing to high quality Level 3 courses matches that of the non-disadvantaged cohort, with increasing retention into George Abbot Sixth Form. • Destinations data shows rising disadvantaged transition into Higher Education (including apprenticeships). 	<p>and is delivered effectively, ensuring that specific success criteria for disadvantaged students are met.</p> <ul style="list-style-type: none"> • The same is true for related strategies including: <ul style="list-style-type: none"> ○ The Y9 and Y11 Options Process ○ Higher Education provision ○ The Widening Participation programme. ○ The tutor time and PSHE programmes, in particular the focus on readiness for independent living and budgeting for Higher Education.
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5. Rationale and accountabilities					
Academic year	18-19				
i. Academic					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will

					you review ?
A	A whole school focus on delivering inspirational teaching and learning which is rooted in inclusivity.	EEF consistently identifies high quality classroom teaching as the most significant factor affecting performance of disadvantaged students.	Deputy Head and T&L senior team lead this development area.	LK JXC TJR JID	Dec. 2019
A	A whole school focus on delivering excellent teaching of reading as a matter of social justice: an important life-skill which will contribute towards educational, emotional and economic well-being.	National Literacy Trust and EEF research consistently identifies weak literacy as one of the biggest causes of the attainment gap and the ability to succeed in life.	Assistant Head (Academic) and Literacy Advocate will lead.	JID EJL	Dec. 2019
A	A whole school focus on the implementation of effective learning feedback linked to development of metacognition.	EEF feedback studies show very high effects on learning, with student metacognition as another of the most significant factors that can be addressed to improve attainment.	Most Able Lead working with Assistant Head (Academic) is responsible for developing evidence-based pedagogy to be implemented in school. Deputy Head and Assistant Head (Raising Standards) will lead on developing the format and content of all CPD – staff learning conferences, TeachMeets and INSET and ensuring this becomes embedded pedagogy through the R&R process.	EMC JID LK JXC	Dec. 2019

A	Whole school focus on identifying opportunities to build cultural capital with focus on specific gaps experienced by disadvantaged students.	Ofsted (April 2019) identifies lack of cultural capital as significant barrier to student aspiration and life chances.	Most Able lead ensures Cultural Capital opportunities are available and works with Pupil Advocates and HoDs to ensure appropriate students access opportunities.	EMC	
A	Effective delivery of Y7 Catch Up and subsequent interventions	EEF research indicates the importance of managing transition phases effectively and deploying well-tailored interventions by high quality teachers.	SENCO ensures accurate assessment of need and effective & well-tracked academic interventions.	JR	Dec. 2019
A	Effective delivery of Accessing the Curriculum and Personalised Curriculum to support particularly vulnerable disadvantaged students.	EEF research demonstrates the importance of well-tailored interventions to support individual students. Students in our -90% attendance cohort have significantly lower attainment than those with higher attendance.	SENCO leads on ACL lessons. Designated students are managed by Assistant Heads (Pastoral, Safeguarding & Academic) to ensure high quality provision.	MAL MCG JID RJG	Dec. 2019

ii. Belonging

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
B	Sharp focus on tutor and PSHE programmes and the work of the Pupil Advocates, Inclusion Managers and HoYs in supporting disadvantaged students	Ofsted research-led framework and EEF demonstrate the importance of filling knowledge, skill & capital gaps, some of which is covered through our tutor and PSHE programmes.	Assistant Head (Pastoral) will lead on ensuring whole school pastoral and related PSHE programmes are delivered effectively	MGC	Dec. 2019

B	Robust focus on attendance to maximise access to high quality teaching and build student engagement.	Attendance is a key determinant of success at George Abbot and correlates closely to progress scores.	Assistant Head (Pastoral) will lead on consistent delivery and review, working with the Assistant Heads (Academic, Safeguarding) to ensure holistic approach.	MCG JID RJG	Dec. 2019
B	Particular focus on cross-phase transition, new arrivals and parental engagement.	<p>Research behind Ofsted framework demonstrates importance of smooth transitions, particularly for disadvantaged students.</p> <p>Work with our feeder schools has shown that many students need support to embrace the independence required in Y7.</p> <p>Student voice 2018-19 showed that transition into Y9 was challenging for some.</p>	<p>Assistant Head (Pastoral) leads the pastoral teams.</p> <p>Assistant Head (Academic) leads the Pupil Advocates who work across these significant transitions.</p> <p>Deputy Director of KS5 manages Y11/12 transition process.</p>	MCG JID CRB	Dec. 2019
B	Financial barriers to participation and belonging are removed for disadvantaged students.	<p>Finance team communicate regularly with parents of PP students and have a strong understanding of the specific financial barriers experienced.</p> <p>Financial support is necessary in many cases, to ensure a level playing field.</p>	Assistant Head (Academic) works with staff to ensure that needs are identified accurately and met appropriately.	JID	

B	Pastoral specialists are effectively deployed and managed.	Pastoral managers have excellent understanding of the needs and vulnerabilities of our PP cohort and are well-trained in accurately assessing need. Their referrals are well-documented and carefully managed.	Assistant Head (Safeguarding) works with HoYs and IMs to ensure that student needs continue to be accurately assessed and leads the supporting professionals to deliver effectively.	RJG with IMs and HoYs	Dec. 2019
B	Ensure PP students access wealth of extra-curricular activities and student leadership opportunities, including Duke of Edinburgh.	SecEd Research. Sutton Trust (2014) 'positive effect of extra-curricular experience on both education and career outcomes'	Assistant Head (Pastoral) leads on extra-curricular programme. Assistant Head (Academic) is leading a review of the current offer to ensure it is well aligned to the curriculum for 2020	MCG JID	December 2019
iii. Careers and destinations					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you

					review?
C	CIEAG provision has a particular focus on disadvantaged students,	Gatsby research ⁷ indicates that good career guidance is a vehicle for social justice: those young people without social capital or home support suffer most from poor career guidance.	Director of Sixth Form and Careers Lead work together to deliver our CIEAG programme.	TJR HLR	Dec. 2019
C	Within CIEAG, the Widening Participation programme is designed to ensure all disadvantaged students have high quality engagement with further and higher education.	Gatsby research indicates the value of repeated engagement as a vehicle for social justice.	Assistant Head (Academic) works with Most Able Lead to ensure opportunities are well selected and communicated. Director of Sixth Form works with Careers Lead to ensure opportunities are effectively delivered.	JID EMC TJR HLR	Dec. 2019
C	Options Process is carefully attuned to the needs of disadvantaged students.	Gatsby research ⁸ indicates that those young people without social capital or home support suffer most from poor career guidance.	Assistant Head (School Organisation) ensures that disadvantaged students are prioritised within the process.	YKO	Dec. 2019

⁷ <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

⁸ <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Budget 2019-20			
Desired outcome	Principal activities	Budget	Budget Holder
A	Remove barriers to academic progress e.g. lesson materials, revision resources, academic trips and visits.	£14,800	JID
A	Academic interventions and other specialist academic provision, including Peer Tutors and Homework Club.	£45,350	JID
A	Set up and implementation of programmes for reading fluency, including baseline testing, staff CPD and specialist interventions. Set up costs high in Y1.	£25,000	JID
B, C	Removal of financial barriers including provision of lunch, uniform and travel costs and assurance of participation in careers activities and cultural/social capital experiences.	£24,600	JID
B	Mental health provision including school counsellor, Youth Workers, Relational workers, Peer Mentors and HSLW	£21,110	RJG
Staffing	Assistant Head, Academic, Pupil Advocates and Literacy Specialist	£30,500	KCC
Total		£153,590	
Budget		£155,000	

i. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents of disadvantaged students engage fully with the opportunities offered by the school.	Parental engagement strategy.		Assistant Head (Academic) working with Assistant Heads (Pastoral, Raising Standards) and the PP Lead ensures that all school activities are tailored to maximise parental engagement.	JID	
George Abbot PTA and Alumni Community support the school focus on disadvantaged students.	Alumni and PTA strategy.		School Business Partnership Manager liaises with Assistant Head (Academic) to ensure activities support disadvantaged strategy wherever possible.	JF JID	
The resources of the wider Guildford community are deployed to support our disadvantaged students.	Business Partnership strategy.		School Business Partnership Manager liaises with Assistant Head (Academic) to ensure activities support disadvantaged strategy wherever possible.	JF JID	