

George Abbot School: Disadvantaged students: Strategy 2020-21

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 intention in 2020-2021 is that we use the full resources of the whole school to help these students do well at George Abbot.

- Where health allows, we want every child to be in school every day, experiencing high quality teaching in every classroom.
- Where absence is unavoidable, we want every child to access the full curriculum with no detrimental impact on their overall attainment.
- 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 our behaviour management to be robust, warm and responsive so that students experience clear and safe boundaries through compassionate practice.
- We want the parents and carers of our disadvantaged students to know that they are held in high regard by us; that their input is essential if their child is to thrive academically and that the school is on their side.
- We want to teach topics that are relevant and challenging, to help students reach high goals. We want to continually broaden their academic and cultural horizons. We want students to learn a wide range of subjects and we want them to understand how what they learn prepares them for a successful life.
- We want our classrooms and other teaching contexts to be truly 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.**

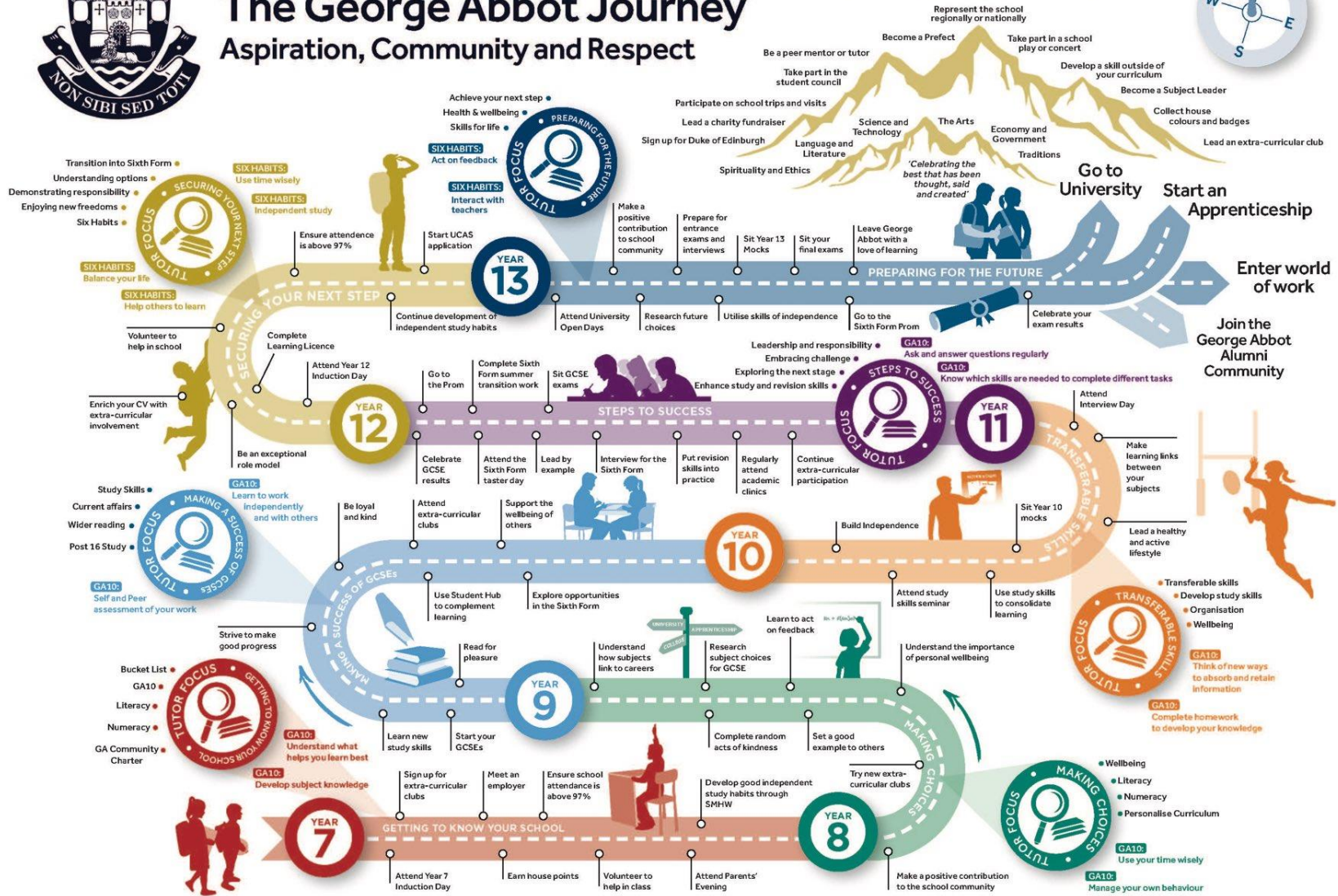
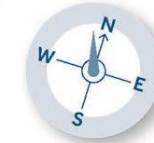
The opportunities available to students at our school are captured in the George Abbot Journey:



The George Abbot Journey

Aspiration, Community and Respect

Throughout your school journey, always strive to go ... Above and Beyond!



Your George Abbot Journey starts here ...

1. Summary information					
School	George Abbot School				
Academic Year	20-21	Total PP budget	£183,624 (includes PP grant £141,340)	Total Bursary allocation	£12,985
Total number of pupils	1916	Number of pupils eligible for PP	162	Total number of 11-16 pupils	1493
Total number of KS5 pupils	423	Number of KS5 pupils eligible for bursary	12	Number of KS5 identified as disadvantaged (school definition)	13
% of 11-16 cohort	10.9%	% of 16-19 cohort	3%	Date of most recent PP Review	9/2020

1. Current attainment						
	Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)		Pupils not eligible for PP (national average)	
	2020-20	2020-21	2020-2020	2020-21	2020-20	2020-21
Progress 8 score average	-0.54	<i>(Provisional data to be added post-Y11 mocks)</i>	0.75	<i>(Provisional data to be added post-Y11 mocks)</i>	N/A	
Attainment 8 score average	36.84	<i>(Provisional data to be added post-Y11 mocks)</i>	61.12	<i>(Provisional data to be added post-Y11 mocks)</i>	N/A	
KS5 Ex PP and Bursary Students L3VA	2.43 (1 student)	<i>(Provisional data to be added post-Y13 mocks)</i>	0.63	<i>(Provisional data to be added post-Y13 mocks)</i>	N/A	

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	<p>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.</p> <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>Lockdown has affected the disadvantaged cohort in a variety of ways. Many of the children and their families are now more closely bonded to the school, but some others now have significant learning and engagement gaps to overcome.</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.	<p>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. We do not yet think we are fully aware of the extent of additional disadvantage and traumatic incidents that have occurred during lockdown.</p> <p>Some disadvantaged students have found the lockdown process and bubble approach to have improved their learning environment; others have found it has added additional stress.</p>
C.	<p>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.</p>
External barriers	
D.	<p>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. These students are valuable members of our school, but they do not typically do as well as children who are in school every day.</p>

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.
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3. Desired outcomes		Success criteria	Activities
A	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.	The curriculum review milestones are met.	<p>Additional support is put into MFL, to promote the meaning and purposes of languages in KS3 and to support students in KS4, particularly in Y10 where disadvantaged students tend to struggle disproportionately.</p> <p>Music lessons are offered to all Y7 PP students, in school time, so that they can choose to pick Music for GCSE. The music department is supported as it tackles issues of resilience and purpose.</p> <p>English and Maths online tutoring (MyTutor) is continued for PP students in Y11, and extended as budget allows, into lower year groups. It is run in careful tandem with subject leaders.</p> <p>Deployment of teacher-mentors and peer mentors supports PP students who tend to struggle with the demands of coursework, so that they meet their potential and are able to continue with these subjects into KS5, should they so wish.</p> <p>The More Able lead seeks and implements the hugely increased range of enrichment activities that are now being offered for delivery online or in-school, to broaden horizons. Our partnership with Surrey University is particularly important.</p>

<p style="text-align: center;">A</p>	<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 2020-20, rising to two thereafter. • Students most at risk of exclusion or other 	<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. 	<p>Governors and school leaders consistently prioritise this target at all opportunities.</p> <p>INSET / other CPD time is consistently given to support development of T&L for disadvantaged students, continuing the focus on metacognition and feedback.</p> <p>Teacher mentors are designated for each PP student, to hold regular structured progress conversations and liaise with home and subject teachers, to identify specific, individual obstacles and support students across them, with particularly attention paid to the impact of Covid absences.</p> <p>Accurate assessment, particularly gap analysis, and recording that in a way that makes data analysis possible and meaningful, is a high priority for 2020-21, particularly because of Covid.</p> <p>School pastoral data systems are improved significantly so that teachers gain greater visibility of the issues that individual students face.</p> <p>Identified gaps are rapidly addressed, with specific interventions such as Saturday School; HW club; mentors and tutors.</p> <p>PP students with SEND remain a very high priority and PP spend is used to ensure that SEND have the resources they need.</p>
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	<p>disengagement are retained within George Abbot and their attainment rises.</p> <ul style="list-style-type: none"> • Disadvantaged students make the same progress as the non-disadvantaged cohort. 	<ul style="list-style-type: none"> ○ 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. ○ The SEND strategy which pays particular attention to intersections with the disadvantaged cohort. This remit includes Accessing the Curriculum and Personalised Timetables. 	<p>Assessing reading ability continues, with screening for Y7, and this data is used to develop a reading intervention strategy. The Library renewal project continues. The GA Dictionary is deployed for maximum advantage and pedagogy for teaching vocabulary continues as a CPD strand.</p> <p>The Communities of Practice (Disadvantaged and Vulnerable) provides an opportunity for school-wide reflection and experimentation.</p>
<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: 	<p>Pastoral programmes and activities are designed to foster the core character qualities of resilience, hope, growth mind-set 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 	<p>Disadvantaged students who need financial support to access school activities are sensitively provided for, involving parental choice where possible, maintaining the dignity of the family.</p> <p>Attendance processes are carefully reviewed with sharp SLT leadership, and the added capacity of two additional HSWLs and the new EWO is deployed effectively to develop individual approaches to specific students, working in a collaborative way that includes parents.</p> <p>Pastoral and safeguarding reporting systems and processes are improved, to facilitate greater collaboration.</p>

	<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 are well supported by the school so that they can still make good progress. ● 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 	<p>and other achievements. All students are reached by these activities.</p> <ul style="list-style-type: none"> ○ 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 develop social capital. ● 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: 	<p>Attendance in school but out of lessons is carefully monitored and interventions are rapid and effective.</p> <p>Rapid and effective interventions are deployed where students are absent through health-related issues to prevent gaps widening and to maintain engagement and belonging.</p> <p>The PSHE curriculum, overhauled in the light of Covid, is effectively delivered and is integrated with tutor programmes and assemblies so that students continue to have a coherent pastoral journey that is well-tailored to the current context.</p> <p>Creative alternatives to traditional student leadership roles are found, so that disadvantaged students continue to experience the enrichment that leadership brings.</p> <p>Scholar advocates and pastoral specialists provide focused support at key transition points.</p>
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	<p>and other positions of responsibility.</p> <ul style="list-style-type: none"> • 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. 	<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 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 	<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 and is delivered effectively, ensuring that specific success criteria for disadvantaged students are met. • The same is true for related strategies including: <ul style="list-style-type: none"> ○ The Y9 and Y11 Options Process ○ Higher Education provision 	<p>The CIEAG programme is implemented effectively.</p> <p>PSHE and tutor time programmes support this programme.</p>

	<p>advice and are carefully supported with option choices, applications and interviews.</p> <ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> ○ 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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4. Rationale and accountabilities					
Academic year		2020-21			
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 TJR JID	December 2020

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), SENCO and English HoF lead	JID JR SEG	December 2020
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.	HoFs leading on assessment project, in collaboration with Assistant Head (Pastoral) and as part of our remote learning strategy.	MCG LK	December 2020
A	Whole school focus on identifying opportunities to build cultural capital with focus on specific gaps experienced by disadvantaged students.	Ofsted (April 2020) 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 Scholar 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	December 2020

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	December 2020
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 Scholar 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	December 2020
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 (Safeguarding) will lead on consistent delivery and review.	RJG	December 2020

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 Scholar Advocates who work across these significant transitions.</p> <p>Deputy Director of KS5 manages Y11/12 transition process.</p>	MCG JID CRB	December 2020
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. Financial support is necessary in many cases, to ensure a level playing field.</p>	Assistant Head (Academic) works with relevant staff to ensure that needs are identified accurately and met appropriately.	JID	December 2020
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 (Pastoral) works with DSL, HoYs and IMs to ensure that student needs continue to be accurately assessed and leads the supporting professionals to deliver effectively.	MCG with IMs and HoYs	December 2020

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.	MCG JID	December 2020
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 ¹ 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	December 2020
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	December 2020

C	Options Process is carefully attuned to the needs of disadvantaged students.	Gatsby research ² 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	December 2020
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¹ <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

² <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Budget 2020-2021			
Desired outcome	Principal activities	Budget	Budget Holder
A	Remove financial barriers to academic progress e.g. lesson materials, revision resources, academic trips and visits.	£15,000	JID
A	Academic interventions and other specialist academic provision, including SEND transfers, music lessons, reading screening, Peer Tutors and Homework Club.	£50,950	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.	£20,500	JID
B	Support for Attendance processes, mental health provision including ELSA, school counsellor, Youth Workers, relational workers and HSLWs.	£46,000	JID
Staffing	Assistant Head, Academic, Scholar Advocates, Admin support.	£38,000	KCC
Total		£170,450	
Budget		£183,624	
Balance	Reserved for in-year deployment.	£13,174	

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?
George Abbot PTA and Alumni Community support the school focus on disadvantaged students.	CIEAG partnerships	Research-based Ofsted framework emphasises importance of aligning school activities to the local context.	CIAEG lead ensures all GATSBY benchmarks are connected to the local community wherever possible.	TJR HLR	December 2020
The resources of the wider Guildford community are deployed to support our disadvantaged students.	Investment in HSLW to help build links and synergies.	Research-based Ofsted framework emphasises importance of aligning school activities to the local context.	Effective SLT collaboration ensures community links remain high priority and all opportunities are explored as they arise.	JID	December 2020