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| Scalby School |
| **Development Plan** |
| **2017-2018** |



**STRATEGIC PRIORITIES**

**OVERALL AIM:**

***To raise overall attainment and reduce the gap between disadvantaged students and the rest of the cohort in terms of achievement.***

**Key development priorities supporting this aim:**

* Refine the whole school strategy for narrowing the gap.
* Review our curriculum offer to ensure balance, personalisation and cultural capital for all.
* Review our strategy for maintaining and developing the quality of teaching and learning.
* Refine our work on fostering a ‘growth mindset’ culture across the school.
* Review our literacy strategy.
* Review and expand our numeracy strategy.
* Review and develop our links with primary schools re: developing learning.
* Improve outcomes for SEND students and make sure we are statutorily compliant in meeting their needs.
* Review the Praising Stars data system to ensure fitness for purpose.
* Review and develop the attendance strategy.
* Review and develop the mentoring of challenging/ disengaged students.
* Collaborate with other providers to spread effective practice and develop our staff team as part of the Opportunity Area initiative and possibly as a Teaching School or Research School.

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| **WHOLE SCHOOL TARGETS FOR 2017/18** | | | | | | | | |
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|  | | Pupils | Att8 Eng Rank 20 | Att8 Maths Rank 20 | Att8 EBACC Rank 20 | Att8 Open Rank 20 | % 5 GCSEs Grade 7-9 Rank 20 | % 5+ GCSEs Eng+Maths Rank 20 |
| Summary | All Pupils | 195 | 5.9 | 5.5 | 6.0 | 6.3 | 18% | 44% |
| Gender | Male | 96 | 5.7 | 5.7 | 6.0 | 6.3 | 19% | 49% |
| Female | 99 | 6.0 | 5.2 | 5.9 | 6.3 | 18% | 40% |
| Prior Attainment | High Attainers | 55 | 7.2 | 7.3 | 7.8 | 7.7 | 46% | 84% |
| Middle Attainers | 71 | 6.1 | 5.7 | 6.2 | 6.5 | 13% | 46% |
| Lower Attainers | 68 | 4.5 | 3.8 | 4.3 | 4.9 | 1% | 11% |
| Pupil Premium | FSM (in last 6 Yrs) | 49 | 5.3 | 4.7 | 5.2 | 5.7 | 11% | 31% |
| Not FSM (in last 6 Yrs) | 146 | 6.1 | 5.7 | 6.2 | 6.5 | 21% | 49% |
| SEN Group | SEN Support | 13 | 4.7 | 4.1 | 4.6 | 5.2 | 5% | 22% |
| EHC Plan | 1 | 4.4 | 4.4 | 4.5 | 4.9 | 1% | 15% |
| No SEN | 181 | 6.0 | 5.6 | 6.1 | 6.4 | 19% | 46% |

**Strategic Priorities - Achievement**

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| **Priority** | **Summary of Strategy** | **Cost** | **Intended Outcomes** | **Monitoring/Evidence** |
| **Progress** – To ensure that disadvantaged students make accelerated progress throughout their time at Scalby. | Produce and distribute FIT First booklet to identify all Year 11 Disadvantaged students, and profiles of each student in order for staff to get to know the students better.  Track the spending and provision in place for disadvantaged students through the use of a database to better monitor impact. | £300 AAHT – ATI | **Year 7 & Year 8**  No gaps to emerge in English, Maths and Science in Year 7 and Year 8 ATL data.  **Year 9, 10 & 11**  English Attainment Grade for Disadvantaged Learners to be 5.3  Maths Attainment Grade for Disadvantaged Learners to be 4.7  Progress 8 Target 0 for average for disadvantaged students.  Attainment 8 EBac Target 5.2  Attainment 8 Open Entries Target 5.7  Grade 4 & above GCSE English and Maths  Grade 5 & above GCSE English and Maths 31%  All disadvantaged students to be making progress towards their reading level at or above their chronological age.  All disadvantaged students to be in education on leaving Scalby. 0% are NEETs | GCSE Examination Results 2018  Attitude to Learning Data and 4 Matrix Data  Student Questionnaires / PAS surveys  Reading Age Data  Department Trackers in English, Maths and Science.  Raising Standards Leader ATL meetings |
| Change of role for AHT with focus on become Raising Standards Leader with better oversight of all department areas – with particular focus on narrowing the gap. Track and monitor groups of disadvantaged students and monitor the impact of funding in order to ensure learners identified barriers to learning are overcome. Better oversight of potential intervention across all subject areas. | Cost taken from whole school staffing CRO |
| Maths One2One Intervention Year 8 Focussed Autumn Term and Year 11 Focussed Spring and Summer Term.  Review PETXI and Tassimo and identify what intervention would be suitable for those identified who are 4 / 5 borderline students. | £10,000 CRO / DPY  £12,000 CRO / MDO |
| H/wk clubs for Year 10 and Year 11 where h/wk has been identified as a continual issue | CRO / HOY |
| Use of the Lead Practitioners in English, Maths & Science in order to track and monitor interventions and impact of all disadvantaged students in their department areas. This will involve working with staff to develop strategies to improve outcomes for disadvantaged students.  Use of LP in mentor time to work with small groups of Disadvantaged Students regularly to improve confidence and plug knowledge gaps | Lead Practitioner Science, English & Maths  £48,258  HHA / POF / SUB |
| Further develop the use of PARS connect and insight to better inform all teaching staff of student data. Use of INSIGHT to improve parental engagement | Cost taken from Whole School Budget  CRO / AAT |
| Re-Issuing of a Disadvantaged students’ policy where the 3 waves of provision are identified for disadvantaged students. This will make clear all staff expectations in relation to disadvantaged students. | No value  CRO |
| Disadvantaged Students provided with revision guides across all subject areas to aid effective revision. | £3000 HOD / CRO |
| All teaching staff set targets through performance management for Disadvantaged students | No value HOD / SLT links |
| Further HOD Training on 4 matrix to allow them to better understand their department data better. – Develop a better understanding of P8 and A8 | CRO |
| Senior ATAs employed to undertake small group intervention with disadvantaged students focusing on literacy and numeracy at KS3. | £6,989 % of overall salaries  SHA / KHA/ KST |
| Free ingredients and practical resources provided in technology and other lessons for disadvantaged students. | £3,000 HOD / CRO |
| Review and further roll-out a reading intervention programme. 1 hour per week for 2 groups in Years 8, 9 &10 | Costs attributed to whole school staffing  EST / CRO / POF |
| The continuation of a whole school literacy strategy; with a focus on disadvantaged boys. This investment in whole school literacy will ensure that the literacy needs of disadvantaged students is a key priority for the school. This year involves the continuation of thinking reading, as well as accelerated reader which has run in previous years. Also POF and the English department to run whole school CPD Literacy / Oracy training | £4,800 Accelerated Reader Cost  POF / EST |
| HOYs to work with 15 critical disadvantaged students in each year group. They will work with the same students all year and focus on attendance, parental engagement and behaviour. CRO and MGA to identify groups of students. HOY to converse with parents at least once every half-term. | No value  HOY / MGA / CRO |
| Use of Year 7 Literacy and Numeracy catch up money to work with disadvantaged students who demonstrate literacy and numeracy barriers to learning. | Cost attributed to Year 7 Catch up funding.  CRO / POF / LMC |
| Extra staffing in English will provide extra curriculum time and smaller teaching groups for disadvantaged students. Also it will provide the capacity to offer bespoke one 2 one / small group teaching for students in Year 11 and specialist teaching in the ALC. | CJO Salary - £26,679 |
| Following each PS cycle Y11 students will be directed to attend a maximum of 3 after school intervention classes, where they require support. The English, Maths & Science is the priority then subjects which count for students’ P8 and A8. | No value  SLT |
| All disadvantaged students to receive a careers interview in Y11 and year 8 to inform students about their options. Disadvantaged students to receive career advice in proportion to their make up in each year group. Approx. 25%. | £8,833 Careers Advisor 50% of cost paid for by Disadvantaged funding.  MMC / RGR |
|  | NCOP York University Higher to provide £5000 worth of funded activities for Disadvantaged students in Central and Woodlands Wards. This could rise to £15,000 worth of funding | Cost externally funded  CRO / MSI |
|  | Develop an increased awareness of SEN needs on transition and in Year 7. | No Cost  LRE / JHA / KBA |
|  | Curriculum Redesign for some Y11 students to support home study. Reviewed every ATL cycle. | No Cost  CRO / MMC / MGA |
|  | A timetabled series of Motivational activities to engage all Y11 earners throughout the year. | No Cost  CRO |  |
|  | Focused QFT in Year 7 English and Maths using more informed data from GLS Assessments to allow for earlier identification of barriers to learning and gaps in knowledge and skills. | Whole School Cost  MMC / CRO / DPY / EST |  |
| **Behaviour**  To continue to reduce exclusions with a particular emphasis on disadvantaged learners. | ALC Manager and impact centre staff will work with a small group of high tariff recidivist excludees and consequence students in order to reduce exclusions and instances of consequences. | % of Wage of JHA / CDA / CPU / JRE / BAC  £53,072  MGA / LMC | Reduce Exclusions of disadvantaged students to 27% of overall school exclusions. This is in line with the number of disadvantaged students in the whole school population.  Reduce consequence C5 instances of disadvantaged students to 27% of overall consequence instances. This is in line with the number of disadvantaged students in the whole school population.  Reduce internal exclusions instances of disadvantaged students to 27% of overall internal exclusion instances. This is in line with the number of disadvantaged students in the whole school population. | Exclusion, internal exclusion and consequences data reported on every ATL cycle.  Student Surveys |
| Re-launching to staff of students being escorted to their after school detention by their P5 teachers supported by HODs and SLT in order to reduce consequences for missed detentions. – Revisit the necessity of this with staff especially new ones. | No value  ALL Staff / CRO /HCL |
| ALC will be used to re-engage disadvantaged learners returning from lengthy exclusions or who are struggling to cope with mainstream lessons. | Costs see above |
| Alternative Provision will be put in place for disadvantaged students who require alternative education packages. | £30000  MGA / LMC |
|  | Mental Health Counselling to help remove any B2L that may occur due to students mental issues. | £12,500  MGA |  |  |
|  | Use of Metacognition strategies to improve attendance. Focusing on a small group of students initially in the Autumn term initially. | £4000  DWH / SDO |  |  |
|  | Business Mentoring for key students where suitable provision can be found. | No Cost  MSI |  |  |
| **Quality First Teaching** – To ensure that disadvantaged students receive the highest standard of teaching in all subject areas and that this is narrowing the gap. | Use of the Lead Practitioners in English, Maths & Science in order to share good practice during department meetings. | Lead Practitioner Science, English & Maths  Costs see above  HHA / POF / SUB / HPE | 100% of teaching in English, Maths and Science will be at or above the expected standard for Disadvantaged students.  Marking for disadvantaged students will be judged at or above the expected level in 90% of marking trawls for disadvantaged students. | Observation data on the Blue Sky database.  SLT drop in days and marking trawl monitoring  SLT active patrols  SLT line management |
| Revisit FIT First – Ensuring Staff focus on feeding back, interacting and targeting questioning to disadvantaged students first during lessons. | No Value  CRO |
| Seating Plans – Disadvantaged students and their barriers to learning will be identified by teaching staff on seating plans with detailed information on how the staff member intends to differentiate learning for the individuals in their classes. – New Staff to be trained on the PARS system. Send out examples of annotated plans. Encourage staff update these every ATL cycle | No value  HPE |
| SLT corridor duties to focus on the learner experience for disadvantaged students. SLT will follow targeted groups and students over a period of time in order to gain a flavour of learner experience and address any emerging issues. | No Value  SLT |
| Group setting to be risk assessed by HOD and SLT links every ATL cycle in order to ensure disadvantaged students are taught by the strongest staff members. | No Value  SLT / HOD |
| Quality assurance processes to have focus on disadvantaged students. This involves lesson observations, QA marking and feedback monitoring, planner trawls and homework trawls. | No value  SLT / HOD |
|  | Sharing Good practice of the use of Visualisers and their benefits across the whole teaching staff body by the Lead Practitioners at HOD development meetings | POF / HHA / SBE |  |  |
| **Enrichment, Extra-curricular and Parent Engagement**– To ensure that disadvantaged students take full advantage of the enrichment and extra-curricular activities on offer at Scalby. | Maths, English and Science small group interventions, throughout the year and across the key stages as and when the need arises. These will provide memorable learning experiences. | £1000 | 27% of all students attending an extra-curricular club will be disadvantaged students.  27% of all students on a trip will be disadvantaged students.  Student’s attitudes to learning will improve as a result of visits. | Attendance data for extra-curricular clubs.  Trip data for disadvantaged students.  Student Surveys |
| Excursion and Taxi fund to allow disadvantaged students to attend school trips and after school interventions where parents are struggling to find funds | £4000  CRO / DRE |
|  | Developing better links with outside community groups / clubs / youth organisations. Encouraging disadvantaged youngsters to attend. | No Cost  DRE / CRO |
|  | HOY to remain with year groups all through school life apart from Y7 to improve continuity an parental engagement. |  |
| **Attendance**  To improve student attendance with a particular emphasis on disadvantaged learners. | Identify students whose attendance was below or was in danger of falling below 90% in 2016 – 2017 or at primary school. This will form a target group for intervention and rewards. A rewards system and absence procedures will be used for this group. | Family Liaison Officers x 2  Family Support Officer x 1  £28,615  MGA / CRO /HOY | Disadvantaged PA reduced from 18.63 to 15% (NA 2015-16 19%)  Attendance of disadvantaged students will be above 94%  (Scalby 2016-17 92.15% NA 2015-16 93.6%)  Persistent absentees (10%) of disadvantaged students will be less than the Scarborough area and North Yorkshire average. | Attendance data for weekly, ATL cycles and yearly.  Data on number of persistent absentees |
| Weekly review meetings to discuss the attendance of disadvantaged students. |
| One performance management target of Family Liaison officers and support officer will be linked to Disadvantaged students. |
| Use of disadvantaged attendance board in the HOY office and staff room, tracking students on a weekly basis. |
| Engage with difficult parents earlier in Year 7 based on primary attendance. |  |
| Mentor groups to focus on the importance of attendance. SLT links to ensure attendance conversations are occurring on a weekly basis. | No value  MGA / SLT |

**Strategic Priorities – Teaching & Learning**

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| **Priority 1** | **Summary of Strategy** | **Cost** | **Intended Outcomes** | **Monitoring/Evidence** |
| Develop teaching and learning to facilitate the preparation of students for the challenge of rigorous, linear examinations. | 1. Review the quality of teaching and learning and the school T & L policy by July 2018. 2. Review the school’s approach to home study and develop a new policy for launch in 2018/19. 3. Review the use of the Lead Practitioners in the Autumn term to facilitate improvements in teaching and learning. 4. Review the use of Subject Leaders in the Autumn term to facilitate improvements in teaching and learning. 5. Manage the Pixl classroom project to determine potential impact across the school. |  | New policies for teaching, learning, marking and home study for adoption in 2018/19.  Teaching and learning improves. | Policies produced and approved by the governing body.  PM observation data and ‘drop in’ evidence. |
| **Priority 2** | **Summary of Strategy** | **Cost** | **Intended Outcomes** | **Monitoring/Evidence** |
| Review the performance management system both in terms of the software utilised and the protocols employed. | 1. Review a new database system to replace Bluesky.   (SM and DTy)   1. Review the PM policy. |  | Policy reviewed and amended for the 2018/19 academic year. | Policy reviewed and amended for the 2018/19 academic year. |
| **Priority 3** | **Summary of Strategy** | **Cost** | **Intended Outcomes** | **Monitoring/Evidence** |
| Refine our work on developing a ‘growth mindset’ with staff, students and stakeholders and improve standards of teaching and learning as a result. | 1. Review the work done in 2017/18 for effectiveness and plan to develop a growth mindset culture accordingly. |  | Students understand that mistakes are an important part of learning and thinking about their own learning is a key part of improving as learners. (metacognition)  Staff understand how a growth mindset effects them and foster a culture of innovation, trial and error and reinforcing the notion that mistakes are good and are learning opportunities.  More students feel it is acceptable to get it wrong in class.  100% of staff respond to July 2018 survey that they have a growth mindset. | Student surveys re: engagement with learning.  Staff and student surveys.  Observing more risk taking approaches by staff and students in lessons. |
| 1. Regularly post growth mindset resources on the teaching and learning blog and in the T+L bulletin |  |
| 1. Review posters and displays around the school supporting a growth mindset | £100 |
| **Priority 4** | **Summary of Strategy** | **Cost** | **Intended Outcomes** | **Monitoring/Evidence** |
| Review and develop our links with primary schools to promote effective learning at both educational phases.  Review and develop links with Yorkshire Teaching School Alliance to increase our involvement with the ‘Coastal Hub’ focus of the alliance.  Explore the value of increasing our involvement with the Scarborough Teaching School Alliance.  Review and explore our role in ITT through Pathfinder, YSJ and University of York. |  |  | Improved learning outcomes at both KS2 and KS3.  Improved and increased collaboration focusing on effective T&L strategies and best practice (specific groups could become a focus if appropriate).  Increased input into who we train, with an eye towards future staffing needs and current department capacity. Increased input from training providers on up-to-date subject issues / developments in relevant departments. | KS2 results and ATL reports in KS3. |
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**Strategic Priorities – Curriculum**

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| **Priority** | **Summary of Strategy** | **Cost** | **Intended Outcomes** | **Monitoring/Evidence** |
| **Review of the range of GCSE Options subjects to ensure a balance between the academic and practical offer.** | Review the options offer to include any new non-GCSE practical courses which can be included in the Options to ensure broadest balance of academic and practical subjects, at no extra cost to the current CLFP.  Attend a curriculum review conference to ensure that the school’s curriculum is fit for purpose and meets the challenge of any new national directives.  Undertake a review of the effectiveness of the extra time in Year 10 Science and in Year 11 English | CPD for DHT £300 | The school offers the best range of subjects for study at GCSE which represents good value for money.  The school maintains its commitment to the creative and practical subjects. | CLFP  Line Management meetings  Governors’ Meetings  Measure the quality of the CEIAG provision through preparation for accreditation of the Quality in Careers Standard  In 2018-19 |
| **CEIAG** | Expand the CEIAG offer to reintroduce the Business Mentor programme.  In Partnership with Future First build an Alumni Community.  Using the Careers and Enterprise project introduce a programme of Employability Masterclasses.  Introduce a programme of Enterprise Activities and Challenges for Year 9 students.  Launch a “World of Work” day for Year 8 to replace the Year 8 Careers Immersion Day.  Launch a Mock Interview programme for the current Year 10 cohort to take place after the Year 10 PPEs.  Review the quality of CEIAG provision using the Gatsby/Compass benchmarks  CPD for the Careers Leader to ensure through familiarisation with the bench marks need to deliver the Quality in Careers Standard.  Working with the RSL develop an SLT mentoring programme to support Year 11 students who have a personalised curriculum to ensure that the support in effective and appropriate. | Careers and Enterprise Company to fund £17,500 of careers based activities in 2017-18  CPD for Careers Leader - TBA | All students are provided with high quality impartial careers education, information, advice and guidance prior to starting post-16 courses and are fully aware of their choices following completion of their post-16 study programme.  Students’ personal, social and employability skills are developed and they are prepared them for their next steps in education or work, including the contribution of and have an appreciation of how to approach life in modern Britain |
| **Wave 3 intervention – personalised curriculum** | At each ATL cycle link an SLT meeting to identify students who may need extra support to ensure that they are making progress across all subjects.  Develop a system to personalise the curriculum for a small number Year 11 students who struggle to succeed across their 9 GCSE courses.  Review how any teachers who are teaching under allocation can be used to deliver additional literacy, numeracy and exam preparation sessions.  Arrange college placements for a limited number of students who may need further extra support to ensure they have developed adequate employability skills by the end of Year 11.  Create a “metacognition” pilot group to for a small number of Year 8, Year 9 and Year 10 groups to improve their engage with education. | Cost for placements TBA  Cost for D. Whitfield to deliver Growth Mindset sessions for a select number of students | Improved effort and attainment across all subjects for students who have a personalised plan to secure at least expected progress | Each ATL cycle  SLT meetings  Line management meetings |
| **AMAP/ATL roll out** | Develop a timeline to roll out the new Attitude to Learning reporting system.  Write to parents and carers to inform them of how the new system works.  Calendar a date for the review of the new ATL reporting system.  Create an ATL handbook for teachers to ensure clarity about how to use the new system.  Liaise with AHT Teaching and Learning to ensure that the use of Formative Assessment underpins the strategy aimed at improved the quality of teaching. | No cost | Teachers use formative to assessment with skill in order to ensure that all students are making at least expected progress. | ATL review  Line Management meetings  RSL meetings  Leadership Development meetings |
| **SMSC/FBV** | Audit the school’s SMSC provision and measure this against case studies of best practice as exemplified.  Review the Immersion Day programme for 2018-19 to ensure that the SMSC provision is fit for purpose and matches national examples of best practice.  Renew subscription to iAbacus Gridmaker to record SMSC evidence and impact. - £400  Appoint Project Leaders to assist with the development of SMSC provision, including the evaluation of the impact of the provision.  Undertake an audit to map SMSC provision across the whole curriculum  Working with the AHT Behaviour and Safety continue to conduct termly review of the Prevent Risk Assessment | £400 – SMSC Gridmaker  2 x PLs = £1500  Normal Immersion Day costs from existing budget | Improved curriculum model which ensures that students develop knowledge and skills which prepare them for life in Modern Britain.  Students can describe how the schools SMSC provision has changes their outlook on life.  Students can confidently describe the how the school challenges attitudes which are intolerant of the gender, faith, race and sexuality of any group in the school or in the wider community.  Negligible incidents of racist, sexist homophobic or extremist attitudes amongst students. Where these exist they are rigorously challenged by students and staff. | Line management meetings  HOY data  Immersion Day reviews |

**Strategic Priorities – Behaviour & Safety**

***ATTENDANCE DEVELOPMENT***

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| **Priority** | **Summary of Strategy** | **Cost** | **Intended Outcomes** | **Monitoring/Evidence** |
| Further improve students’ attendance and reduce the level of persistent absenteeism.  This applies to both whole school attendance and the attendance of particular groups such as Boys, Girls, FSM, PP. | Attendance intervention levels set at <96%, <94%, < 92%, <90%  Autumn term 2017 postcard (in an envelope), logged phone call followed up by letter 1 and 2 and attendance contracts monitored closely.  PA action to begin at 90% in Autumn Term for those previously below 90% last year | Postcards for <96% 4 packs of 150 @ £27 £104  Letters for <94% printing and postage costs | Student’s barriers to attendance are removed or reduced. Their attendance increases to match that of Non PP/Non FSM students.  Absence due to illness is reduced.  Whole school attendance 96%.  *Local area schools average 2016-17 94.26% range between schools 2.31% NA 2015-16 94.8%*  Year 7 and 8 97%  Years 9 – 11 95%  PA 10% - 8% (last year our rate was 10.9%. NA was 13.1% 2015-16)  Disadvantaged PA reduced from 18.63 to 15% (NA 2015-16 19%)  Attendance of disadvantaged students will be above 94% (Scalby 2016-17 92.15% NA 2015-16 93.6%)  Persistent absentees (10%) of disadvantaged students will be less than the Scarborough area and North Yorkshire average.  All students on caseloads will improve their cumulative attendance. | Weekly analysis of whole school attendance in addition to FSM and PP attendance, both weekly and cumulative.  Visible attendance notice board on the veranda  PA countdowns each month  Logs of attendance actions  Weekly meetings MGA / VBI (AIM), VBI with HWA and KOB  VBI/KOB/HWA caseload students attendance data (NB this was abandoned in 2016-17 but will re-introduced in 2017-18)  Attendance bulletin to all staff.  Impact analysis of key promotion strategies eg 25 day challenge |
| Re-launch attendance priority to re-focus efforts and raise the profile of attendance   * Attendance notice board on veranda * New attendance displays in mentor rooms * Revised attendance awards for mentor groups * New termly competition sponsored by Teaching Personnel * 100% attenders termly reward – Hot chocolate and cookie in Dining Hall | Depends on individual actions identified for each student. Things that could be included   * Taxis after intervention * Refreshments for a parents evening held to engage parents and promote attendance * Photocopying of intervention forms   Cost TBC with Kitchen |
| Attendance Intervention Officers (AIO) to have a case load or 15-20 students each PS cycle (mainly Disadvantaged students) | Salary of AIO’s  Cost of letters |
| AIO’s and HOY to hold action planning meeting and arrange short term pick up’s for students who are regularly late or those with an identified pattern of absence on particular days | Mileage for collection trips |
| AIO’s and HOY to check for absent students between 8.40 am and 9.00am each day. AIO to go out to students with N’s but also PA students with an identified reason for absence, in consultation with HOY and AHT Behaviour and Safety | Staff time between 8.40 – 9.00am  Coast of phone calls  Mileage if home visits required |
| HOY to monitor the attendance of their year group as a whole and their PP/FSM students.  Issue identification through 1 to 1 discussions with students, with problem solving activities included. | Production of intervention forms |
| Attendance Intervention Manager (AIM) employed by Scalby School.  More students put on 10 day monitoring procedures and at an earlier date in the year. | Salary of AIM  Administrative costs (photocopying) for attendance panel meetings etc |
| Regular fixed term attendance promotions/strategies run each half term.  Major promotion 2017-18 – 2 awards   * Postcards to reward improved attendance 2016-17 sent out during the summer holidays * Post cards to reward 100% attendance 2016-17 and prior sent out during the summer holidays * 100% per ATL cycle sent out * Half termly awards for attendance to include Disadvantaged students * Student attendance team challenge | Cost of rewards – Love to shop vouchers: 1 X £25, 1 x £10 and 1 X £5 for each year group each half term £1,200  Postcards celebrating 100% attendance and improved attendance for each PS cycle  6 X £26 (150 /box) for the year £156  Team attendance competition: AIO’s will agree a team of students from year 9 -11 and monitor their attendance and behaviour over a half term, meeting with them fortnightly. The winning group will receive £50 to have meal at a venue of their choice. AIO officers to approach possible venues for sponsorship.  Sponsorship may come from the Teaching Personnel promotion TBC |
|  | Continued promotion of attendance in mentor time using the planner (cumulative/weekly recording pages), revised attendance display, Mentor group certificates, 100% attendance across the year prizes)  Attendance record sheet sent home with each Praising Stars report | Sweets for Mentor group of half term £3 each = £90  Certificates (printing and laminating) mentor group of the week and most improved (5 year groups) £50 | Increased numbers of groups winning mentor group of the week. | Analysis of data |
|  | Holiday strategy – look carefully at each case of holiday requests including previous year’s attendance. Use the holiday forms to inform decision.  Strongly worded letters which refer to the PA thresholds for each half term. | Staff time (AIM and HOY) to research previous attendance  Administration costs – letters. | Number of holidays in term time less than 2016-17 and below NA increases. | Holiday patterns analysis |

***BEHAVIOUR FOR LEARNING***

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| **Priority** | **Summary of Strategy** | **Cost** | **Intended Outcomes** | **Monitoring/Evidence** |
| Reduce low level disruption in lessons further | Modification and extension of the Scalby Standard for year 7 and 8 to enable a consistent approach to behaviour expectations in lessons. | Posters to distribute in classrooms A4 photocopy and laminate x 60 | Reduction of C3’s improved behaviour in lessons  Increased parental engagement  Reduce C4 detentions by 50%  Reduce exclusions to below the NA  Reduce exclusions of disadvantaged students to 27% of overall school exclusions. This is in line with the number of disadvantaged students in the whole school population.  Reduce consequence C5 instances of disadvantaged students to 27% of overall consequence instances. This is in line with the number of disadvantaged students in the whole school population. | Weekly analysis of C3’s and detentions through the behaviour bulletin  Drop ins by HOY, SLT  PM observations  Half termly analysis and reports to DRE and governors on exclusions, detentions and consequences |
| Behaviour for Learning training based on 5 key areas:   1. Calm, consistent adult behaviour 2. First attention to best conduct 3. Relentless routines 4. Scripted conversations 5. Restorative conversations | MGA and STW staff time  Paul Dix books (£16 each – 5 copies need)  Refreshments for training sessions (3 sessions) |
| Notifying parents of C3’s and detentions using PARS Connect | Cost of PARS and training requirements |
| Further reduce fixed term exclusions through the consistent application of the school’s established behaviour policy. | Increased use of internal exclusion for particular misdemeanours in response to changes on FTE tuition policy for 6th day+ of exclusions throughout the year. |  |
| Reduce failure in Consequences by   * JAL continuing to support students in CSQ’s, identifying patterns and problem solving * HOY carrying out support to learn conversations whilst students are in Consequences | HOY time |
| Support to learn conversations following detentions | Teaching staff employ growth mind set techniques to encourage students to improve their behaviour |
|  | Use the ALC as a base for bespoke interventions implemented by ALC manager | Administration costs and staff time when interventions have to carried out in main school |
| Continue to improve the attitude to learning, attendance and attainment of students who are educated in the Alternative Learning Centre | ALC Manager and centre staff will mentor a small group of high tariff recidivist excludees and consequence students in order to reduce exclusions and instances of consequences. | Salary cost for BAC and 2 SATA’s | All students who are involved in alternative provision (behavioural or medical) get their 3 levels of progress target grades in English and Maths  Reduced exclusions and behaviour issues in the ALC | ATL reports analysis for this group of students  ALC and ATL reports  PM observations  Feedback from students, parents involved in alternative provision  Audit carried out by external agencies |
| ALC will be used to re-engage disadvantaged learners returning from lengthy exclusions or who are struggling to cope with mainstream lessons. | As above |
| High quality Maths and English provision provided for ALC students which is appropriate for level of literacy and numeracy. | 8? taught periods in the ALC. | Results of any exams taken |
| Create a peer mentoring system to help to reduce bullying, promoting self -confidence and self-esteem. The scheme will increase participation within the student body, act as a form of early intervention and provide a form of CEIAG for those the mentors themselves as well as important citizenship skills. | As part of STW’s AAHT role she will set up a Peer mentoring system.  This will consist of 5-10 students in years 7-10 being trained by an outside provider. £1000.  Each peer mentor will wear a tie – gold with turquoise stripes, provided by the school.  A venue/space will be needed for the peer mentoring, which will possibly take place before school, break, lunch and after school. | Evidence suggests that to maximise the impact of peer mentors training, support and management of the mentors is crucial.  Training costs – £1000 maximum  Ties £3.50 each - £70 - £140  LRC quiet area already screened so no cost. | Increase in self-confidence of the peer mentors (a benefit proven by The NMN Peer Mentoring Pilot Programme which included data from  over 300 schools and 4,000 pupils)  Increase in self-confidence and self-esteem of student body as a whole.  Reduction of friendship, bullying and hate crime issues reported.  The above will lead to an increase in attendance levels. | Questionnaires before and after the programme for Peer mentors and those students accessing services.  Behaviour data  Friendship/bulling and hate crime incident data  Attendance data |

***SEND***

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| --- | --- | --- | --- | --- |
| **Priority** | **Summary of Strategy** | **Cost** | **Intended Outcomes** | **Monitoring/Evidence** |
| All SEND students to make the same or better progress than non SEND students through outstanding Quality First Teaching (QFT) | Accurate and informative SEN register, with S/E/K/Q and V codes, so that staff working with students have the information they need in order to plan and deliver differentiated lessons. | Staff time | All SEND students to achieve a Progress 8 score to be positive.  For English SEND students to achieve an attainment 8 score of 4.7  For Maths SEND students to achieve an attainment 8 score of 4.1  For Open Bucket SEND students to achieve an attainment 8 score of 5.2  For 22% of SEND students to achieve 5+ English and Maths Basic  Teaching staff will feel more confident in their ability to meet the needs of all learners | SEND register complete and matches SIMS  SEND actions spreadsheet completed by SENDCo and admin support team  My profiles linked to Sims/Pars  Monitor SENDCo concern forms  PM Observations |
| My Profiles for all Statemented/EHCP/SENK students to explain what differentiation is required in the classroom | Photocopying hard copies – one master copy for each department |
| 3 sessions of whole school training focused on supporting students with SEN | Staff time and possible costs for external providers |
| SEND developments and good practice shared through the Developing Leadership Meetings | Staff time and photocopying if appropriate | Developing Leadership Meeting Agenda and Minutes |
| Drop in days to evaluate the support provided to students with My Profiles |  | Drop in day analysis shows how students’ needs are being met |
| Attendance of SEND students monitored by SENDCo. - Bespoke strategies to be put in place in consultation with Attendance and HOY team | There may be additional costs eg transport dependant on the issue raised. These may be met by SEND funding. | All SEND students have an attendance figure of 95% or above | Attendance analysis  Attendance reported on in my plan meetings |
| TA’s to work within the new standards and use Bluesky to record their professional development | No cost | SEND staff feel empowered and confident | Completed PM Documentation |
| TA’s to complete 3 lesson observations per year | Cover costs to allow LRE to carry out observations. | Evidence of improved communication between TA and teacher seen in PM observations and drop-ins |
| TA’s to contribute to the annual review process for all EHCP Students | No Cost | TA contributions recorded with each EHCP annual review. |
| Ensure students are appropriately assessed for exam access arrangements and access arrangements implemented for each exam series | Cost of assessment tools to ensure standardised assessments - £600 | All SEND students to make the same or better progress than non SEND students  All SEND students to achieve 3 levels of progress or better in English and Maths  All SEND students to achieve a Progress 8 score in line with national expectations  SEND Students feel confident in the support available to them in their exams. | Exam Access Arrangements documentation – Form 8’s  Psychometric Assessment documentation.  Student discussion notes |
| LRE to complete the exam access arrangements assessors course | Commencing June 17 - £3000 |
| Use of ICT to support students entitled to readers in exams | Annual license for Read Write £1800  Head Phones for Student Use in SEND Department or with Chrome Books – Approx. 10 pairs - £100 |
| SEND students identified on all whole school documentation/analysis | SEND students to be identified on ALL school documentation including ATL department reports in order to raise the profile of SEND students and inform teaching staff of the needs of SEND learners, as well as increasing the monitoring of the progress of SEND students | None | Increased awareness of SEND students, which will help to narrow the gap between SEND students and non SEND.  Areas of development will be identified by analysis and strategies developed to address them | SEND students identified in student information provided to staff  SEND Students identified at ATL meetings with RSL. |
| SEND students offered a range of courses that will enable them to achieve e.g. ECDL, new BTEC’s | As part of any curriculum review, assess the needs of SEND learners to achieve incrementally &/or at the correct level for them to make progress. | If new courses are introduced there may be training needs. | SEND students and their parents will show an excellent level of satisfaction with the provision the school offers and students will achieve in a broad range of ways. | SEND option choices and examination results |
| Students provided the opportunity to develop softer skills such as making and maintaining friendships | Resources to support delivery of appropriate sessions.  TA hours to deliver small group interventions. |
| Improve the attainment of students on medical out reach | Embed use of a proforma for staff to inform outreach tutors about course details | No Cost | Students on medical outreach will achieve in line with expectation or better, depending on individual circumstances. | Outreach students’ exam results.  Observation of outreach tutors. |
| Increase communication between outreach and main stream staff. | No Cost |
| Create a register for outreach students and record progress, difficulties etc. | Staff time to maintain this. |
| Monitor the performance of outreach tuition on a PS cycle, with transition plans for return to mainstream via G21. | Staff time to meet with parents if needed. |
| Adjust the ATL reporting system to support outreach students | No Cost |
| SEND students are proportionally represented on all school bodies | Encourage, using amongst other strategies, the whole school growth mindset approach, SEND students to apply for and take on responsibilities related to Student Voice. | None | The proportion of students in any student Voice group or activity is the same or greater than the SEND proportion of the school body as a whole | Data analysis |
| Improve communication with parents of SEND students | Review SEND Information report | No Cost | SEND students and their parents will show an excellent level of satisfaction with the provision the school offers | PM observations  Parent questionnaires  My Plan meeting notes  Intervention records |
| Parents will be notified about ALL visits from external agencies in advance of the visit | Admin time to support sending of letters in a timely manner. |
| All initial concerns will be recorded and attached to students profiles on sims | No Cost |
| Embed the use of SEND concern forms and a system that monitors the progress of the concerns raised through to a conclusion | No cost |
| Three in depth discussions following the My Plan format with ALL Parents of SEN students across the year | Photocopying of documentation.  Admin time to support the arrangement of initial meetings. |
| Three informal drop in evenings for parents of students with SEN to allow questions to be asked or comments to be shared | Cost of refreshments |
| All out of class interventions to be time restricted with clear aims set in advance and progress monitored through the use of intervention records – To be shared with SENDCO at the beginning of intervention and at end of time allocation with clear impact data to comment on progress. | Time for LRE to meet with staff delivering interventions to ensure that expectations are clear.  Photocopying costs. |