

Closing the Gap – Impact of Strategies – Key Aim:

- To raise overall attainment and narrow the achievement gap between disadvantaged students and the rest of the cohort.

Areas of Strengths / Impact

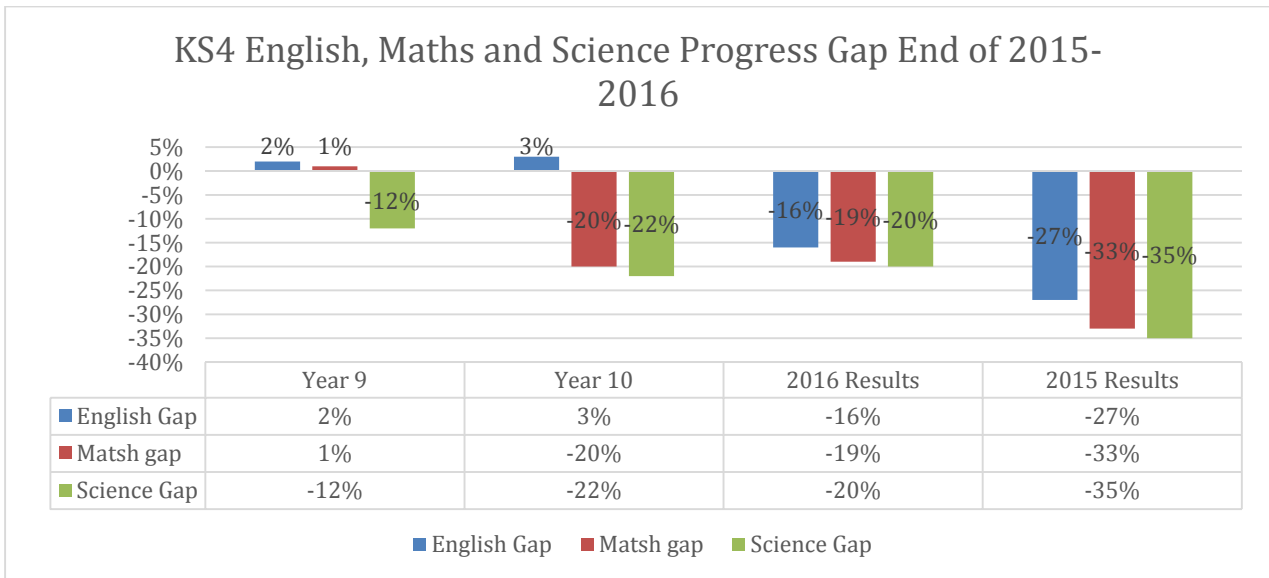
- Summer 2016 Exam Data indicates that there has been improvement in all KPIs relating to student outcomes.
 - Summer 2015 A* - C English & Maths Basic – 33%, **Summer 2016 – 53% (15% above NA disad)**
 - Summer 2015 5A* - C inc English & Maths – 28%, **Summer 2016 – 44% (8% above NA Disad) Historical**
 - Summer 2015 Attainment 8 – 3.36, **Summer 2016 – (4.06)**
 - Summer 2015 Progress 8 – (-0.77), **Summer 2016 – (-0.32)**
 - Summer 2015 EBACC – 18%, **Summer 2016 – 22%**
 - Summer 2015 Value Added – 931.4, **Summer 2016 – 981.62 Historical**
 - English – Summer 2015, 46% 3LOP (Gap to NA -22%, Gap to Disad NA -11%)
 - **English – Summer 2016, 67% 3LOP (Gap to NA +2%, Gap to Disad NA +10) Historical**
 - Maths – Summer 2015, 47% 3LOP (Gap to NA -19%, Gap to Disad NA -2%)
 - **Maths – 2016, 64% 3LOP (Gap to NA +1%, Gap to Disad NA +15) Historical**
- Leadership led strategies such as FIT First, PLGs and the work of the Lead Practitioners is ensuring that disadvantaged students progress is being secured and scrutinised more consistently across all subject areas.
- The number of students involved in extra-curricular activities and enrichment activities has increased and representation at these is in line with proportion of disadvantaged students across the school.
- Attendance strategies focused on disadvantaged students have led to significant improvements in attendance. Gaps have narrowed across 4 out of 5 year groups.
 - Whole School Attendance **July 2016 – 91.98%**. July 2015 – 90.71.
 - Year 11 **June 2016 – 88.17%**. June 2015 84.80
- The proportion of disadvantaged students represented in Consequences has reduced significantly
 - 59% proportion of all students in July 2015 to **46% in July 2016**.
 - July 2015 - 412 instances in consequences, **July 2016 - 194 instances**.
- FTE have reduced significantly.
 - July 2015 - 81 instances, **July 2016 - 45 instances**.
 - July 2015 - 245 days lost to learning, **July 2016 - 118 days lost to learning**.
 - July 2015 – 30 students, **July 2016 – 18 students**

Success Criteria:

Target 1 Progress - To ensure that disadvantaged students make accelerated progress throughout their time at Scalby.

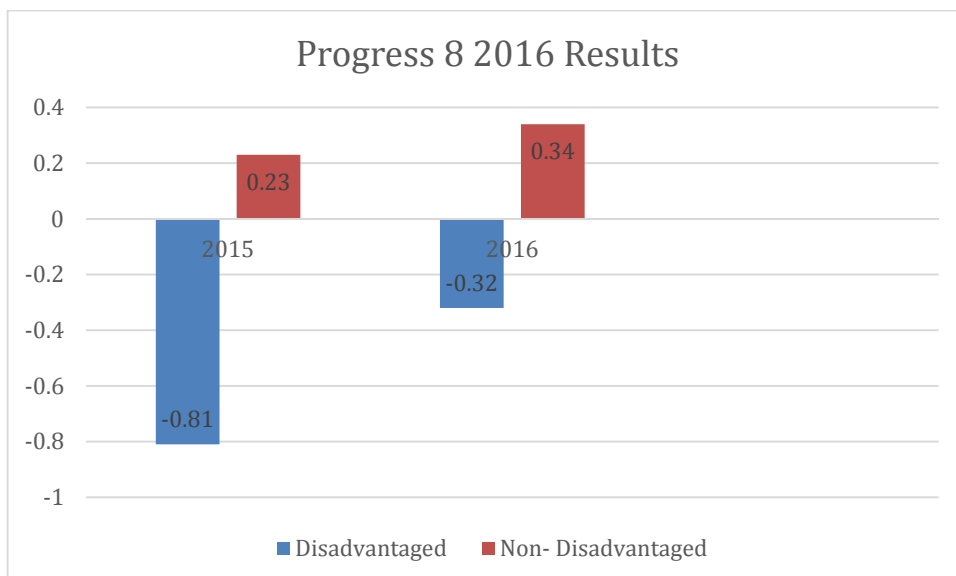
KS4

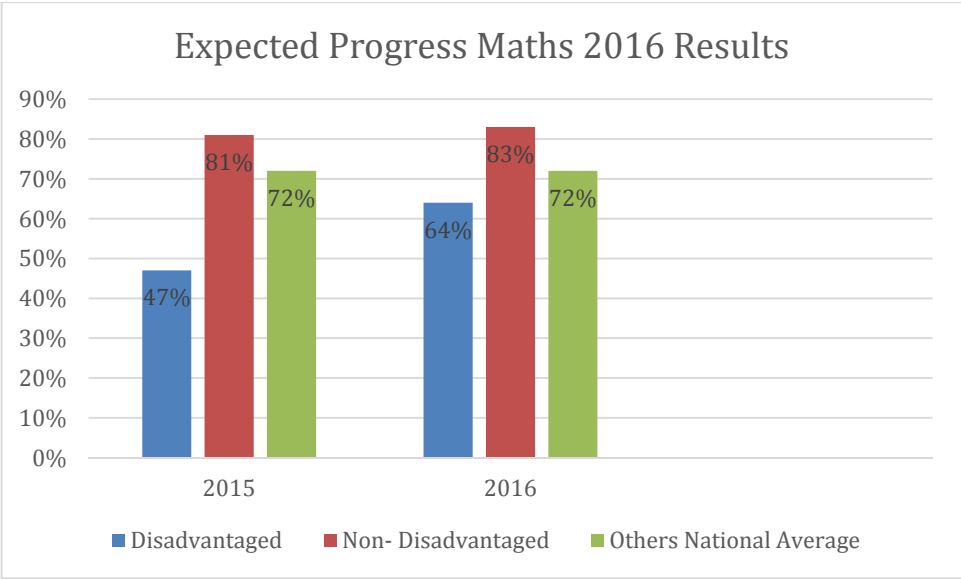
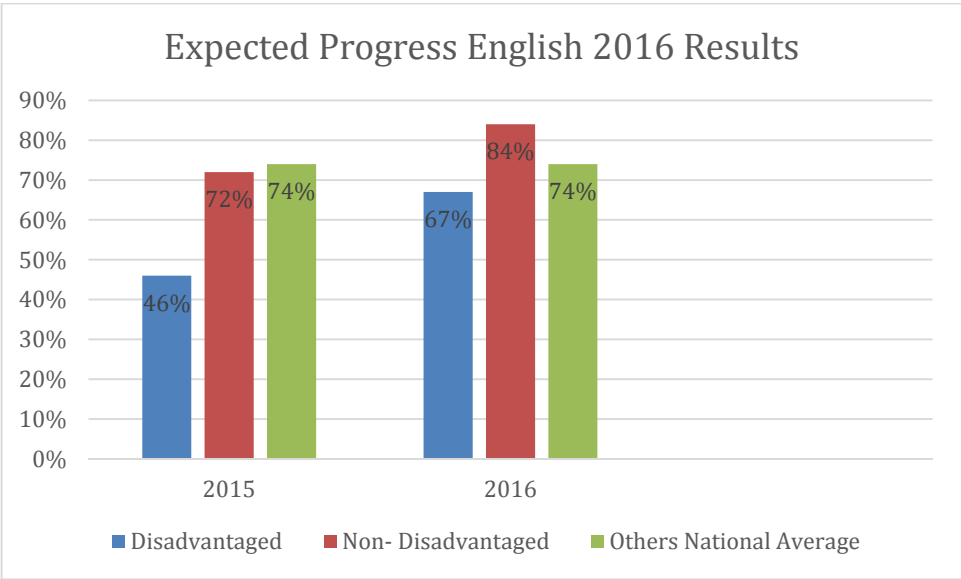
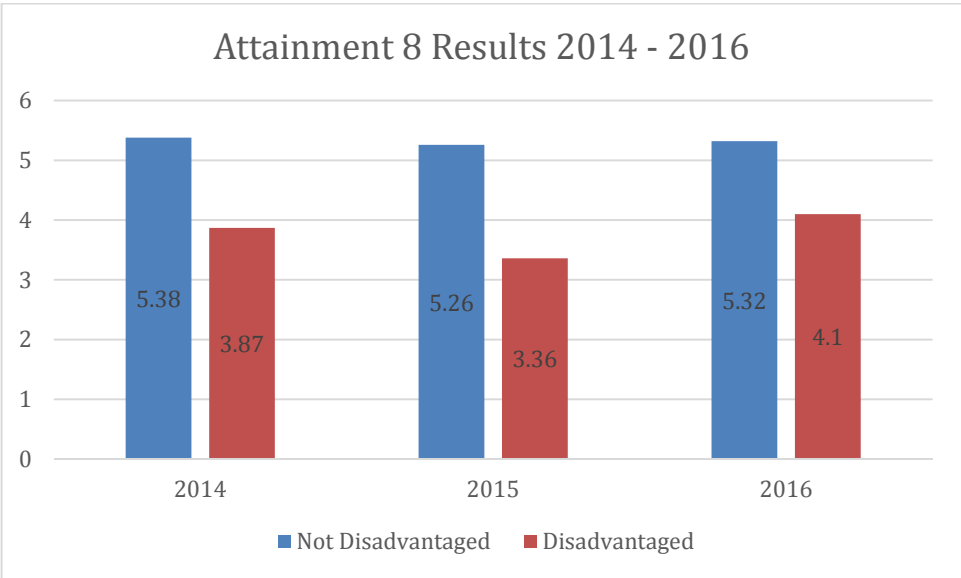
Outcomes for Disadvantaged students are also improving in Year 10 & Year 9 with progress gaps narrowing in English, Maths and Science.

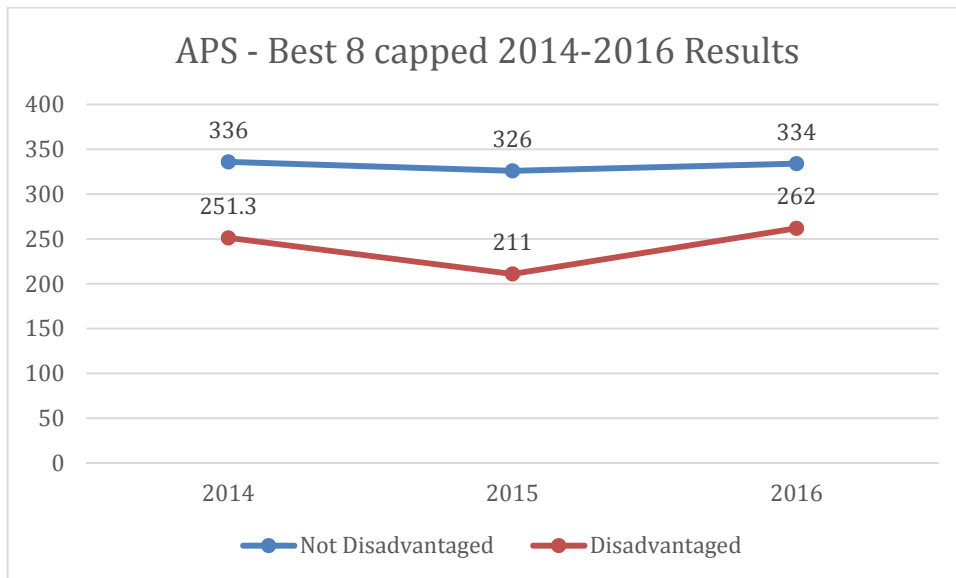


	Disadvantaged Progress 8	Progress 8 Gap	5A*-C Disadvantaged	5A*-C Gap
Year 9	0.19	0.14	75%	-10%
Year 10	-0.45	-0.5	67%	-18%
2016 Results	-0.32	-0.66	44%	-24%
2015 Results	-0.8	-1.03	28%	-38%

Year 11 – Key Performance Indicators

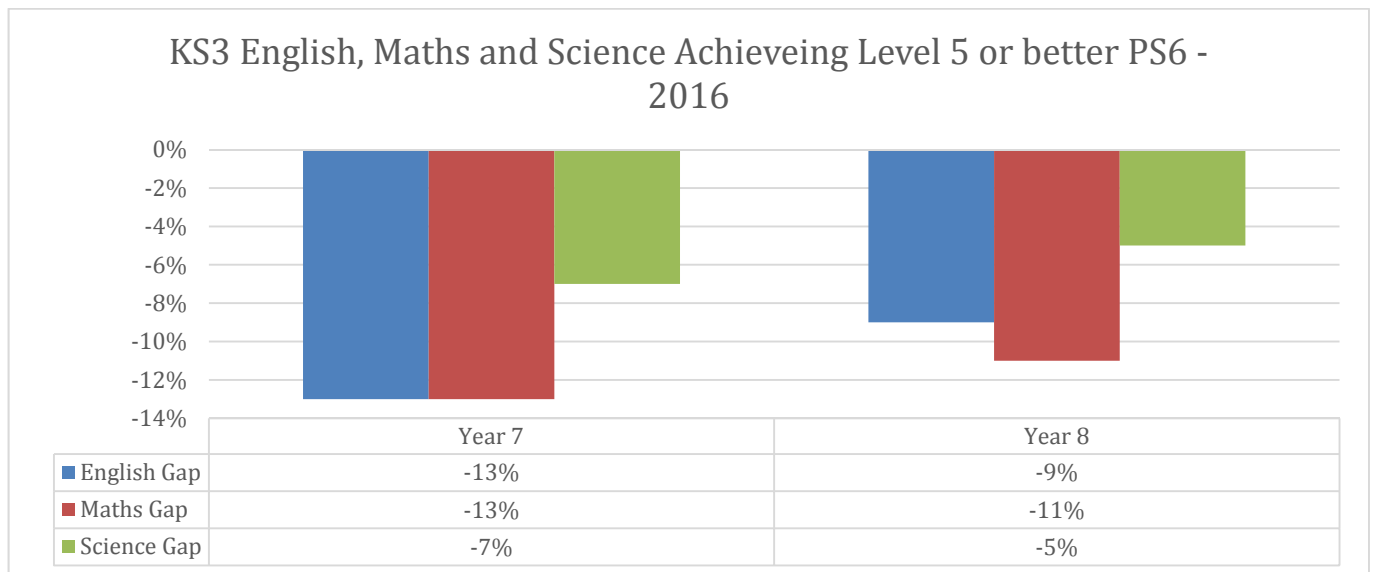






KS3

Key Stage 3 data again shows the gap is closing further down the school across English, Maths & Science. A variety of strategies such as Team around the class and Thinking Reading are being embedded over the summer term and into next year, these strategies will attempt to tackle the literacy issues which are holding some groups of learners back.



Target 2 Behaviour - To continue to reduce exclusions with a particular emphasis on disadvantaged learners.

Consequences

The proportion of Pupil Premium students represented in Consequences has reduced from 59% to 46%. At the same point last year there had been 412 instances of Disadvantaged students being placed in consequences this has reduced to 194 instances. The number of instances of students in Consequences, has reduced by 56% compared to the same period last year.

Exclusion

2015/2016 compared to 2014/2015.

Fixed Term external exclusions have reduced significantly. The number of instances of disadvantaged students gaining FTE has reduced from 81 instances to 45 instances. The number of days lost to learning has reduced from 245 to 118 days. The number of disadvantaged students receiving a FTE has reduced from 30 students to 18 students.

Target 3 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.

- SLT monitoring evidence would suggest that the vast majority of staff are using the FIT first approach in lessons. Increasing the focus on the disadvantaged students. Science for example have colour coded dots on books to make disadvantaged students books more easily recognisable. 85% of staff at the drop in day were making extra provision for pupil premium students in lesson.
- All staff have been provided with Inspire and Connect booklets for Year 11 students and a number of staff have commented this has allowed them to better connect with students.
- Staff have completed their second cycle of CPD lesson study focusing on disadvantaged students that they teach.
- SLT book monitoring and moderation would indicate that the quality of written feedback provided to students by staff is improving and is significantly more consistent across departments.
- Two separate external Pupil Premium reviews by Marc Rowland (May 2016) and Andrew Jordan (October 2015) have complemented the work which is being done to raise the provision in the classroom for disadvantaged students.

Target 4 Enrichment and Extra-curricular Activities - To ensure that disadvantaged students take full advantage of the enrichment and extra-curricular activities on offer at Scalby.

- A number of Year 8 Disadvantaged students are setting up a shop selling stationary through the VIVO rewards system. This is being run by the Lead Practitioner in Maths.

Target 5 Attendance - To improve student attendance with a particular emphasis on disadvantaged learners.

2015/16 Attendance gap

All data is in %

Attendance has improved significantly in 4 out of 5 year groups compared to the same period last year. The gaps in attendance have narrowed in 3 out of 5 Year Groups apart from Year 7 & 10 where the Gap has increased by 0.62 and 1.82.

Cumulative Attendance	Cumulative	PP	Non PP	Gap 2015/16	PP 2014/15	Non PP 2014/15	Gap 2014/15	Difference	+ or -
Year 7	97.3 (96.74)	95.73	97.72	-1.99	95.58	96.95	-1.37	Increased by 0.62	+0.15
Year 8	96.86 (95.36)	95.16	96.33	-1.17	93.42	96.16	-2.74	Decreased by 1.57	+1.74
Year 9	95.22 (93.66)	92.61	95.71	-3.1	89.23	95.27	-6.04	Decreased by 0.36	+3.38
Year 10	94.08 (93.26)	88.45	95.85	-7.4	88.73	94.31	-5.58	Increased by 1.82	-0.28
Year 11	93.66 (93.21)	88.17	95.98	-7.81	84.80	95.48	-10.68	Decreased by 2.87	+3.37
Whole school	95.21 (94.47)	91.98	96.3	-4.32	90.71	95.63	-4.92	Decreased by 0.6	+1.27