

# Scalby School

Being the best we can be

## Closing the Gap Policy and Action Plan 2016 - 2017



## **Key Terms**

**Closing the Gap:** “narrowing the attainment gap between groups and individuals to ensure all pupils attain well and make the expected levels of progress.”

**Intervention:** “the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress.”

### **1. INTRODUCTION & PURPOSE**

This policy and action plan sets out Scalby School’s approach to Closing the Gap and pupil intervention. It also outlines how the school plans to utilise the Pupil Premium (PP) funding to effectively raise standards of attainment and achievement for all pupils.

At Scalby School we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond School.

At Scalby School Closing the Gap should be an integral part of every lesson and all areas of the school. Within the classroom there should be a clear focus on narrowing the achievement gap between groups and individuals through well planned and differentiated lessons that challenge and stretch all pupils. All staff are entitled to a programme of CPD that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

Currently 258 of our pupils are supported by Pupil Premium funding. This equates to approximately 26% of the school population. We estimate for the Year 2016 – 2017 the school will receive £228,370 in funding.

### **1. AIMS & OBJECTIVES**

The success criteria below identify the main barriers to students achievement; Progress, Behaviour, QFT, Enrichment and Parental Engagement, and Attendance.

#### **Key Aim:**

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

#### **Success Criteria:**

#### **Progress**

During the academic Year 2016 – 2017 the aim is to ensure:

##### **Key Stage 3**

- No gap to emerge in English, Maths and Science in Year 7 and Year 8. All disadvantaged students to be making expected progress in English and Maths Praising Stars 6 - 2017

## **Closing the Gap Policy & Action Plan 2016-17**

### **Year 7, 8, 9 & 10**

- All disadvantaged students to be making progress towards their reading level at or above their chronological age by Praising Stars 6 - 2017

### **Year 11 Students**

In 2017 GCSE examinations:

- English Attainment Grade for Disadvantaged Learners to be 5.2
- Percentage of pupils making expected progress in English at Others National Average 74%
- Maths Attainment Grade for Disadvantaged Learners to be 4.7
- Percentage of pupils making expected progress in Maths at Others National Average 72%
- Attainment 8 Open Entries Target 5.1
- Grade 4 & above GCSE English and Maths 45%
- Grade 5 & above GCSE English and Maths 28%
- Progress 8 Target 0 for all Disadvantaged students.
- All Disadvantaged students to be in education on leaving Scalby in the Summer of 2017.
- 0% are NEETs

### **Behaviour**

During the academic Year 2016 – 2017 the aim is to:

- Reduce FTE 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.

### **Quality First Teaching**

During the academic Year 2016 – 2017 the aim is to ensure:

- 100% of teaching in English, Maths and Science will be at or above the expected standard during performance management observations.
- Marking for Disadvantaged students will be judged at or above the expected level in 90% of marking trawls for disadvantaged students (expected level is defined as being in line with the departments' and school's marking policy e.g. French students' work will be marked using the Crack the Code marking system).

### **Enrichment and Extra-Curricular Activities**

During the academic Year 2016 – 2017 the aim is to ensure:

- All Disadvantaged students will attend at least one extra-curricular club or enrichment activity.
- Disadvantaged students are proportionally represented on school excursions. At least 27% of all students on trips will be Disadvantaged.

### **Attendance**

During the academic Year 2016 – 2017 the aim is to ensure:

- Attendance of Disadvantaged students in all year groups will be at or above 94.8%

## Closing the Gap Policy & Action Plan 2016-17

- Persistent absentees amongst Disadvantaged students will reduced by 50% from 2015/2016 figures in all year groups.

### 2. Identified Barriers to learning

<b>2015/16 EXPECTED INCOME</b>	<b>£228,370</b>
<b>2015/16 ACTUAL EXPECTED EXPENDITURE</b>	<b>£251, 570</b>

STAFFING	£	Measurable Outcomes
1.5 Family Liaison Officers	18,098	<p style="text-align: center;"><b>Attendance</b></p> <p>During the academic Year 2016 – 2017 the aim is to ensure: Attendance of Disadvantaged students in all year groups will be at or above 94.8% Persistent absentees amongst Disadvantaged students will reduced by 50% from 2015/2016 figures in all year groups.</p>
Family Support Officer	8,815	
Alternative Provision and Specialist Education Need Support	62,250	<p style="text-align: center;"><b>Behaviour</b></p> <p>During the academic Year 2016 – 2017 the aim is to: Reduce FTE 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.</p>
Student Mental Health Counselling	10,000	
Lead Practitioner Science	14,328	<p style="text-align: center;"><b>Progress</b></p> <p>During the academic Year 2016 – 2017 the aim is to ensure: <b>Key Stage 3</b> No gap to emerge in English, Maths and Science in Year 7 and Year 8. All disadvantaged students to be making expected</p>

**Closing the Gap Policy & Action Plan 2016-17**

Additional Teaching Resource English	24,800	<p>progress in English and Maths Praising Stars 6 - 2017</p> <p><b>Year 7, 8, 9 &amp; 10</b></p> <ul style="list-style-type: none"> <li>All disadvantaged students to be making progress towards their reading level at or above their chronological age by Praising Stars 6 - 2017</li> </ul>
Lead Practitioner Maths	16,776	<p><b>Year 11 Students</b></p> <p>In 2017 GCSE examinations:</p> <p>English Attainment Grade for Disadvantaged Learners to be 5.2</p> <p>Percentage of pupils making expected progress in English at Others National Average 74%</p> <p>Maths Attainment Grade for Disadvantaged Learners to be 4.7</p> <p>Percentage of pupils making expected progress in Maths at Others National Average 72%</p>
Additional Maths Tutor One 2 One	25,500	<p>Attainment 8 Open Entries Target 5.1</p> <p>Grade 4 &amp; above GCSE English and Maths 45%</p> <p>Grade 5 &amp; above GCSE English and Maths 28%</p> <p>Progress 8 Target 0 for all Disadvantaged students.</p> <p>All Disadvantaged students to be in education on leaving Scalby in the Summer of 2017. 0% are NEETs</p> <p align="center"><b>Quality First Teaching</b></p> <p>During the academic Year 2016 – 2017 the aim is to ensure:</p> <p>100% of teaching in English, Maths and Science will be at or above the expected standard during performance management observations.</p>
0.5 Careers Advisor	8,707	<p>Marking for Disadvantaged students will be judged at or above the expected level in 90% of marking trawls for disadvantaged students (expected level is defined as being in line with the departments' and school's marking policy e.g. French students' work will be marked using the Crack the Code marking system).</p>

**Closing the Gap Policy & Action Plan 2016-17**

RESOURCES	£	Progress
Additional Outreach	30,000	<p><b>Progress</b></p> <p>During the academic Year 2016 – 2017 the aim is to ensure:</p> <p><b>Key Stage 3</b> No gap to emerge in English, Maths and Science in Year 7 and Year 8. All disadvantaged students to be making expected progress in English and Maths Praising Stars 6 - 2017</p> <p><b>Year 7, 8, 9 &amp; 10</b></p> <ul style="list-style-type: none"> <li>All disadvantaged students to be making progress towards their reading level at or above their chronological age by Praising Stars 6 - 2017</li> </ul> <p><b>Year 11 Students</b> In 2017 GCSE examinations: English Attainment Grade for Disadvantaged Learners to be 5.2 Percentage of pupils making expected progress in English at Others National Average 74% Maths Attainment Grade for Disadvantaged Learners to be 4.7 Percentage of pupils making expected progress in Maths at Others National Average 72%</p> <p>Attainment 8 Open Entries Target 5.1 Grade 4 &amp; above GCSE English and Maths 45% Grade 5 &amp; above GCSE English and Maths 28% Progress 8 Target 0 for all Disadvantaged students. All Disadvantaged students to be in education on leaving Scalby in the Summer of 2017. 0% are NEETs</p> <p align="center"><b>Quality First Teaching</b></p> <p>During the academic Year 2016 – 2017 the aim is to ensure: 100% of teaching in English, Maths and Science will be at or above the expected standard during performance management observations. Marking for Disadvantaged students will be judged at or above the expected level in 90% of marking trawls for disadvantaged students (expected level is defined as being in line with</p>
PET XI Intensive Science	12,750	
Revision Guides	3,000	
Y11 Challenge Transport	500	
T & L Development Fund	1,600	
Accelerated Reader	5,000	
Resources and Materials in Technology	4,000	

## Closing the Gap Policy & Action Plan 2016-17

		the departments' and school's marking policy e.g. French students' work will be marked using the Crack the Code marking system).
Excursion Fund- High Impact Experiences	5,000	<p><b>Enrichment and Extra-curricular Activities</b></p> <p>During the academic Year 2016 – 2017 the aim is to ensure:</p> <p>All Disadvantaged students will attend at least one extra-curricular club or enrichment activity. Disadvantaged students are proportionally represented on school excursions. At least 27% of all students on trips will be Disadvantaged.</p>

### ROLES & RESPONSIBILITIES

#### The Leadership Team will:

- Accept overall responsibility for the delivery of the school's Closing the Gap Policy and Action Plan.
- Provide opportunities for staff training about Closing the Gap to take place on INSET days and during weekly CPD time.
- Support departments they line-manage to close the achievement gap and identify pupils for timely and appropriate interventions.
- Be role models in using strategies in their own teaching to close the achievement gap.
- Ensure strategic deployment and utilisation of Pupil Premium and Catch-Up Premium funding to enable identified achievement gaps to be closed rapidly.
- Review the Praising Stars summary document after each half term which focuses on closing the gap, making explicit reference to staff achievement, behaviour and attendance gaps for all pupil groups and individuals across all year groups.
- Ensure all staff are made aware of the key pupils, groups of pupils, and target groups identified within the Praising Stars document who are not achieving, attending and behaving.
- Ensure timely and appropriate wave 1, 2 and 3 interventions are put in place and collated on the whole-school intervention tracker.
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

#### Governors will:

- Accept responsibility for challenging the Leadership Team on the delivery of the school's Closing the Gap Policy and Action Plan.
- Undertake appropriate Closing the Gap training opportunities provided by the school and external providers.
- Hold school leaders to account for effective spending of Disadvantaged pupil funding and the monitoring of its impact upon Disadvantaged pupils' progress.
- Appoint a Disadvantaged Pupils Link Governor and ensure Closing the Gap is a standing agenda item every governors meeting.
- Keep up to date with the Ofsted framework requirements for Closing the Gap and Disadvantaged pupil funding.

#### The Behaviour & Safety Team will:

- Utilise the Praising Stars booklet to ensure timely and appropriate pastoral interventions are put in place, which support the academic achievement of target pupils and groups.
- Ensure literacy is promoted in tutor time activities.

## **Closing the Gap Policy & Action Plan 2016-17**

- Assess and support pupils on Education, Health and Care Plans, Statements and SEN Support with appropriate interventions to improve reading ages.
- Identify and support pupils with specific needs, such as dyslexia, and provide appropriate intervention.
- Support pupils with Statements with in-class Teaching Assistants.
- Provide intervention strategies using Accelerated Reader, catch-up reading, bespoke reading groups and programmes to support pupils in their literacy across the curriculum.
- To provide opportunities so that literacy is used as part of Year 6 to 7 Primary Transition and Year 7 Catch Up programme to develop pupils' literacy skills.
- Provide in-class support where necessary and one-to-one out of class support for pupils identified in the Praising Stars booklet.
- Communicate with all staff the SEN needs of pupils who have difficulties and provide with strategies and guidance for supporting pupils in the classroom.
- Identify pupils in need of additional support during transition and ensure appropriate interventions are put in place before the start of Year 7 i.e. Summer School.
- Ensure all interventions are recorded.
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

### **The English, Maths & Science Lead-Practitioners will:**

- Lead on delivery of the school's and Literacy and Numeracy strategies to improve literacy and numeracy of targeted Closing the Gap pupils.
- Provide opportunities for staff training about literacy and numeracy issues to take place on INSET days or during weekly whole school CPD.
- Advise other staff in school on literacy and numeracy issues.
- Co-ordinate tutorial and whole school literacy and numeracy initiatives.
- Organise the Accelerated Reading programme for literacy testing, liaising with the Librarian.
- Monitor the impact of the Literacy and Numeracy strategies on pupils' progress and attainment.
- Identify pupils in need of literacy and numeracy intervention from the Praising Stars document and department RAG.
- Coordinate wave 2 and 3 literacy and numeracy interventions and ensure all interventions are recorded.
- Develop links with feeder primary schools to identify and support key pupils as part of the transition programme.
- Ensure all interventions are recorded.
- Develop the sharing of good practice within English, Maths and Science and spread these out across other department areas.

### **Subject Leaders will:**

- Effectively utilise attainment and achievement data, as well as Transition Matrices in 4 Matrix, to track progress and attainment of pupils.
- Utilise the Praising Stars booklet to ensure timely and appropriate wave 2 and 3 interventions are put in place which support the academic achievement and pastoral support of target pupils and groups.
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.

### **Teaching Staff will:**

- Effectively utilise attainment and achievement data, as well as Transition Matrices in 4 Matrix, to plan effective lessons which enable all pupils to make good progress.
- Ensure teaching is Good on a daily basis and lessons are differentiated to meet the needs of all pupils; as identified in Wave 1 intervention below.
- Ensure opportunities are provided in all lessons for all pupils to make good progress.
- Utilise the Closing the Gap booklet to ensure timely and appropriate wave 2 and 3 interventions are put in place which support the academic achievement of target pupils and groups identified.

## **Closing the Gap Policy & Action Plan 2016-17**

- Ensure literacy and numeracy are promoted in all lessons.
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.

### INTERVENTION

#### What is intervention?

Intervention is defined as 'the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress'. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual pupils. There are **three** distinct waves of intervention that staff should follow.

#### **Wave 1 - The effective inclusion of all children in high quality teaching & learning.**

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Opportunities for small-group experiences in a safe and secure space.
- Extra time for responses to questions or contributions to group discussion.
- Extra time for activities where needed.
- Focused teacher support by using the FIT (Feedback, Interact, Target) method.
- Scaffolding of activities and modelling of exemplar work and responses using technological aids where appropriate and for greater impact.
- Using practical activities and experiential learning.
- Opportunities for children/young people to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.

#### **Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.**

When considering pupils for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. It may well be the considered judgement that despite some of these elements not being in place, a pupil is sufficiently behind their peers to merit additional support. Nevertheless, the thorough implementation of quality-first teaching should be a priority. Wave 2 interventions should be used for pupils who can be expected to 'catch up' with their peers as a result of the intervention.

To include: Small-group intervention, for example after school booster classes; holiday revision camps, withdrawal classes during the school day.

#### **Wave 3 - Specific targeted interventions for identified pupils outside of the classroom.**

- Additional time-limited intervention and provision to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation.

## Closing the Gap Policy & Action Plan 2016-17

### 3. ACTION PLAN

Timescale: All targets and planned strategies are to be completed with the 2016-2017 academic year

Governor Monitoring: The Governing Body will have Narrowing the Gap as a standing agenda item when they meet every 6 weeks. This will allow them to review the strategies and track progress against the plan.

External Verification: In order to ensure the action plan is fit for purpose the Scalby Governors and SLT have worked with Andrew Jordan, Executive Principal, Dyke House College in Hartlepool. This involved a full review of the plan by Andrew Jordan in November 2015. As well as this the school is taking part in a North Yorkshire County Council initiative called Achievement Unlocked. This project is being run by Marc Rowland of the National Education Trust. Marc has reviewed the schools pupil premium policy in April 2016 and will be visiting the school again in January 2017.

Monitoring the Quality of Teaching and Learning and Marking: HODs and SLT will monitor through the use of active patrols, drop-in days, lesson observations, student tracking weeks and marking trawls. These will be reported on in SLT meetings.

Priority	Summary of Strategy	Cost	Intended Outcomes	Monitoring/Evidence
<b>Progress</b> – 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.	£300 CRO	<b>Year 7 &amp; Year 8</b> No gaps to emerge in English, Maths and Science in Year 7 and Year 8 Praising Stars data.	GCSE Examination Results 2017  Praising Stars Data and 4 Matrix Data
	Continuation role of AHT with focus on achievement – 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	Cost taken from whole school staffing CRO	<b>Year 9, 10 &amp; 11</b>  English Attainment Grade for Disadvantaged Learners to be 5.2  Percentage of pupils making expected progress in English at	Student Questionnaires  Reading Age Data  Disadvantaged student department Trackers in English, Maths and Science

### Closing the Gap Policy & Action Plan 2016-17

	identified barriers to learning are overcome.		Others National Average 74%	
	Use of ECDL course to boost Open Bucket 3 performance.	CRO / GLE	Maths Attainment Grade for Disadvantaged Learners to be 4.6	
	PET Xi Maths (run in house by DPY) – Easter & Science – Easter. Students identified who are LOP2 or unsecure LOP3.	£12,500 CRO / DPY / MDO	Percentage of pupils making expected progress in Maths at Others National Average 72%	
	Introduction of H/wk clubs for Year 10 and Year 11 where h/wk has been identified as continual issue	CRO	Progress 8 Target 0 for all disadvantaged students.  Attainment 8 Open Entries Target 5.1	
	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 meeting with all staff in their departments. The first Wednesday of each PS cycle will be used to review impact and discuss future interventions.	Lead Practitioner Science, English & Maths £31,104,733  HHA / POF / SUB	Grade 4 & above GCSE English and Maths 45%  Grade 5 & above GCSE English and Maths 28%  All disadvantaged students to be making progress towards their reading level at or above their chronological age.	

### Closing the Gap Policy & Action Plan 2016-17

	<p>Use of LP in mentor time to work with small groups of Disadvantaged Students regularly to remove B2L.</p>		<p>All disadvantaged students to be in education on leaving Scalby. 0% are NEETs</p>	
<p>Introduction of PARS connect to better inform all teaching staff of student data. Also to be used as a mechanism for staff to be in more regular contact with home.</p>	<p>Cost taken from Whole School Budget CRO / SBE</p>			
<p>Introduction of PARS INSIGHT to allow parents to be better informed about student performance in school. Improving parental engagement will hopefully also improve behaviour and attendance.</p>	<p>Cost taken from Whole School Budget CRO / SBE – AAHT Role</p>			
<p>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</p>	<p>No value CRO</p>			

### Closing the Gap Policy & Action Plan 2016-17

	relation to disadvantaged students.			
	Additional Maths tutors for small class targeted Intervention across both key stages. Two 1-2-1 teachers employed to undertake this.	£12,500  Neil Corrie Adrian Jenkins		
	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		
	Raise the profile of disadvantaged students performance by providing English, Maths and Science staff with print outs of Transition Matrices at the beginning of each PS cycle. These documents highlight LOP within each of their groups. This will be done at KS4 in first instance.	Use of admin office staff to print and distribute matrices packs.  £200 CRO / EWO		

## Closing the Gap Policy & Action Plan 2016-17

	<p>HOD Training on 4 matrix to allow them to better understand their department data better. – Develop a better understanding of P8 and A8</p>	<p>SLT</p>		
	<p>Senior ATAs employed to undertake small group intervention with disadvantaged students focusing on literacy and numeracy at KS3.</p>	<p>£6,593 % of overall salaries SBE / KHA/ SBE</p>		
	<p>Free ingredients and practical resources provided in technology and other lessons for disadvantaged students.</p>	<p>£4,000 HOD / CRO</p>		
	<p>Continuation of a reading intervention programme. 1 hour per week for 2 groups in Years 8, 9 &amp;10</p>	<p>Costs attributed to whole school staffing EST / BEV / CRO / POF</p>		
	<p>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 launch of thinking reading, as well</p>	<p>£5,000 Accelerated Reader Cost POF</p>		

**Closing the Gap Policy & Action Plan 2016-17**

	<p>as accelerated reader which has run in previous years.</p>				
<p>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.</p>	<p>No value  HOY / MGA / CRO</p>	<p>Use of Year 7 Literacy and Numeracy catch up money to work with disadvantaged students who demonstrate literacy and numeracy barriers to learning.</p>	<p>Cost attributed to Year 7 Catch up funding.  CRO / POF / LMC / BEV</p>	<p>Extra staffing in English and Maths 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</p>	<p>CJO / AYA Salary - £37807</p>

### Closing the Gap Policy & Action Plan 2016-17

	Year 11 and specialist teaching in the ALC.			
	Following each PS cycle Y11 students will be directed to attend 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		
	Use of student voice to provide views of disadvantaged students to Heads of Department about the barriers to learning students face in their subject areas. Monitor strategies taken by HODs to overcome these barriers.	Project Leader Role Whole School Cost  CRO / EVI		
	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%.	£8,894 Careers Advisor 50% of cost paid for by Disadvantaged funding.  MMC / RGR		

## Closing the Gap Policy & Action Plan 2016-17

<p><b>Behaviour</b> To continue to reduce exclusions with a particular emphasis on disadvantaged learners.</p>	<p>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.</p>	<p>% of Wage of JHA / CDA / CPU / JRE / BAC £51,150 MGA / LMC</p>	<p>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.</p>	<p>Exclusion, internal exclusion and consequences data reported on every PS cycle.</p> <p>Student Surveys</p>
	<p>Students 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.</p>	<p>No value ALL Staff / CRO / HCL</p>	<p>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.</p>	
	<p>ALC will be used to re-engage disadvantaged learners returning from lengthy exclusions or who are struggling to cope with mainstream lessons.</p>	<p>Costs see above</p>	<p>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.</p>	
	<p>Alternative Provision will be put in place for disadvantaged students who require alternative education packages.</p>	<p>£30000 MGA / LMC</p>		
	<p>Mental Health Counselling to help remove any B2L that may</p>	<p>£10,000 MGA</p>		

### Closing the Gap Policy & Action Plan 2016-17

	occur due to students mental issues.			
<b>Quality First Teaching</b> – 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 £31,104,733  HHA / POF / SUB / BEV	100% of teaching in English, Maths and Science will be At or above the expected standard for Disadvantaged students.	Observation data on the Blue Sky database.
	Revisit FIT First – Ensuring Staff focus on feeding back, interacting and targeting questioning to disadvantaged students first during lessons.	No Value  CRO	Marking for disadvantaged students will be judged at or above the expected level in 90% of marking trawls for disadvantaged students.	SLT drop in days and marking trawl monitoring
	Pupil Premium Development Fund. Staff can bid up to 200 pounds to create a project which has a positive impact on a group of disadvantaged students in the classroom.	£1600  CRO / DRE		SLT active patrols SLT line management
	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	No value  BEV		

### Closing the Gap Policy & Action Plan 2016-17

	<p>individuals in their classes. – Staff to be trained on the new PARS system.</p>						
<p>Provide a range of optional courses for staff which empower the staff to improve their practice. Courses such as Metacognition, Kagan, Closing the Gap, Marking and Feedback.</p>	<p>No Value BEV</p>	<p>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.</p>	<p>No Value SLT</p>	<p>Group setting to be risk assessed by HOD and SLT links every PS cycle in order to ensure disadvantaged students are taught by the strongest staff members.</p>	<p>No Value SLT / HOD</p>	<p>Quality assurance processes to have focus on disadvantaged students. This involves</p>	<p>No value SLT / HOD</p>

### Closing the Gap Policy & Action Plan 2016-17

	lesson observations, QA marking and feedback monitoring, planner trawls and homework trawls.			
	Sharing Good practice of the use of Visualisers and their benefits across the whole teaching staff body by the Lead Practitioners	POF / HHA / SBE		
<b>Enrichment and Extra-curricular</b> – To ensure that disadvantaged students take full advantage of the enrichment and extra-curricular activities on offer at Scalby.	Personal invites for Pupil premium students in KS3 that are not attending an extra-curricular activity.	No value CRO / MMC	25% of all students attending an extra-curricular club will be disadvantaged students.	Attendance data for extra-curricular clubs.
	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.	£1500	25% of all students on a trip will be disadvantaged students.	Trip data for disadvantaged students.
	Y11 disadvantaged and middle ability residential to Peat Rigg for one night. There will be a focus on relationship building with peers and staff. Also experiences will be used as inspiration in English Language.	£2000  CRO	Student's attitudes to learning will improve as a result of visits.	Student Surveys

## Closing the Gap Policy & Action Plan 2016-17

	<p>Excursion fund to allow disadvantaged students to attend school trips where parents are struggling to fund the trip.</p>	<p>£2000  CRO / DRE</p>		
<p><b>Attendance</b> To improve student attendance with a particular emphasis on disadvantaged learners.</p>	<p>Identify students whose attendance was below or was in danger of falling below 90% in 2015 - 2016. This will form a target group for intervention and rewards. A rewards system and absence procedures will be used for this group.</p> <p>Use of Metacognition strategies to improve attendance. Focusing on a small group of students initially.</p> <p>Weekly review meetings to discuss the attendance of disadvantaged students.</p> <p>One performance management target of Family Liaison officers and support officer will be linked to Disadvantaged students.</p>	<p>Family Liaison Officers x 2 Family Support Officer x 1 £26,913  MGA / CRO</p>	<p>Attendance of disadvantaged students will be 94.8%</p> <p>Persistent absentees of disadvantaged students will reduced by 50%</p>	<p>Attendance data for weekly, PS cycles and yearly.</p> <p>Data on number of persistent absentees</p>

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	<p>Use of disadvantaged attendance board in the HOY office and staff room, tracking students on a weekly basis.</p>			
	<p>Mentor groups to focus on the importance of attendance. SLT links to ensure attendance conversations are occurring on a weekly basis.</p>	<p>No value MGA / SLT</p>		

