

Scalby School

Being the best we can be

Closing the Gap

Policy and Action Plan

2015 - 2016

# 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 training 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 277 of our pupils are supported by Pupil Premium funding. This equates to approximately 27% of the school population. We estimate for the Year 2015 – 2016 the school will receive £228,740 in funding.

1. **AIMS & OBJECTIVES**

**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 2015 – 2016 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 - 2016

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

* All disadvantaged students to be at a reading level at or above their chronological age by Praising Stars 6 - 2016

**Year 11 Students**

In 2016 GCSE examinations:

* 75% of Disadvantaged students to make 3 levels of progress in English.
* 35% of Disadvantaged students to make 4 levels of progress in English.
* 71% of Disadvantaged students to make 3 levels of progress in Mathematics.
* 33% of Disadvantaged students to make 4 levels of progress in Mathematics.
* Progress 8 Target 0 for all Disadvantaged students.
* All Disadvantaged students to be in education on leaving Scalby in the Summer of 2016.
* 0% are NEETs

**Behaviour**

During the academic Year 2015 – 2016 the aim is to:

* 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.
* Significantly reduce the number of FTEs and days lost to learning amongst Disadvantaged students.
* 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.
* Significantly reduce the number of days spent in Consequences amongst Disadvantaged students.

**Quality First Teaching**

During the academic Year 2015 – 2016 the aim is to ensure:

* 100% of teaching in English, Maths and Science will be Good or better 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 2015 – 2016 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 2015 – 2016 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 2014/2015 figures in all year groups.

1. **Identified Barriers to learning**

|  |  |
| --- | --- |
| **2015/16 EXPECTED INCOME** | **£228,740** |
| **2015/16 ACTUAL EXPECTED EXPENDITURE** | **£251342** |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAFFING** | **£** | **Measurable Outcomes** | |
| 1.5 Family Liaison Officers | 17943 | **Attendance**  During the academic Year 2015 – 2016 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 2014/2015 figures in all year groups. | |
| Family Support Officer | 7,449 |
| Choices Staffing | 83,620 | **Behaviour**  During the academic Year 2015 – 2016 the aim is to:   * 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. * Significantly reduce the number of FTEs and days lost to learning amongst Disadvantaged students. * 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. * Significantly reduce the number of days spent in Consequences amongst Disadvantaged students. | |
| Lead Practitioner Science | 12,533 | **Progress**  During the academic Year 2015 – 2016 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 - 2016   **Year 7, 8, 9 & 10**   * All disadvantaged students to be at a reading level at or above their chronological age by Praising Stars 6 - 2016   **Year 11 Students**  In 2016 GCSE examinations:   * 75% of Disadvantaged students to make 3 levels of progress in English. * 35% of Disadvantaged students to make 4 levels of progress in English. * 71% of Disadvantaged students to make 3 levels of progress in Mathematics. * 33% of Disadvantaged students to make 4 levels of progress in Mathematics. * Progress 8 Target 0 for all Disadvantaged students. * All Disadvantaged students to be in education on leaving Scalby in the Summer of 2016. * 0% are NEETs   **Quality First Teaching**  During the academic Year 2015 – 2016 the aim is to ensure:   * 100% of teaching in English, Maths and Science will be Good or better 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). | |
| Additional Teaching Resource English | 23,390 |
| Lead Practitioner Maths | 16,200 |
| Additional Maths Tutor One 2 One | 19,000 |
| 0.5 Careers Advisor | 8,707 |
| **RESOURCES** | **£** |  |  |
| Additional Outreach | 15,000 | **Progress**  During the academic Year 2015 – 2016 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 - 2016   **Year 7, 8, 9 & 10**   * All disadvantaged students to be at a reading level at or above their chronological age by Praising Stars 6 - 2016   **Year 11 Students**  In 2016 GCSE examinations:   * 75% of Disadvantaged students to make 3 levels of progress in English. * 35% of Disadvantaged students to make 4 levels of progress in English. * 71% of Disadvantaged students to make 3 levels of progress in Mathematics. * 33% of Disadvantaged students to make 4 levels of progress in Mathematics. * Progress 8 Target 0 for all Disadvantaged students. * All Disadvantaged students to be in education on leaving Scalby in the Summer of 2016. * 0% are NEETs   **Quality First Teaching**  During the academic Year 2015 – 2016 the aim is to ensure:   * 100% of teaching in English, Maths and Science will be Good or better 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). | |
| PET XI Intensive Maths & Science | 20,000 |
| Revision Guides | 7,000 |
| Y11 Challenge Resource Packs | 500 |
| T & L Development Fund | 2,000 |
| Resources and Materials in Technology | 7,000 |
| Excursion Fund- High Impact Experiences | 10,000 | **Enrichment and Extra-curricular Activities**  During the academic Year 2015 – 2016 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. | |

**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.
* 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-Practioners 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.
* 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.

1. **ACTION PLAN**

Timescale: All targets and planned strategies are to be completed with the 2015-2016 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 and the creating of links between the school to allow Scalby staff to visit Dyke House College.

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.

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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 Disadvantaged students, and profiles of each student in order for staff to get to know the students better. | £400 CRO | **Year 7 & Year 8**  No gap to emerge in English, Maths and Science in Year 7 and Year 8 Praising Stars data. All students to make at least 2 levels of progress in English and maths  **Year 9, 10 & 11**  75% of disadvantaged students to make 3 levels of progress in English.  35% of pupil premium students to make 4 levels of progress in English.  71% of disadvantaged students to make 3 levels of progress in Mathematics.  33% of disadvantaged students to make 4 levels of progress in Mathematics.  Progress 8 Target 0 for all disadvantaged students.  All disadvantaged students to be at a reading level at or above their chronological age.  All disadvantaged students to be in education on leaving Scalby. 0% are NEETs | GCSE Examination Results 2016  Praising Stars Data and 4 Matrix Data  Student Questionnaires  Reading Age Data  Disadvantage student department Tracker in English, Maths and Science |
| Appointment 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’ identified barriers to learning are overcome. | Cost taken from whole school staffing CRO |
| PET Xi Maths – Feb Half Term & Science – Easter. 20 students identified who are LOP2 or unsecure LOP3. | £20,000 CRO / DPY / MDO |
| 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  £28,733  HHA / POF / SUB |
| Introduction 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 |
| Additional Maths tutors for small class targeted Intervention across both key stages. Two 1-2-1 teachers employed to undertake this. | £19,000 |
| Disadvantaged Students provided with revision guides across all subject areas to aid effective revision. | £7000 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 training on 4Matrix through the Lead Practitioners. These matrices highlight LOP within each of their groups. This will be done at KS4 in first instance. | No Value Lead Practitioners to lead. |
| Use of 4 Matrix and newly developed Praising Stars booklet to track disadvantage student data and to inform department interventions. | No value CRO / BEV |
| Mentor Groups which support achievement in English and Maths through specialist staffing and smaller group size. All Year groups. | No Value MGA |
| Senior ATAs employed to undertake small group intervention with disadvantaged students focusing on literacy and numeracy in Year 7. | Costs attributed to whole school staffing SBE / KHA |
| Free ingredients and resources provided in technology and other lesson for disadvantaged students. | £7,000 HOD / CRO |
| Introduction of a reading intervention programme using accelerated reader after school. 1 hour per week for 2 groups in Years 8,9 &10. | Costs attributed to whole school staffing  EST / BEV / CRO / POF |
| The development 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. | Cost attributed to whole school staffing.  POF |
| 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 in Year 7, 8, 9 and 11. | Claire Jones Salary English £23,390 MMC  MMC |
| Following the PPEs (mock exams) students will be directed to attend 3 after school revision classes, where they require support. The English, Maths & Science 3 LOP is the priority then Progress 8 subjects. | No value  CRO / HOD |
| 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. | AAHT Deep Achievement 1500  CRO / AAHT – Deep Achievement |
| All disadvantaged students to receive a careers interview in Y11. Disadvantaged students to receive career advice in proportion to their make up in each year group. Approx. 25%. | £8,707 Careers Advisor 50% of cost paid for by Disadvantaged funding.  MMC / RGR |
| **Behaviour**  To continue to reduce exclusions with a particular emphasis on disadvantaged learners. | Inclusion Manager and impact centre staff will mentor a small group of high tariff recidivist excludees and consequence students in order to reduce exclusions and instances of consequences. | Inclusion Manager 75 % of Salary x 1  Impact Centre Staff x 2  £83,620  MGA / MOS | Reduce Exclusions of disadvantaged students to 25% 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 25% of overall consequence instances. This is in line with the number of disadvantaged students in the whole school population. | Exclusion and consequences data reported on every PS cycle.  Student Surveys |
| Students escorted to their after school detention by their P5 teachers supported by HODs and SLT in order to reduce consequences for missed detentions. | No value  ALL Staff / CRO /HCL |
| Impact centre and G21 will be used to re-engage disadvantaged learners returning from lengthy exclusions or who are struggling to cope with mainstream lessons. | Inclusion Manager 75 % of Salary x 1  Impact Centre Staff x 2  £83,620 (See above)  MGA / MOS |
| Wave 3 - Alternative Provision will be put in place for disadvantaged students who require alternative education packages. | £15000  MOS |
| Disadvantaged students in Year 7 targeted for E-Safety workshop run by North Yorkshire safeguarding Board. | No Value  LMc |
| **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 PS reviews with whole departments. Lead Practitioners to work on PP strategies using the Strategies to close the Achievement Gap booklet. | Lead Practitioner Science, English & Maths ( see above)  £28,733  HHA / POF / SUB / CRO / BEV | 100% of teaching in English, Maths and Science will be Good or better 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. | Observation data on the Blue Sky database.  SLT drop in days and marking trawl monitoring  SLT active patrols  SLT line management |
| Provide English, Maths and Science teaching staff with a visualiser each in order to share good progress and accelerate learning. | £4500  CRO |
| FIT First – Staff will be directed to focus on feeding back, interacting and targeting questioning to disadvantaged students first during lessons. | No Value  CRO |
| 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. | £2000  CRO / DRE |
| 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. | No value  BEV |
| Lesson study focus on Professional Learning groups (6 hrs per term) Focused on disadvantaged students and AFL techniques proven to boost performance. Booklets with useful strategies to narrow the gap distributed to staff, these will form the focus of their PLG activities. | £100  CRO / BEV |
| SLT corridor duties to focus on the learner experience for disadvantage 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 PS 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 |
| **Enrichment and Extra-curricular** – 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.  25% 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 |
| Further development of an extra-curricular program that sees the addition of clubs that Disadvantaged students have expressed an interest in. | £500  AAHT Deep Leadership / MMC |
| Y11 disadvantaged and middle ability boys 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 |
| 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 i.e Maths Go-Karting | £3000  CRO / Lead Practitioners |
| Excursion fund to allow disadvantaged students to attend school trips where parents are struggling to fund the trip. | £4500  CRO / DRE |
| **Attendance**  To improve student attendance with a particular emphasis on disadvantaged learners. | Identify students whose attendance was between 85% and 90% in 2014-2015. This will form a target group for intervention and rewards. A rewards system (VIVOs) and absence procedures will be used for this group. | Family Liaison Officers x 2  Family Support Officer x 1  £25,392  MGA / CRO | Attendance of disadvantaged students will be 94.8%  Persistent absentees of disadvantaged students will reduced by 50% | Attendance data for weekly, PS cycles and yearly.  Data on number of persistent absentees |
| Weekly review meetings to discuss the attendance of disadvantaged students. |
| Attendance to be a focus of STRIPES assemblies ensuring that disadvantaged students are proportionally represented. |
| 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, tracking students on a weekly basis. |
| Year 11 Challenge aimed at a group of disadvantaged students to raise attendance through the incentive of a free prom ticket. | £500  CRO |
| Disadvantaged 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 |