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

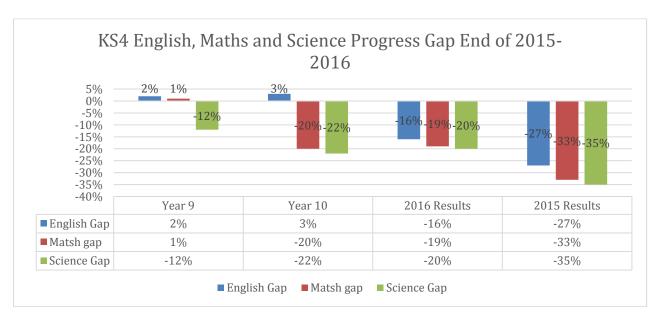
- Summer 2016 Exam Data indicates that there has been improvement in all KPIs relating to student outcomes.
 - Summer 2015 A* C English & Maths Basic 33%, Summer 2016 53% (15% above NA disad)
 - Summer 2015 5A* C inc English & Maths 28%, Summer 2016 44% (8% above NA Disad) Historical
 - o Summer 2015 Attainment 8 3.36, **Summer 2016 (4.06)**
 - o Summer 2015 Progress 8 (-0.77), **Summer 2016 (-0.32)**
 - o Summer 2015 EBACC 18%, **Summer 2016 22%**
 - o Summer 2015 Value Added 931.4, **Summer 2016 981.62 Historical**
 - o 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
 - o 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
 - o 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.
 - o July 2015 245 days lost to learning, July 2016 118 days lost to learning.
 - o 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.

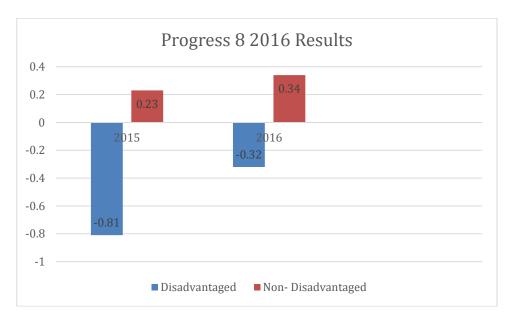
KS4

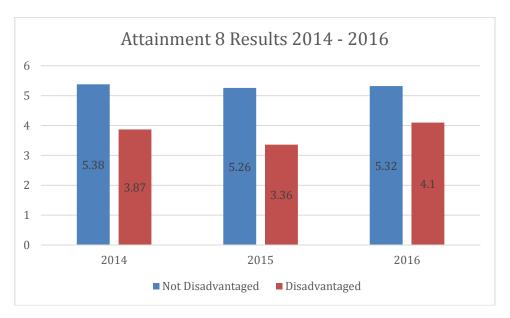
Outcomes for Disadvantaged students are also improving in Year 10 & Year 9 with progress gaps narrowing in English, Maths and Science.

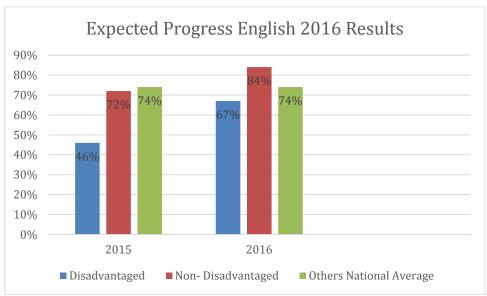


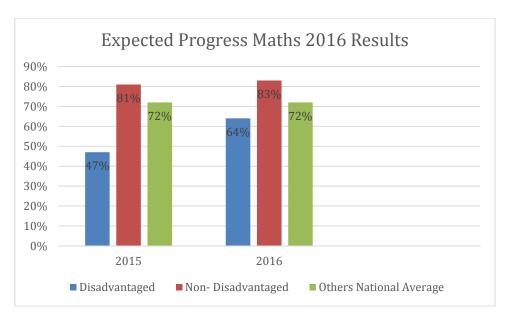
	Disadvantaged	Progress 8	5A*-C	
	Progress 8	Gap	Disadvantaged	5A*-C Gap
Year 9	0.19	0.14	75%	-10%
Year 10	-0.45	-0.5	67%	-18%
2016 Results	-0.32	-0.66	44%	<mark>-24%</mark>
2015 Results	-0.8	-1.03	28%	-38%

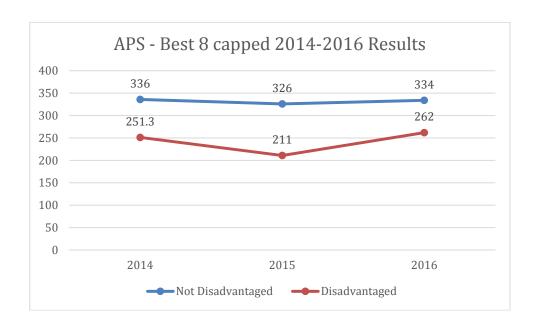
Year 11 – Key Performance Indicators





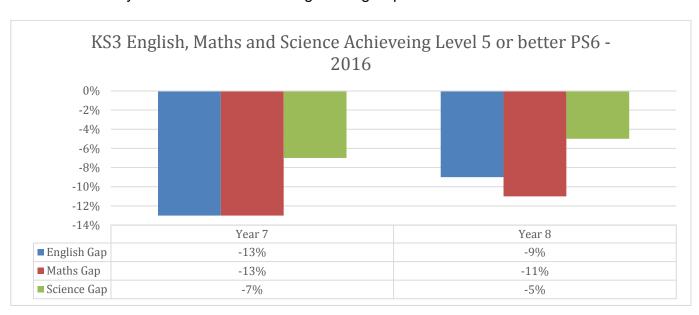






KS3

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.

Excursion/Event	Start Date	End Date	Duration	No of Student s	No of PP students		Cost Student
Academic Year 2015/2016							
Yorskhire Coast College - College Placement Inductions	2015 September 29	2015 October 1	1/2 day	3	3	100%	£0.00
Peat Rigg, Outdoor Training Centre	2015 October 2	2015 October 3	2 days	24	15	63%	£0.00
Scarborough Spa, Engineering Trip	2015 October 13		1/2 day	200	51	26%	£0.00
Belgium Battlefields	2015 October 16	2015 October 19	4 days	40	7	18%	£295.00
National Railway Museum, York	2015 November 3	2015 November 3	1 day	12	4	33%	£0.00
Holland Geography Trip	2015 November 5 &	2015 November 8	4 days	88	12	14%	£295.00
Immersion Day - Year 8 - Bradford Temples	2015 November 13	2015 November 13	1 day	154	34	22%	£0.00
Immersion Day - Year 11 - Careers Fair, Scarborough Rugby Club	2015 November 13	2015 November 13	1 day	176	45	26%	£0.00
UK Space Design Competition, Huddersfield University	2015 November 14	2015 November 14	1 day	3	2	67%	£0.00
Applied Maths Project, Middle Deepdale Building Site, Scarborou	2015 December 8	2015 December 8	3 hours	25	20	80%	£0.00
Immersion Day - Year 9 - National Media Museum, Bradford	2015 December 10	2015 December 10	1 day	102	27	26%	£0.00
Immersion Day - Year 9 - York Dungeon & Castle Museum	2015 December 10	2015 December 10	1 day	108	30	28%	£0.00
Immersion Day - Year - 10 - Scarborough Spa	2015 December 10	2015 December 10	1 day	207	53	26%	£0.00
KES Production & Rehearsals	2016 February 7	2016 February 13	7 Evenings	97	30	31%	£0.00
Student Leadership Conference	2016 February 12	2016 February 12	1 day	4	2	50%	£30.00
OutReach Festival, Stephen Joseph Theatre	2016 M arch 4	2016 March 4	1 Evening	4	1	25%	£0.00
Maths Feast, Year 10, Hull University Scarborough Campus	2016 March 16	2016 March 16	Pds 2, 3 & 4	8	4	50%	£0.00
Middle Deepdale Building Site, Scarborough	2016 March 14	2016 March 14	am	30	20	67%	£0.00
Maths Inspiration Show - Leeds	2016 March 18	2016 March 18	1 day	10	4	40%	£0.00
Immersion Day - Year 11 - Xscape	2016 March 22	2016 M arch 22	1 day	180	43	24%	£0.00
Maths Team Challenge - Hull	2016 April 21	2016 April 21	1 day	4	1	25%	£0.00
Liverpool & Manchester Art Gallery Visits	2016 June 16	2016 June 16	2 days	46	6	13%	£120.00
Yorkshire Sculpture Park (Art Trip)	2016 June 22	2016 June 22	1 day	30	4	13%	£22.00
Scarborough 6 Form - Year 8 Non Graduates Trip	2016 June 23	2016 June 23	am	6	2	33%	£0.00
York College & Askham Bry an	2016 June 27	2016 June 27	1 day	16	4	25%	£0.00
6 Form College - Art Exhibition	2016 June 27	2016 June 28	1 days	21	6	29%	£0.00
Immersion Day - Year 7 - Helmsley Castle & Rievalux Abbey	2016 June 30	2016 June 30	1 day	198	57	29%	£0.00
Immersion Day - Year 9 - Uni Bitesize University of Hull, Scarbo	rough Campus			190	50	26%	£0.00
Switzerland 2016	2016 July 1	2016 July 7	7 days	44	4	9%	£570.00
Year 8 Graduation Trip - Flamingo Land	2016 July 1	2016 July 1	1 day	198	45	23%	£15.00
			Totals	2413	586	31%	

- Fifteen Disadvantaged Year 11 boys attended an English Inspire event at Peat Rigg on 2nd and 3rd October 2015. The aim of this was to provide inspiration for creative writing by providing memorable experiences. Comments made by the students included "At Peat Rigg I had some memories I will never forget". "It has been one of the best if not the best school trips I have been on". "I have enjoyed the new experiences". I have improved my confidence and improved my ability to work in a team." "It has been probably one of the best trips I have been on with school."
- Six Year 11 Maths students attended a Maths Inspire event using Go-Karting as an inspiration. This has improved students attitudes and confidence in lessons.
- Six Year 11 Students who are studying catering cooked for SLT as part of an Inspire and Engage event.
- 14 disadvantaged students so far have had trips part-funded in the Autumn Term 2015, enabling them to attend trips that they would not have otherwise been able to afford.
- 21 disadvantaged Year 8 students took part in an inspire and engage visit to a Maths skills workshop at the new Middle Deepdale housing estate. This involved students using Maths in a real world context.
- Year 8 disadvantaged Science students are attending a space club run by the lead practitioner for Science. Maths are running a Formula One club at KS3
- Around 35 Year 8, 9 and 10 disadvantaged students have taken part in a period 6 reading catch-up programme in during this term, this is being run by the English department.
 Feedback from the sessions has been positive so far.
- Two disadvantaged students have taken part in a National Science Space Competition. The students did fantastically well and came second overall. This trip was led by Lead Practitioner in Science.

 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	<mark>-1.99</mark>	95.58	96.95	<mark>-1.37</mark>	Increased by 0.62	+0.15
Year 8	96.86 (95.36)	95.16	96.33	<mark>-1.17</mark>	93.42	96.16	<mark>-2.74</mark>	Decreased by 1.57	<mark>+1.74</mark>
Year 9	95.22 (93.66)	92.61	95.71	<mark>-3.1</mark>	89.23	95.27	<mark>-6.04</mark>	Decreased by 0.36	+3.38
Year 10	94.08 (93.26)	88.45	95.85	<mark>-7.4</mark>	88.73	94.31	<mark>-5.58</mark>	Increased by 1.82	-0.28
Year 11	93.66 (93.21)	88.17	95.98	<mark>-7.81</mark>	84.80	95.48	-10.68	Decreased by 2.87	+3.37
Whole school	95.21 (94.47)	91.98	96.3	<mark>-4.32</mark>	90.71	95.63	<mark>-4.92</mark>	Decreased by 0.6	+1.27