



## Diminishing the Difference Policy and Action Plan

Signed: \_\_\_\_\_

Date of Signature: \_\_\_\_\_

Dated: March 2018

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# Ebor Academy Filey Diminishing the Difference Policy and Action Plan

## School Specific Guidance – Ebor Academy Filey

### Key Terms

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

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

### Introduction and Purpose

This policy and action plan sets out Ebor Academy Filey’s approach to closing the gap and student intervention. It also outlines how the school plans to utilise the Pupil Premium funding to effectively raise standards of attainment and achievement for all students.

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

At EAF we aim to make Closing the Gap 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 students. 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 **142** (2016-17 - 158) of our pupils are supported by Pupil Premium funding. This equates to approximately **36%** of the school population. For the Year 2017 – 2018 the school will receive £132770 (2016-17 - £147730) in funding with two looked after children with funding of £1900 each being £3800 (2016-17 - £7600).

Secondary FSM, ‘Ever 6’ (any student who has been eligible for free school meals at any point in the last 6 years) attracts a premium of £1320 (R to Y6) and £935 per student (years 7-11) and children in care (CLA) attracts a premium of £1900 per student.

## **AIMS & OBJECTIVES**

The success criteria below identify the main barriers to students achievement; Progress, Behaviour, Quality First Teaching, 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 2017 – 2018 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 by the end of Cycle 3 – 2018.

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

- All disadvantaged students to be making progress towards their reading level at or above their chronological age by Cycle 3 - 2018

#### **Year 11 Students In 2018 GCSE examinations:**

- English Progress 8 for Disadvantaged Learners to be 0 or above
- Maths Progress 8 for Disadvantaged Learners to be 0 or above
- BAC Progress 8 for Disadvantaged Learners to be 0 or above
- Open Progress 8 for Disadvantaged Learners to be 0 or above
- Grade 4 & above GCSE English and Maths in line with National average all
- Grade 5 & above GCSE English and Maths in line with National average all
- Progress 8 Target 0 for all Disadvantaged students.
- •All Disadvantaged students to be in education on leaving EAF in the Summer of 2018.
- 0% are NEETs

#### **Behaviour During the academic Year 2017 – 2018 the aim is to:**

- *Reduce FTE of disadvantaged students to **30%** of overall school exclusions. This is in line with the number of disadvantaged students in the whole school population.*
- *Reduce number of redline instances of disadvantaged students to **30%** of overall redlines. This is in line with the number of disadvantaged students in the whole school population.*
- *Reduce internal exclusions instances of disadvantaged students to **30%** 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 2017 – 2018 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)

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

During the academic Year 2017 – 2018 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 25% of all students on trips will be Disadvantaged.

### **Attendance**

During the academic Year 2017 – 2018 the aim is to ensure:

- Disadvantaged PA reduced from 18.63 to 15% (NA 2015-16 19%)
- Attendance of disadvantaged students will be above **91%**
- Persistent absentees target(10%) of disadvantaged students.

### **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 dedicated 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. Embed and review Behaviour for Learning Action Plan after each half term which focuses on closing the gap, making explicit reference to staff achievement, behaviour and attendance gaps for all student groups and individuals across all year groups.
- Ensure all staff are made aware of the key students, groups of students and target groups identified within the Behaviour for Learning Action Plan who are not achieving, attending and behaving.
- Ensure timely and appropriate interventions are put in place.
- Track and monitor students 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 Inclusion Team will:**

- Utilise the Behaviour for Learning Action Plan to ensure timely and appropriate pastoral interventions are put in place, which support the academic achievement of target students and groups.
- Ensure literacy is promoted in mentor time activities.
- Assess and support students on Education, Health and Care Plans and SEN Support with appropriate interventions to improve reading ages.
- Identify and support students with specific needs, such as dyslexia, and provide appropriate intervention.
- Support students requiring additional support, where appropriate, with Teaching assistant or small group support regardless of EHCP or not.
- Provide intervention strategies using Accelerated Reader, catch-up reading, bespoke reading groups and programmes to support students 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 students' literacy skills.
- Provide in-class support by mentors where necessary and one-to-one out of class support for students who are at risk of escalating behaviour
- Communicate with all staff the SEN needs of students who have difficulties and provide with strategies and guidance for supporting students in the classroom.
- Identify students in need of additional support during transition and ensure appropriate interventions are put in place before the start of Year 7.
- Ensure all interventions are recorded.
- Track and monitor students who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

**The English, Maths & Science Leads 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 and department CPD.
- Co-ordinate tutorial and whole school literacy and numeracy initiatives.
- Liaise with the librarian to organise the Accelerated Reading programme for literacy testing.

- 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 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 students 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 to track progress and attainment of students.
- Track and monitor students who are below target and ensure timely and appropriate intervention is put in place.

#### **Teaching Staff will:**

- Effectively utilise attainment and achievement data to plan effective lessons which enable all students to make good progress.
- Ensure teaching is Good on a daily basis and lessons are differentiated to meet the needs of all students.
- Ensure opportunities are provided in all lessons for all students to make good progress.
- Ensure literacy and numeracy are promoted in all lessons.
- Track and monitor students 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 students 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 students. 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 effective feedback.
- 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 students to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Access to groups where students are working with peers of similar levels.
- Access to grouping that enables students 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 student 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 students 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 students to make the expected progress in a group situation.

**Action Plan**

**Timescale:** All targets and planned strategies are to be completed with the 2017-2018 academic year.

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

**External Verification:** A Pupil Premium review needs to take place this academic year TBC

**Monitoring the Quality of Teaching and Learning and Marking:** HODs and SLT will monitor through the use of teacher tracker, 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
<p><b>Progress:</b> To ensure that disadvantaged students make accelerated progress throughout their time at Ebor Academy Filey.</p>	<p>NYBEP elective focusing on Disadvantaged students with allocation of apprenticeships where appropriate.</p>	<p>£350</p>	<p><b>All students</b> Raise the aspirations of students at EAF and increase social mobility with an increased number of students accessing higher education and courses that take them out of the coastal area.</p>	<p>NEET figures for disadvantaged groups</p>
	<p>Free revision guides and work books for disadvantaged students.</p>	<p>£500</p>		<p>GCSE Examination Results 2018</p>
	<p>Revision packs in all Y11 classrooms for use in form time.</p>	<p>£500</p>	<p>All disadvantaged students to be making progress towards their reading level at or above their chronological age.</p>	<p>GCSE Examination Results 2018</p>
	<p>Careers advisor priority for disadvantaged students with additional meetings and support to complete application forms.</p>	<p>£750</p>	<p><b>Year 11</b> All disadvantaged students to be in education on leaving EAF. 0% are NEETs</p>	<p>NEET figures for disadvantaged groups</p> <p>GCSE Examination Results 2018</p>
	<p>Removal of RE subject to allow extra teaching time across Year 11 for Maths, English and Science for Disadvantaged groups of students and other groups.</p>	<p>£3850</p>	<p>Progress 8 Target 0 or above on average for disadvantaged students.</p>	<p>Y7 data which shows little or no gap in progress between disadvantaged and non-disadvantaged groups.</p>
	<p>Year 7 transition project to ensure that all students starting at EAF build solid foundations from which to continue to make progress through their academic</p>		<p>English Progress 8 for Disadvantaged Learners to be 0 or above.</p> <p>Maths Progress 8 for Disadvantaged Learners to be 0 or above.</p> <p>EBAC Progress 8 for</p>	

	<p>career.</p> <p>Year 11 data meetings have specific focus on disadvantaged groups and develop use of student passport to prepare one for disadvantaged groups as well. (March 2018)</p> <p>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. (Start March 2018).</p> <p>Homework club available to all students 4 nights a week. Students are targeted to attend with some disadvantaged students attending instead of corrections, where appropriate.</p> <p>All teaching staff set targets through performance management for Disadvantaged students.</p>	<p>£4000</p>	<p>Disadvantaged Learners to be 0 or above.</p> <p>Open Progress 8 for Disadvantaged Learners to be 0 or above.</p> <p>Grade 4 &amp; above GCSE English and Maths in line with National average all.</p> <p>Grade 5 &amp; above GCSE English and Maths in line with National average all.</p> <p><b>Year 7 and Year 8</b> No gaps to emerge in English, Maths and Science in Y7 and 8 Data cycle.</p>	<p>GCSE Examination Results 2018</p> <p>Student voice and parent/carer voice.</p> <p>Appraisal evidence</p>
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	<p>(Build into the review cycle in October 2018)</p> <p>Free ingredients and practical resources provided in technology and other lessons for disadvantaged students.</p> <p>Accelerated reader for every student in Y7 then targeted students in Y8 and Y9.</p> <p>Stage Leaders to work with 15 critical disadvantaged students in each key stage. They will work with the same students all year and focus on attendance, parental engagement and behaviour. (Start March 2018)</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 through the year 7 transition project.</p> <p>Extra staffing in English will provide extra curriculum time and smaller teaching groups for disadvantaged students and team teaching is available</p>	<p>£150</p> <p>£18000</p> <p>£19250</p> <p>£5800</p>		<p>Reading age data</p> <p>Attendance, behaviour and progress data for key students.</p>
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	<p>for groups where there are high numbers of disadvantaged groups.</p> <p>Develop an increased awareness of SEN needs on transition and in Year 7.</p> <p>Curriculum Redesign for some Y11 students to support Inreach study. Reviewed every ATL cycle.</p> <p>Early identification through variety of assessments GLS allow for earlier identification of barriers to learning and gaps in knowledge and skills.</p> <p>Year 7 maths and literacy interventions based on data and assessments ensuring that gaps are filled and progress can be made and led by Year 7 lead teacher.</p> <p>High 5 Group NYCHEC focusing on raising aspirations and social mobility for disadvantaged groups.</p>	<p>£31000</p> <p>£2640</p>		<p>Inclusion register</p>
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	<p>packages.</p> <p>Support with mental health issues to help to remove any barriers to learning that may occur as an indirect consequence of their mental health issues.</p> <p>Staff trained as mental health first aiders and key staff through Compass Buzz to identify mental health indicators.</p> <p>Behaviour group run by a member of SLT to champion positive behaviour for learning during lesson times.</p> <p>Mentoring of students by Inclusion team, students identified as disadvantaged in most cases.</p>	£200		
<p><b>Quality First Teaching:</b> To ensure that disadvantaged students receive the highest standard of teaching in all subject areas and that this is closing the gap.</p>	<p>English, Maths &amp; Science staff share good practice during department meetings in relation to disadvantaged groups.</p> <p>Teacher Tracker Focus: Ensuring Staff focus on</p>		<p>100% of teaching in English, Maths and Science will be at or above the expected standard for Disadvantaged students.</p> <p>Marking for disadvantaged students will be judged at or</p>	<p>Teacher tracker data and comments.</p> <p>Departmental meeting minutes.</p> <p>Line management meetings</p>

	<p>feeding back, interacting and targeting questioning to disadvantaged students first during lessons.</p> <p>Seating Plans to be developed to show disadvantaged students and their barriers to learning will be identified by teaching staff with detailed information on how the staff member intends to differentiate learning for the individuals in their classes.</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>Quality assurance processes to have focus on disadvantaged students. This involves lesson observations, QA marking and feedback monitoring, planner trawls and homework trawls.</p>		above the expected level in 90% of marking trawls for disadvantaged students.	Disadvantaged groups tracker (Feb 2018).
<b>Enrichment, Extra Curricular and Parent/Carer</b>	Excursion and Taxi fund to allow disadvantaged students	£500	<b>37%</b> of all students attending an extracurricular club will be	Attendance data for extracurricular clubs.

<p><b>Engagement:</b> To ensure that disadvantaged students take full advantage of the enrichment and extra-curricular activities at EAF.</p>	<p>to attend school trips, after school interventions and corrections where parents/carers are struggling to fund.</p> <p>Developing better links with outside community groups / clubs / youth organisations. Encouraging disadvantaged youngsters to attend.</p> <p>Small KS3 nurture group to allow students who are struggling to cope with a full complement of mainstream lessons, to access a broad and balanced curriculum.</p> <p>Prioritisation given to disadvantaged in allocation of intervention.</p> <p>Electives used for intervention and targeted support.</p>	<p>£23700</p>	<p>disadvantaged students.</p> <p><b>37%</b> of all students on a trip will be disadvantaged students.</p> <p>Student's attitudes to learning will improve as a result of visits.</p>	<p>Trip data for disadvantaged students.</p> <p>Student Surveys</p>
<p><b>Attendance:</b> To improve student attendance with particular emphasis on disadvantaged learners.</p>	<p>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</p>		<p>Reduction in Disadvantaged PA figures from..... to.....</p> <p>Attendance of disadvantaged students will be above <b>91%</b>.</p> <p>Persistent Absentees ... of disadvantaged students will</p>	<p>Attendance data weekly, progress cycles, ATL cycles and yearly.</p> <p>Data on number of persistent absentees</p> <p>Attendance action plan</p>

	<p>be used for this group.</p> <p>Termly rewards for 100% attendance for students in disadvantaged groups as well as other students.</p> <p>Weekly review meetings to discuss the attendance of disadvantaged students.</p> <p>Dedicated form sessions to tracking student's attendance on a weekly basis with progress conversations about specific students attendance with form tutor.</p> <p>Attendance Action Plan to improve overall and group attendance.</p> <p>Engage with parents/carers who may present challenges earlier in Year 7 based on attendance in primary school.</p> <p>Strong links with primary school feeders to identify Pas and meet with parents/carers to set up review meetings and attend primary review meetings.</p>	<p>£1500</p>	<p>reduce to be in line with Scarborough area and North Yorkshire average.</p>	<p>evaluation</p>
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	Provide uniform to students of families where buying uniform presents an issue for participation in PE etc.	£350		
	Provide school minibus to transport students to school.	£500		
	Provide taxis for students who have a number of barriers to attending school.	£350		
	Home visits and pick-ups for students who are refusing to attend school.	£1500		