

Ebor Academy Filey

Closing the Gap

Policy and Action Plan

2018-2019

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 **137** of our pupils are supported by Pupil Premium funding. This equates to approximately **34.8%** of the school population. We estimate for the Year 2018 – 2019 the school will receive £128095 in funding together with funding for three looked after children of £2300 each so that is **£134995** altogether.

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 2018 – 2019 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 – 2019.

Year 7, 8, 9 & 10

- All disadvantaged students to be making progress towards their reading level at or above their chronological age by Cycle 3 – 2019.

Year 11 Students In 2019 GCSE examinations:

- English Progress 8 for Disadvantaged Learners to be 0 or above
- Maths Progress 8 for Disadvantaged Learners to be 0 or above
- EBAC 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
- Grade 5 & above GCSE English and Maths in line with National average
- Progress 8 Target 0 for all Disadvantaged students.
- All Disadvantaged students to be in education on leaving EAF in the summer of 2019.
- 0% are NEETs

Behaviour During the academic Year 2018/2019 *the aim is to:*

- Reduce FTE of disadvantaged students to **36%** 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 **36%** 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 **36%** of overall internal exclusion instances. This is in line with the number of disadvantaged students in the whole school population.

Quality First Teaching

- 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

- 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

- Attendance of disadvantaged students will be above **93%**
- Persistent absentees target (11%) 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 SEND 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 SEND 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:

- 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.
- Develop the sharing of good practice within English, Maths and Science and spread these out across other department areas.

Subject & Faculty 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 that 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.

Priority	Summary of Strategy	Cost (£)
Quality First Teaching: To ensure that disadvantaged students receive the highest standard of teaching in all subject areas and that this is closing the gap.	Year long focus on improvement the quality of feedback, interacting and targeting questioning to disadvantaged students first during lessons.	Time and perseverance
	Whole school CPD sessions aimed at increasing staff confidence and sharing good pedagogy	Time and perseverance

Priority	Summary of Strategy	Cost (£)
Progress: To ensure that disadvantaged students make accelerated progress throughout their time at Ebor Academy Filey.	NYBEP involvement with all Disadvantaged students with allocation of apprenticeships where appropriate.	350
	Free revision guides and work books for disadvantaged students.	1000
	Careers advisor priority for disadvantaged students with additional meetings and support to complete application forms	1000
	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	3850
	Year 11 data meetings have specific focus on disadvantaged groups and develop use of student passport to prepare one for disadvantaged groups as well.	1500

Priority	Summary of Strategy	Cost (£)
Progress: To ensure that disadvantaged students make accelerated progress throughout their time at Ebor Academy Filey (continued)	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 career.	3450
	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.	8500
	Free ingredients and practical resources provided in technology and other lessons for disadvantaged students.	150
	Accelerated reader for every student in Y7 then targeted students in Y8 and Y9.	15000
	Extra staffing in English will provide extra curriculum time and/or smaller teaching groups for disadvantaged students and team teaching is available for groups where there are high numbers of disadvantaged groups.	2000
	Curriculum Redesign for some students to support Inreach study.	31000
	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.	7000
	High 5 Group NYCHEC focusing on raising aspirations and social mobility for disadvantaged groups.	500

Priority	Summary of Strategy	Cost (£)
Behaviour: To continue to reduce exclusions with a particular emphasis on disadvantaged learners.	Internal exclusion manager and learning mentors from Inclusion team to work with a small group of students to reduce negative behaviour in school and reduce consequences of redlines, IEs and FTE	22000
	Alternative Provision will be put in place for disadvantaged students who require alternative education packages.	5500
	Behaviour group run by a member of SLT to champion positive behaviour for learning during lesson times	Time and perseverance

Priority	Summary of Strategy	Cost (£)
Enrichment, Extra Curricular and Parent/Carer Engagement: To ensure that disadvantaged students take full advantage of the enrichment and extra-curricular activities at EAF	Excursion and Taxi fund to allow disadvantaged students to attend school trips, after school interventions and corrections where parents/carers are struggling to fund.	2000
	Developing better links with outside community groups / clubs / youth organisations. Encouraging disadvantaged youngsters to attend.	Time and perseverance
	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	14000

Priority	Summary of Strategy	Cost (£)
Attendance: To improve student attendance with particular emphasis on disadvantaged learners.	Identify students whose attendance was below or was in danger of falling below 90% in 2017 – 2018 or at primary school. This will form a target group for intervention and rewards. A rewards system and absence procedures will be used for this group.	7850
	Termly rewards for 100% attendance for students in disadvantaged groups as well as other students.	500
	Engage with parents/carers who may present challenges earlier in Year 7 based on attendance in primary school	Time and perseverance
	Strong links with primary school feeders to identify Pas and meet with parents/carers to set up review meetings and attend primary review meetings.	Time and perseverance
	Home visits and pick-ups for students who are refusing to attend school.	2500