

Scalby School

Being the best we can be

Closing the Gap Policy and Action Plan 2021 - 2022



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 247 of our pupils are supported by Pupil Premium funding. This equates to approximately 25% of the school population. We estimate for the Year 2021 – 2022 the school will receive £230,145 in funding, an increase of £13,705 on last year.

1. 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 2021 – 2022 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 ATL 4 – 2022

Year 7, 8, 9 & 10

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- All disadvantaged students to be making progress towards their reading level at or above their chronological age by ATL 4 - 2022

Year 11 Students

In 2022 GCSE examinations:

- English Attainment Grade for Disadvantaged Learners to be 5.0
- Maths Attainment Grade for Disadvantaged Learners to be 5.0
- Science Attainment Grade 4.7 for Disadvantaged learners
- Attainment 8 EBAC Target 5.0
- Attainment 8 Open Entries Target 4.0
- Grade 4 & above GCSE English and Maths 60%
- Grade 5 & above GCSE English and Maths 35%
- Progress 8 Target for all Disadvantaged students to be in line with the like-for-like national average.
- All Disadvantaged students to have a planned exit route on leaving Scalby in the Summer of 2022.
- 0% are NEETs

Behaviour

During the academic Year 2021 – 2022 the aim is to:

- Reduce FTE of disadvantaged students to 20% 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 20% 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 20% of overall internal exclusion instances. This is in line with the number of disadvantaged students in the whole school population.

High Quality Teaching

During the academic Year 2021 – 2022 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 2021 – 2022 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, should trips and visits be available.

Attendance

During the academic Year 2021 – 2022 the aim is to ensure:

- Disadvantaged PA reduced from 31% to 25%
- Attendance of disadvantaged students will be above 90%
- Persistent absentees target (10%) of disadvantaged students, this will be less than the Scarborough area and North Yorkshire average.

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2. Identified Barriers to learning

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| 2021/22 EXPECTED INCOME | £230,145 |
| 2021/22 ACTUAL EXPECTED EXPENDITURE | £277,913 |

| STAFFING | £ | Measurable Outcomes |
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| <p>2 x Attendance and Behaviour support officers Reason: To work closely with students and families with attendance concerns to support and improve attendance of key individuals and groups.</p> | 38,807 | <p>Attendance During the academic Year 2021 – 2022 the aim is to ensure: Attendance of Disadvantaged students in all year groups will be at or above 94% Persistent absentees amongst Disadvantaged students will reduced from 2018/2019 figures in all year groups.</p> |
| <p>Alternative Provision and Specialist Education Need Support Reason: To work with individual students with a range of SEN needs. To work with and support students with behaviour issues who are at risk of exclusion.</p> | 64,341 | <p>Behaviour During the academic Year 2021 – 2022 the aim is to: Reduce FTE of disadvantaged students to 20% 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 20% 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 20% of overall internal exclusion instances. This is in line with the number of disadvantaged students in the whole school population.</p> |
| <p>Lead Practitioner Science Reason: To track and monitor interventions and impact of all disadvantaged students in their department areas. This will involve working with staff to develop strategies to improve outcomes for disadvantaged students. To work with key students during mentor time.</p> | 18,832 | <p>Progress During the academic Year 2021 – 2022 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 ATL 4 - 2022</p> |
| <p>Additional Teaching Resource English Reason: To provide capacity to reduce class sizes in Year 10 & 11 to better support learners.</p> | 33,023 | <p>Year 7, 8, 9 & 10 All disadvantaged students to be making progress towards their reading level at or above their chronological age by ATL 4 - 2022 Year 11 Students In 2021 GCSE examinations: English Attainment Grade for Disadvantaged Learners to be 5.3</p> |

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| Lead Practitioner Maths | | <p>Reason: To track and monitor interventions and impact of all disadvantaged students in their department areas. This will involve working with staff to develop strategies to improve outcomes for disadvantaged students. To work with key students during mentor time.</p> | 6,489 | <p>Maths Attainment Grade for Disadvantaged Learners to be 5.7 Science Attainment Grade 4.7 for Disadvantaged learners Attainment 8 EBAC Target 5.2 Attainment 8 Open Entries Target 5.7 Grade 4 & above GCSE English and Maths 60% Grade 5 & above GCSE English and Maths 35% Progress 8 Target 0 for all Disadvantaged students. All Disadvantaged students to be in education on leaving Scalby in the Summer of 2022. 0% are NEETs</p> |
| 0.5 Careers Advisor | | <p>Reason: To provide one 2 one and small group CEIAG support to raise aspirations.</p> | 9,203 | |
| Lead Practitioner English | | <p>Reason: To track and monitor interventions and impact of all disadvantaged students in their department areas. This will involve working with staff to develop strategies to improve outcomes for disadvantaged students. To work with key students during mentor time. The monitoring of the literacy strategy will play a key part of this role.</p> | 19,722 | <p>High Quality Teaching During the academic Year 2021 – 2022 the aim is to ensure:</p> <ul style="list-style-type: none"> 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). |
| RESOURCES | £ | | | |
| Additional Outreach | | <p>Reason: Alternative Provision will be put in place for disadvantaged students who require alternative education packages.</p> | 26,250 | <p>Progress During the academic Year 2021 – 2022 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 ATL 4 - 2022</p> |
| Core subject Intervention – One 2 One Year 11 | | <p>Reason: To provide support in Year 11 to students requiring support in closing gaps in knowledge and skills.</p> | 15,046 | <p>Year 7, 8, 9 & 10 All disadvantaged students to be making progress towards their reading level at or above their chronological age by ATL 4- 2022 Year 11 Students In 2020 GCSE examinations:</p> |

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| Revision Guides Reason: To ensure students have access to available revision materials across all subject areas. | 3,000 | <p>English Attainment Grade for Disadvantaged Learners to be 5.3 Maths Attainment Grade for Disadvantaged Learners to be 5.7 Science Attainment Grade 4.7 for Disadvantaged learners Attainment 8 EBAC Target 5.2 Attainment 8 Open Entries Target 5.7 Grade 4 & above GCSE English and Maths 60% Grade 5 & above GCSE English and Maths 35% Progress 8 Target 0 for all Disadvantaged students. All Disadvantaged students to be in education on leaving Scalby in the Summer of 2022. 0% are NEETs</p> <p>High Quality Teaching During the academic Year 2021 – 2022 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).</p> |
| Tassomai – The introduction and use of this online science resource to support knowledge across the science trilogy. | 4,000 | |
| SMID – New tracking system to predict and monitor student progress | 3,000 | |
| Literacy strategies Reason: To provide a reading intervention programme to improve students reading ability | 1,200 | |
| Mentor reading programme developed to further improve the reading ages and literacy of all students to include disadvantaged learners | 10,000 | |
| Resources and Materials in Technology Reason: To ensure students can fully participate in all practical lessons where extra resources such as food ingredients may be required. | 4,000 | |
| Develop an increased awareness of SEN needs on transition and in Year 7. Use of new strategies such as phonics and boxall to support student's transition. | 5,000 | |
| Excursion Fund- High Impact Experiences and Transport Reason: To provide support for students to attend high impact excursions which will raise academic achievement. To provide after school transport for | 3,000 | <p>Enrichment and Extra-curricular Activities During the academic Year 2021 – 2022 the aim is to ensure:</p> <ul style="list-style-type: none"> All Disadvantaged students will attend at least one extra-curricular club or enrichment activity. |

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| students to attend interventions in Year 11 and for reading. | | <ul style="list-style-type: none"> Disadvantaged students are proportionally represented on school excursions. At least 25% of all students on trips will be Disadvantaged. |
| Curriculum Redesign for some Y11 students to support home study. Reviewed every ATL cycle. Use of local provider of FE for broad curriculum areas. This is to include an improved extra-curricular offer. | 13,000 | |

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 Attitude to Learning 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 Attitude to Learning 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 governor meeting.
- Keep up to date with the Ofsted framework requirements for Closing the Gap and Disadvantaged pupil funding.

The Engagement & Safety Team will:

- Utilise the Attitude to Learning 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 mentor 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.

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- 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 Attitude to Learning 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 and department 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 and thinking 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 Attitude to Learning 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 SMID, to track progress and attainment of pupils.
- Utilise the ATL 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.
- Be required to complete meetings with the RSL to discuss progress in their department.

Teaching Staff will:

- Effectively utilise attainment and achievement data, as well as Transition Matrices in SMID, 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 because 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.

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3. ACTION PLAN

Timescale: All targets and planned strategies are to be completed with the 2021-2022 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. The Pupil Premium Link Governor is Mrs S Williamson

External Verification: 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 has taken part in a North Yorkshire County Council initiative called Achievement Unlocked. This project was run by Marc Rowland of the National Education Trust. Marc has reviewed the school's pupil premium policy in April 2016 and January 2017 and has commended us on the work we are doing with disadvantaged learners. Scalby School have presented to local coastal senior leaders and teaching staff about their disadvantaged provision and were asked to help plan and present at a local authority pupil premium event in 2018. The school will also review its pupil premium provision annually as part of its leadership review.

Monitoring the Quality of Teaching and Learning and Marking: HODs and SLT will monitor using active patrols, Incremental coaching, student tracking and marking trawls. These will be reported on in SLT meetings.

| Priority | Summary of Strategy | Cost | Intended Outcomes | Monitoring/Evidence |
|--|--|---------------|--|---|
| Progress – To ensure that disadvantaged students make accelerated progress throughout their time at Scalby. | <p>Relaunch SLT monitoring programme for use with all Year 11 targeted Disadvantaged students, and profiles of each student in order for staff to support individuals with academic progress.</p> <p>Continue to monitor Year 11 Disadvantaged students weekly engagement to ensure best support for progress.</p> | No cost - JPH | <p>Year 7 & Year 8 No gaps to emerge in English, Maths and Science in Year 7 and Year 8 ATL data.</p> <p>Year 9, 10 & 11 English Attainment Grade for Disadvantaged Learners to be 5.0</p> | <p>GCSE Examination Results 2021</p> <p>Attitude to Learning Data and SMID Data</p> <p>Student Questionnaires / PAS surveys</p> <p>Reading Age Data</p> <p>Department Trackers in English, Maths and Science.</p> |

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| | Track the spending and provision in place for disadvantaged students through the use of a database to better monitor impact. | | Maths Attainment Grade for Disadvantaged Learners to be 4.7 | Raising Standards Leader ATL meetings |
| | Development of the role Raising Standards Leader with better oversight of all department areas – 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. Better oversight of potential booster across all subject areas. | Cost taken from whole school staffing JPH | Science Attainment Grade 4.7 for Disadvantaged learners | Year 11 monitoring meeting information and booklets |
| | Core subject (Maths, English, Science) One2One Intervention for Year 7&11. | £15,046 SST / MAD / Teacher Intervention | Progress 8 Target 0 average for disadvantaged students. | |
| | H/wk room G14 staffed every day for Year 11 use. | RDA / HOY | Attainment 8 EBac Target 5.2 Attainment 8 Open Entries Target 5.0 Grade 4 & above GCSE English and Maths Grade 5 & above GCSE English and Maths 35% | |
| | | | All disadvantaged students to be making progress towards their reading level at or above their chronological age. | |
| | | | All disadvantaged students to be in | |

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| | Change to Year 11 homework policy to issue C4 detentions for none completion | | education on leaving Scalby. 0% are NEETs | |
| | 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 working with staff to develop strategies to improve outcomes for disadvantaged students. | Lead Practitioner Science, English & Maths £45,043 HHA / POF / ACA | | |
| | 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 relation to disadvantaged students. | No value JPH | | |
| | Disadvantaged Students provided with revision guides across all subject areas to aid effective revision. | £3000 HOD / RDA / JPH | | |

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| | All teaching staff set targets through performance management for Disadvantaged students | No value HOD / SLT links | | |
| | SMID report to allow staff to better understand their department data better. – Develop a better understanding of P8 and A8 | £3,000 RDA | | |
| | Free ingredients and practical resources provided in technology and other lessons for disadvantaged students. | £4,000 HOD / RDA | | |
| | Review and further roll-out a reading intervention programme. 1 hour per week for 2 groups in Years 8, 9 & 10 | Costs attributed to whole school staffing POF | | |
| | 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 continuation of thinking reading, as well as accelerated | £1,200 Literacy strategies to include books for students and KS3 competitions POF / EST / EVI / BHI | | |

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| | reader which has run in previous years. Also POF and the English department to run whole school CPD Literacy / Oracy training | | | |
| | Mentor reading programme developed to further improve the reading ages and literacy of all students to include disadvantaged learners | £10,000 Purchase of books to run the programme EVI | | |
| | 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 Catch up funding. RDA / POF / NDA | | |
| | Extra staffing in English 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 Year 11 and specialist teaching in the ALC. | CJO Salary - £33,023 | | |

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| | Following each PS cycle Y11 students will be directed to attend a maximum of 3 after school booster classes, where they require support. The English, Maths & Science is the priority then subjects which count for students' P8 and A8. | No value SLT | | |
| | 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. 22%. | £9,203 Careers Advisor 50% of cost paid for by Disadvantaged funding. VLS / RGR | | |
| | NCOP York University Higher to provide £5000 worth of funded activities for Disadvantaged students in Central and Woodlands Wards. | Cost externally funded CRO / HSC | | |
| | Develop an increased awareness of SEN needs on transition and in Year 7. Use of new strategies such as phonics and | £5000 NDA / JHA / TBI | | |

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| | boxall to support students transition. | | | |
| | Curriculum Redesign for some Y11 students to support home study. Reviewed every ATL cycle. Use of local provider of FE for broad curriculum areas. | £5000???? CRO / RDA / AHU | | |
| | A timetabled series of Motivational activities to engage all Y11 learners throughout the year. | No Cost CRO | | |
| | Focused High Quality Teaching in Year 7 English and Maths using more informed data from GLS Assessments to allow for earlier identification of barriers to learning and gaps in knowledge and skills. | Whole School Cost CRO / JML / EST | | |
| Behaviour To continue to reduce exclusions with a particular emphasis on disadvantaged learners. | ALC Manager and impact centre staff will work with a small group of high tariff recidivist excluders and consequence students to reduce exclusions and instances of consequences. | % of Wage of JAL / JHA / CDA / MLE / HMC £64,341 TBI / NDA | Reduce Exclusions of disadvantaged students to 22% of overall school exclusions. This is in line with the number of disadvantaged students in the whole school population. | Exclusion, internal exclusion and consequences data reported on every ATL cycle. Student Surveys |
| | Disadvantaged students being escorted to their | No value | Reduce consequence C5 instances of | |

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| | 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. | ALL Staff / RDA / RBR | disadvantaged students to 22% of overall consequence instances. This is in line with the number of disadvantaged students in the whole school population. | |
| | ALC will be used to re-engage disadvantaged learners returning from lengthy exclusions or who are struggling to cope with mainstream lessons. | Costs see above | Reduce internal exclusions instances of disadvantaged students to 22% of overall internal exclusion instances. This is in line with the number of disadvantaged students in the whole school population. | |
| | Alternative Provision will be put in place for disadvantaged students who require alternative education packages. | £26,250 | | |
| High Quality 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 to share good practice during department meetings. | Lead Practitioner Science, English & Maths Costs see above HHA / POF / ACA / HPE | 100% of teaching in English, Maths and Science will be at or above the expected standard for Disadvantaged students. | Incremental coaching trackers. |
| | Revisit FIT First – Ensuring Staff focus on feeding back, interacting, and targeting questioning to disadvantaged students first during lessons. | No Value JPH | Marking for disadvantaged students will be judged at or above the expected level in 90% of marking | SLT active patrol drop in and marking trawl monitoring SLT active patrols SLT line management |

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| | 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. – New Staff to be trained on the PARS system. Send out examples of annotated plans. Encourage staff update these every ATL cycle | No value STW / CRO | trawls for disadvantaged students. | |
| | 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. | No Value SLT | | |
| | Group setting to be risk assessed by HOD and SLT links every ATL cycle in order to ensure disadvantaged students | No Value SLT / HOD | | |

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| | are taught by the strongest staff members. | | | |
| | 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, Extra-curricular and Parent Engagement – To ensure that disadvantaged students take full advantage of the enrichment and extra-curricular activities on offer at Scalby. | 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. | Lead Practitioner Science, English & Maths Costs see above HHA / POF / ACA TASSOMAI 2 nd Yr funding £4000 | 25% of all students attending an extra-curricular club will be disadvantaged students. 25% of all students on a trip will be disadvantaged students. | Attendance data for extra-curricular clubs. Trip data for disadvantaged students. Student Surveys |
| | Excursion and Taxi fund to allow disadvantaged students to attend school trips and after school interventions where parents are struggling to find funds | £3000 RDA / CRO / AHU | Student's attitudes to learning will improve as a result of visits. | |
| | Develop and support extra-curricular clubs and activities | £8000 RDA / JPH | | |
| | HOY to remain with year groups all through school life apart from Y7 to | | | |

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| | improve continuity an parental engagement. | | | |
| Attendance To improve student attendance with a 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. | Family Support Officer x 2 £38,807 | Disadvantaged PA reduced from 12% to 10% (NA 2017-18 15%) | Attendance data for weekly, ATL cycles and yearly. |
| | Weekly review meetings to discuss the attendance of disadvantaged students. | TBI / CRO | Attendance of disadvantaged students will be above 94% (Scalby 2018-19 91.2%) | Data on number of persistent absentees |
| | One performance management target of Family Liaison officers and support officer will be linked to Disadvantaged students. | | Persistent absentees (10%) of disadvantaged students will be less than the Scarborough area and North Yorkshire average. | |
| | Engage with difficult parents earlier in Year 7 based on primary attendance. | No value | | |
| | Mentor groups to focus on the importance of attendance. SLT links to ensure attendance conversations are | No value TBI / SLT | | |

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| | occurring on a weekly basis. | | | |
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