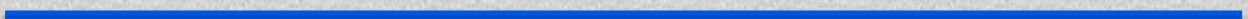
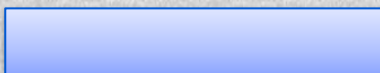




Closing the Gap Strategy and Policy 2018-19



Handsworth Grange Community Sports College

Closing the Gap Strategy and Policy



Current Policy as of: September 2018

LT Responsibility: Steph McCoy

Governor Committee: Pupil Wellbeing

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."

Key for Sub-groups:

SEND	Non	Pupils with no identified educational need
	St	Pupils with a statement of educational need
Other	FSM	Free School Meals
	MA	Most Able
	LA	Least Able
	EAL	English as an Additional Language
	LAC	Looked After Child
	YC	Young Carer
	PP	Pupil Premium
	Dis	Disadvantaged Pupils (LAC plus PP pupils)

1. INTRODUCTION & PURPOSE

This strategy sets out Handsworth Grange Community Sports College's approach to Closing the Gap and pupil intervention. It also outlines how the school plans to utilise the Pupil Premium (PP) and Catch-Up Premium funding to effectively raise standards of progress and outcomes for all pupils.

At Handsworth Grange Community Sports College (HGCS) 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 HGCS 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 progress gap between groups and individuals through Quality First Teaching; well planned and differentiated lessons that stretch and challenge 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 gap is closed rapidly through the use of timely and appropriate interventions.

Currently 35% of our pupils are supported by Pupil Premium funding.

2. AIMS & OBJECTIVES

Key Aims:

1. To embed 'Closing the Gap' across the whole school, using a range of resources and strategies.
2. To improve knowledge and understanding of Closing the Gap strategies and interventions of staff and to share good practice through CtG Co-ordinators.
3. To reduce in-school progress gaps between CtG cohorts/individuals and their peers, particularly for PP pupils.
4. To improve the life chances and choices of all pupils through improved attendance and raising aspiration.

Success Criteria:

- Progress gaps narrow for all identified target groups/individuals.
- Attendance gaps between PP and non-PP pupils narrow and PP attendance is closer to National (93.5% RAISE validated 2015).
- Year 11 CtG cohorts will have positive a Progress 8 score.
- PP P8 score is within 0.30 of non-PP pupils (Year 11)
- Progress gaps in English and Maths narrow rapidly across school for PP pupils in particular.

3. RATIONALE & CONTEXT

- **A significant percentage of our pupils have poor literacy and/or numeracy levels when joining the school**

The percentage of pupils with a reading age below their chronological reading age on entry shows a rising five-year trend as a result of a change in the feeder primary schools and an increase in the proportion of EAL pupils. A lack of literacy skills is impacting on pupils' progress. The gaps need to be closed rapidly to ensure all pupils make at least the expected levels of progress by the end of Key Stage 4. A bespoke, literacy and numeracy based curriculum ('Closing the Gap Pathway') is in place to address these issues. Least Able (LA) pupils have the most positive progress score across pupil groups in all year groups, but this needs to be an on-going focus. *In 2016-17 we aim to continue to deliver positive progress gaps for LA versus non-LA pupils, in addition to continuing to improve reading and maths ages so that they are closer to pupils' chronological ages. Literacy testing with Year 7-10 will help us to identify and address literacy needs across the curriculum for groups and individuals. We aim to ensure pupils have the literacy levels required to access exam papers, texts and life throughout and beyond school.*

- **Low aspiration affects some PP pupils' motivation to make expected progress**

Pupil Premium funding will continue to be used to ensure PP pupils have access to careers interviews and Connexions support, in addition to Further and Higher Education enrichment opportunities with local Universities. Experiences which link progress in school to the world of work through SMSC Enrichment Days are crucial in enabling pupils to strive for more. Classroom teachers will be working on developing independence and a Growth Mindset with pupils. Enrichment in 2016-17 will include the Duke of Edinburgh Award for the first time in many years, which is highly valued by employers, training providers and colleges.

- **Social disadvantage can impact on support from home**

Engaging harder to reach parents/carers is something we feel very strongly about. We are working hard to support parents and pupils, but feel we can go further. This year we will be even more proactive in our contact with home and aim to increase PP attendance and homework support; more parental voice and strive for greater parental engagement in progress meetings. Pastoral, Teaching and Closing the Gap staff will be talking more about pupil progress and together we will communicate clearly and more often, based on pupils' individual needs. Progress meetings for pupils not making expected progress will take place after each data collection.

- **PP attendance has improved in some year groups but is lower than their peers and lower than National Average for FSM pupils.**

In 2015-16 whole school PP attendance was 91% compared to 95% for non-PP pupils. We want to ensure that attendance gaps between PP and non-PP pupils narrow and PP attendance is at least closer to National (93.5% RAISE validated 2015). The Pastoral Team, teaching staff, Form Tutors and our EWO will target pupils for attendance support and intervention. We are working harder to raise the profile of attendance across the school and with parents. We would like all pupils to be closer to 96% and strive for 100%. Part of this is supporting more vulnerable pupils with complex social, emotional, behavioural and medical issues. Our onsite Alternative Provision Unit provides a bespoke curriculum for vulnerable pupils who are at risk of permanent exclusion.

	2014-15 Whole School	2015-16 Whole School	Year 7 2014-15	Year 7 2015-16	Year 8 2014-15	Year 8 2015-16	Year 9 2014-15	Year 9 2015-16	Year 10 2014-15	Year 10 2015-16	Year 11 2014-15	Year 11 2015-16	Average FSM v Non-FSM (RAISE) 2014-15	School Average FSM v Non-FSM (RAISE) 2014-15
PP % Attendance	91.0	91.0	93.5	93.4	92.0	92.4	90.4	91.4	90.0	87.7	88.9	90.3	93.5	92.0
Non-PP % Attendance	95.7	95.0	96.7	94.2	94.8	95.1	96.2	93.6	95.5	95.4	95.3	96.7	95.7	96.2
Gap % Attendance	-4.7	-4.0	-3.2	-0.8	-2.8	-2.7	-5.8	-2.2	-5.5	-7.7	-6.4	-6.4	-2.2	-4.2

- **Engagement, aspiration and independence of Most Able PP pupils**

Quality First Teaching and Learning is at the heart of our Closing the Gap Strategy. We heavily invest in staffing and in the continuous professional development of staff to ensure lessons are the best they can be and to ensure they meet the needs of all pupils. This includes Most Able (MA) PP pupils. The MA Co-ordinator will work with staff across school to support MA pupils who have a negative progress 8 score; to ensure opportunities for stretch and challenge occur consistently in the classroom and outside of curriculum time; ensure support is available in terms of access to resources and to promote Growth Mindset, independence and engagement in the learning process. Parental involvement and pupil voice will feature more, as will University trips and enrichment activities such as Stretch and Challenge Clubs, STEM trips, Mock Magistrates Trial and continued Y6 Transition for MA pupils. We want to ensure more MA pupils are making better than expected progress in each year group and across subjects.

We will continue to use Pupil Premium and Catch-Up Premium funding to raise the aspirations of and improve outcomes for disadvantaged individuals of *all abilities* to reach their potential. In providing intervention and support we do not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of PP and non-PP pupils.

- **Significant gaps in outcomes exist for certain pupil groups and individuals.**

Analysis of data shows that there are still gaps between PP and non-PP pupil outcomes in English and Maths. Appropriate and effective intervention and Quality First Teaching and Learning strategies need to be shared and effectively embedded to ensure these gaps close rapidly so that all pupils make at least expected levels of progress by the end of key stage 4.

- **The nature of the cohort on entry is changing.**

The ability of Year 7 cohorts on entry (based on KS2 APS) show a decreasing trend and an increasingly negative differential between the school's KS2 APS and the national

figures. This difference is significant for all year groups in school, except Year 7 where we have no national figures to compare to following the introduction of scaled scores, however only 53% of our pupils met the 100 'secondary ready' score at KS2. The proportion of pupils who speak English as an additional language has significantly increased and is now higher than the national average at 40.7%. 49.7% of the Year 7 intake are EAL. The proportion of Pupil Premium pupils has a rising three-year trend and currently stands at 35%.

- **Teaching and learning needs to ensure effective and appropriate strategies and activities are in place on a daily basis to help close progress gaps and meet the needs of all pupils.**

The quality of teaching and learning has improved over the last four years resulting in more pupils making expected or better progress in lessons. There needs to be a clear focus on Closing the Gap pupils in the planning and delivery of all lessons to ensure that learning meets the needs and accelerates the progress of *all* pupils. Timely and appropriate interventions need to be put in place to ensure progress gaps continue to narrow. Newly appointed CtG Co-ordinators will work with teaching and Pastoral staff to share strategies and information to support the needs of individuals, especially PP pupils, who are not making expected progress at each Data Collection.

- ***Pupil Premium and Catch-up Premium funding needs to be used effectively to help close identified gaps. Currently 35% of our pupils are supported by Pupil Premium funding.***

The school needs to continue to effectively utilise and target the additional Pupil Premium funding made available in order to help further close progress gaps. The tables below outline PP expenditure during the 2015-16 financial year and projections for 2016-17.

2015/16 ACTUAL INCOME	£390,465 (£358,465 PP Grant + £32,000 Catch Up Premium)
2015/16 ACTUAL EXPENDITURE	£390,465

STAFFING	£	RESOURCES	£
Primary/CtG Teachers	91,724	PP Resources Budget	10,000
English overstaffing	51,398	PiXL	3,500
Maths overstaffing	43,609	Pet-Xi	2,500
Maths Mentor	32,063	Literacy & Numeracy	1,850
Closing the Gap TAs	32,469	Trip Contributions	400
EWO/PP Attendance	20,254	Y11 Intervention	15,000
EAL Support	20,590	Revision Camps	5,000
EAL Coordinator	2,776	Uniform and Equipment for Pupils	1,500
Connexions Support	7,332	Specialism	5,000
Teacher Coaches Overstaffing	5,500	HOLA EAL	2,000

Lead Teacher Bursaries	12,000	Alternative Offsite Curriculum Provision	4,000
		ECDL	5,000
		Rewards	3,000
		Additional CPD	12,000
Total	319,71 5	Total	70,750

2016/17 ESTIMATED PP INCOME	£374,445 (£343,445 PP Grant + £31,000 Catch Up Premium)
2016/17 EXPENDITURE	£374,453

STAFFING	£	RESOURCES	£
Primary/CtG Teachers	105,997	PP Resources Budget	10,000
English overstaffing (FT 33%)	16,237	Attendance Intervention Strategies	1,000
Maths overstaffing (FT 33%)	14,536	PiXL Subscription & Training	3,500
Maths Mentor	26,012	Pet-Xi Maths Intervention	2,000
Closing the Gap TAs	36,007	Literacy & Numeracy Resources/Testing	1800
EWO/PP Attendance	21,096	Trip Contributions	500
EAL Support	52,596	Y11 Intervention	10,000
EAL Coordinator	3,369	Revision Camps	5,000
MA Co-ordinator	1,890	Uniform and Equipment for Pupils	1,500
Literacy Co-ordinator	3,369	Specialism	2,000
Numeracy Co-ordinator	1,890	HOLA EAL	2,000
Connexions Support	7,761	Alternative Offsite Curriculum Provision	2,000
Behavioural Psychologist (FT 60%)	27,333	ECDL	6,500
PP Support/Mentor	500	Rewards	1,500
		Additional CPD for CtG	500
		Breakfast Club	500
		Duke of Edinburgh Award	500
		English and Maths Revision/Resources	4000
		Most Able PP Resources/Trips/Speakers	500
		HE & FE – Raising Aspiration Projects	560

Total	318,593	Total	55,860
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Pupil Premium and Catch-Up Premium funding

Pupil Premium and Catch-Up Premium pupils are part of the School's 'Closing the Gap' strategy which focuses on pupils as individuals and involves a large team of specialists working together to improve the life chances and choices of all pupils.

Our Closing the Gap (CtG) strategy has two tiers, both of which have made excellent use of Pupil Premium and Catch-Up Premium funding:

- 1) **Closing the Gap Pathway:** A bespoke curriculum pathway for pupils with low reading and maths KS2 scores.
- 2) **Closing the Gap Whole School:** Lead staff appointed to support all staff to drive the reduction of gaps in progress, attendance and behaviour.

A closer look:

1) Closing the Gap Pathway:

- Catch-Up Premium and Pupil Premium funding have allowed us to employ three Primary School teachers who specialise in literacy and numeracy. This is a sustainable model which is making a huge impact on the literacy and numeracy of lower ability and many PP, SEND and EAL pupils, but also increasing pupils' confidence to engage in and succeed through literacy and numeracy in the outside world.
- The English curriculum is bespoke to the CtG pathway and is skills based.
- The maths curriculum addresses basic conceptual misunderstandings.
- Funding has secured resources which would ordinarily not be available in secondary schools but which are crucial for the success of lower level learners.
- CtG class sizes are smaller. We have used PP funding to overstaff English and Maths to cater for better pupil to teacher ratios, where expert support can be given.
- We feel that 1:1 and paired intervention from Teaching Assistants is a valuable additional support to our strategy. Primary Staff have led specialist CPD for Teaching Assistants to deliver high quality interventions which allow pupils opportunities to practice skills learnt in lessons.
- Interventions for pupils include Phonics and Lexia.
- Pupils who 'catch up' with their peers in literacy and numeracy are returned to mainstream lessons; those who need further support can now stay with the pathway into Year 11 with the addition of appropriate qualifications e.g. Entry level maths and Step-Up English.
- Pupils from the CtG Pathway will follow a bespoke 'Purple Pathway' at KS4 which supports the emotional, social and academic progress of pupils through to the next stage of their education, employment or training.
- KS3 pupils outside of the CtG Pathway who require additional teaching to consolidate an area of learning are referred by maths and English staff using data tracking. These pupils can access additional maths and reading tutoring within the curriculum. This has been made possible through PP funding for extra staffing to be available.
- Post 16 pupils support the learning of the CtG pathway with Literacy; Numeracy Leaders in Year 10 work in tutor time to support Year 8 numeracy.
- CtG Pathway pupils have three form tutors working together to support one vertical tutor group. They receive lots of specialist SEND, EAL and pastoral support.

2) Closing the Gap Whole School:

- Pupil Premium and Catch-Up Premium funding has ensured that lead staff have been newly appointed to drive the reduction of gaps in progress through:
 - Quality First Teaching (QFT)
 - Early identification of underperformance or low levels of attendance/behaviour
 - Staff CPD to enable the delivery of QFT
- CtG lead to support individuals within the following pupil cohort 'gap' groups:
 - Pupil Premium (includes Looked After Children), Least Able/Catch-Up Premium, Most Able, SEND, EAL and Boys.
 - Whole School Literacy and Numeracy are also included in this strategy to ensure the continued focus across school.
- CtG leads will work with pupils, Pastoral Staff, Teachers, Subject Leaders and Parents/Carers to support pupils to make at least expected progress; attend school regularly and behave in order that Quality First Teaching and Learning can take place.
- At each Data Collection (DC), CtG staff will identify those underperforming. Early identification is crucial for ensuring pupils receive appropriate and timely intervention.
- Heads of Year and Inclusion Staff (EWO, Behavioural Psychologist and Learning Mentors) will work with pupils and their families who require emotional, social, attendance and/or behavioural support or intervention. Heads of Year will be tracking and supporting progress, behaviour sanctions/rewards and attendance. Exclusions for FSM pupils (7.58%) were lower than National Average (16.47% RAISE validated 2015) but were higher than Non-FSM (2.96%). Internal data shows PP pupils accounted for 46% (versus 54% non-PP) of exclusions. LAC exclusions were 1.7% (one LAC pupil had two exclusions). Data requires careful monitoring and intervention as required in light of our new behaviour system.
NB: PP not included in RAISE documentation for National comparison.
- CtG leads will be working together to ensure pupils' needs are met. This could be from a range of methods and resources such as: Buying Prom tickets/Prom Wear; purchasing revision guides/materials; staff mentoring; provision of study support spaces; College and University trips and experiences to raise aspiration; careers advice and support; alternative curriculum provision and resources; breakfast club; intervention staffing and resources; EWO support; Uniform and Equipment.

Please note that we will apply the following principles to supporting pupils:

- *We aim to ensure that teaching and learning opportunities meet the needs of all pupils through Quality First Teaching.*
- *We aim to ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes assessing the needs of socially disadvantaged pupils and that appropriate interventions are put in place.*
- *In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.*

Outcomes for Year 11 PP v Non-PP pupils 2015-16:

Year 11 RESULTS 2015-16	RESULTS	PP	Non PP
Number of Pupils	201	74	127
Progress 8	+0.65	0.5	0.77
% 5+ A*-C incl EnLang & Maths	49.8	35.1	58.3
% 5+ A*-C incl EnLang/Lit & Maths	57.2	37.8	68.5
% A*-C EnLang	57.2	40.5	66.9
% A*-C EnLang/Lit	66.7	45.9	78.7
% A*-C Maths	65.7	48.6	75.6
% A*-C EnLang <u>AND</u> Maths	50.7	36.5	59.1
% A*-C EnLang/Lit <u>AND</u> Maths	58.2	39.2	69.3
% Eligible Ebacc	13.4	5.4	18.1
% Achieving Ebacc	10	5.4	12.6
3LP EnLang	68.8	55.4	75.6
3LP Maths	60.3	39.2	71.7
4LP or above EnLang	23.1	18.9	25.2
4LP or above Maths	22.1	13.5	26.8
Attainment 8	49.6	42.9	53.5

Outcomes for PP v Non-PP groups Year 10 at Exit Poll June 2015-16:

Year 10	Year 10	PP	Non PP
Number of Pupils	201	83	118
% 9-5 in EnLang & M plus 3+ A*-C	27.9	20.5	33.1
% 9-5 in EnLang/Lit & M plus 3+ A*-C	27.9	20.5	33.1
% 9-5 EnLang	40.8	31.3	47.5
% 9-5 EnLang/Lit	40.8	31.3	47.5
% 9-5 Maths	36.8	26.5	44.1
% 9-5 EnLang <u>AND</u> Maths	27.9	20.5	33.1
% 9-5 EnLang/Lit <u>AND</u> Maths	27.9	20.5	33.1
% Eligible Ebacc	8.5	7.2	9.3
% Achieving Ebacc	0	0	0
% 3LP EnLang	77.1	71.1	81.4
% 3LP Maths	49.7	37.3	56.8
% 4LP or above EnLang	24.4	16.9	29.7
% 4LP or above Maths	20.8	12	26.3
Attainment 8	40.56	33.6	45.5
Progress 8	-0.34	-0.54	-0.20

Outcomes for PP v Non-PP groups Year 7 -9 at Exit Poll June 2015-16:

Year 7-9	Year 7	PP	Non PP	Year 8	PP	Non PP	Year 9	PP	Non PP
Number of Pupils	204	79	125	202	67	135	202	73	129
% Above T Target	42.4	44.3	40.8	36.1	28.4	40	45.5	53.4	41.1
% Meeting T Target	47.3	46.8	47.2	47.5	50.7	45.9	35.6	34.2	36.4
% Working Towards T Target	5.4	3.8	6.4	11.4	13.4	10.4	7.4	4.1	9.3
% Significantly Below T Target	4.9	3.8	5.6	5	7.5	3.7	11.4	8.2	13.2
Attainment8	27.8	26.2	28.8	33.3	29.8	35	38.7	32.5	42.2
Progress8 Indicator	-1.89	-1.7	-2.0	-1.51	-1.29	-1.62	-0.86	-0.62	-1
On Course for 9-4 in English	72.5	67.1	76.0	65.8	53.7	71.9	64.4	43.8	76
On Course for 9-5 in English	52.9	45.6	57.6	58.9	49.3	63.7	51	30.1	62.8
On Course for 9-4 in Maths	62.7	55.7	67.2	60.9	47.8	67.4	43.1	23.3	54.3
On Course for 9-5 in Maths	49	41.8	53.6	53.5	43.3	58.5	36.6	15.1	48.8
On Course for 9-4 in English and Maths	57.8	51.9	61.6	50.5	40.3	55.6	38.6	20.5	48.8
On Course for 9-5 in English and Maths	44.1	38.0	48.0	45.5	37.3	49.6	32.7	13.7	43.4

Outcomes for PP v Non-PP pupils in English and Maths: *Exit Poll/Results 2015-16*

YEAR 7	MATHS			ENGLISH		
	PP	Non PP	Gap Maths	PP	Non PP	Gap English
Number of Pupils	79	124		79	124	
% Signif Above T Target	26.6	28.2	-1.60	5.1	1.6	3.5
% Above T Target	32.9	29.0	3.90	55.7	60.5	-4.8
% Meeting T Target	20.3	23.4	-3.10	26.6	26.6	0
% Working Towards T Target	11.4	12.1	-0.70	6.3	8.1	-1.8
% Signif Below T Target	7.6	7.3	0.30	5.1	3.2	1.9
Attainment8 (Whole Year Group)	26.2	28.8	-2.60			
Progress8 Indicator (Whole	-1.7	-2.0	0.30			

Year Group)				
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YEAR 8	MATHS			ENGLISH		
	PP	Non PP	Gap Maths	PP	Non PP	Gap English
Number of Pupils	67	135		67	135	
% Signif Above T Target	7.5	20	-12.50	6	13.3	-7.3
% Above T Target	31.3	34.8	-3.50	50.7	52.6	-1.9
% Meeting T Target	32.8	22.2	10.60	17.9	21.5	-3.6
% Working Towards T Target	17.9	15.6	2.30	4.5	6.7	-2.2
% Signif Below T Target	10.4	7.4	3.00	20.9	5.9	15
Attainment8 (Whole Year Group)	29.8	35	-5.20			
Progress8 Indicator (Whole Year Group)	-1.3	-1.6	0.30			

YEAR 9	MATHS			ENGLISH		
	PP	Non PP	Gap Maths	PP	Non PP	Gap English
Number of Pupils	73	129		73	129	
% Signif Above T Target	5.5	8.5	-3.00	11	7	4
% Above T Target	13.7	27.1	-13.40	43.8	55	-11.2
% Meeting T Target	27.4	25.6	1.80	19.2	19.4	-0.2
% Working Towards T Target	27.4	17.8	9.60	4.1	9.3	-5.2
% Signif Below T Target	26	20.9	5.10	21.9	9.3	12.6
Attainment8 (Whole Year Group)	32.5	42.2	-9.70			
Progress8 Indicator (Whole Year Group)	-0.6	-1	0.40			

YEAR 10	MATHS			ENGLISH LANGUAGE		
	PP	Non PP	Gap Maths	PP	Non PP	Gap English
Number of Pupils	83	118		83	118	
% 9-8	1.2	1.7	-0.50	0	0	0.00
% 9-5	26.5	44.1	-17.60	31.3	47.5	-16.20
% 9-1	83.1	98.3	-15.20	95.2	99.2	-4.00
% Below 3LP	60.2	41.5	18.70	28.9	18.6	10.30
% 3LP	37.3	56.8	-19.50	71.1	81.4	-10.30
% 4LP and above	12	26.3	-14.30	16.9	29.7	-12.80
% 5- / 4+	18.1	27.1	-9.00	8.4	21.2	-12.80

% Target 5, not Est 5	15.7	22.9	-7.20	13.3	23.7	-10.40
Progress 8 (Whole Year Group)	-0.54	-0.20	-0.34			

YEAR 11	MATHS			ENGLISH LANGUAGE		
	PP	Non PP	Gap Maths	PP	Non PP	Gap English
Number of Pupils	74	127		74	127	
% 9-8	4.1	13.4	-9.3	4.1	5.5	-1.4
% 9-5	48.6	75.6	-27.0	40.5	66.9	-26.4
% 9-1	85.1	96.9	-11.8	94.6	100	-5.4
% Below 3LP	60.8	26.8	34.0	44.6	22.8	21.8
% 3LP	39.2	71.7	-32.5	55.4	75.6	-20.2
% 4LP and above	13.5	26.8	-13.3	18.9	25.2	-6.3
% 5- / 4+	0	0	0.0	0	0	0.0
% Target 5, not Est 5	21.6	6.3	15.3	17.6	12.6	5.0
Progress 8 (Whole Year Group)	0.50	0.77	-0.27			

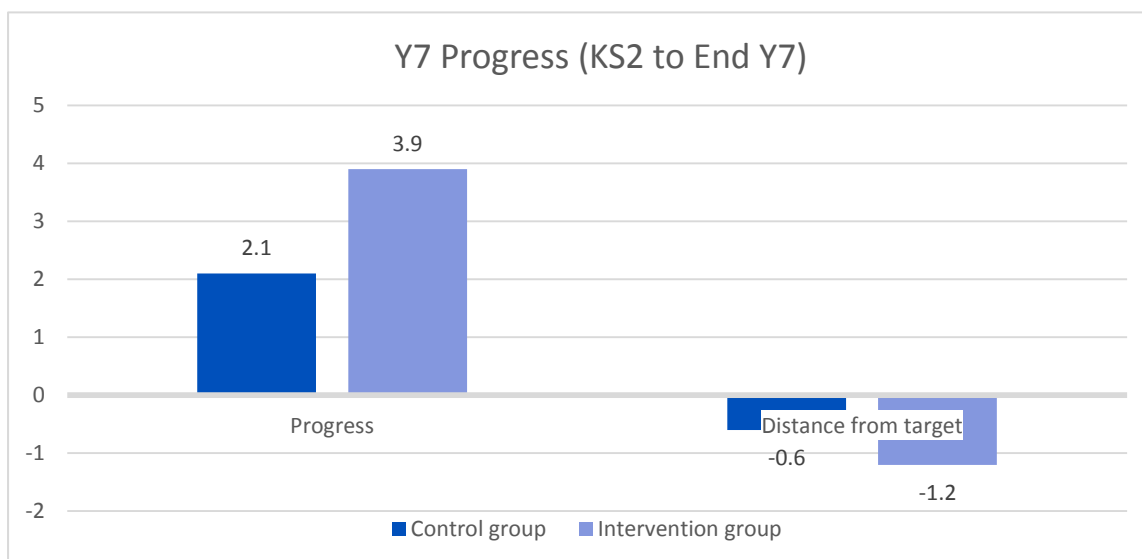
Year 7 Catch-Up Funding: Impact of 2015-16 Provision

Literacy/Reading Ages – 83% of the 23 Year 7 pupils entering the school below level 4 for reading and maths improved their reading ages by over one year (above expected progress). The remaining 4 pupils improved their score but not by more than one year.

Maths Interventions (Year 7)

In 2015-16 16 Year 7 pupils were selected for maths intervention as they were working below their age related expectations and below their progress target. Pupils worked in small groups of between 1 and 6 with a teacher or teaching assistant from the Closing the Gap team to work on improving their conceptual understanding. In 2016-17, PUMA tests are going to be used to more accurately measure the impact of pupils' progress using maths ages.

Data was compared from their KS2 SATs and test sat at the end of Year 7. A control group was selected of pupils with similar starting points and in the same classes as those receiving interventions.



Impact for Maths:

- Pupils receiving maths interventions made on average 1.8 APS (average points score) more progress compared to those pupils with similar starting points who did not receive interventions.
- 50% of pupils who received maths interventions ended 2015-16 working *above expected progress*, with 25% in line with and the remaining 25% below expected progress (all 'Non-Least Able' pupils).

Closing the Gap – Staff Enquiries:

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EAL	Joanne Brocklesby EAL Co-ordinator	jbrocklesby@hgsc.co.uk
Most Able	Lewis Haubus MA Co-ordinator	lhaubus@hgsc.co.uk
Closing the Gap Pathway	Joanne Brocklesby Jane Lovett CtG Pathway Subject Leaders	jbrocklesby@hgsc.co.uk jlovet@hgsc.co.uk
Literacy	Abi Foster Literacy Co-ordinator	afoster@hgsc.co.uk
Numeracy	Sarah Henchley Numeracy Co-ordinator/ CtG Maths	shenchley@hgsc.co.uk
Boys' Progress	Justin Banks Boys' Progress	jbanks@hgsc.co.uk
Looked After	Cath Hartley	chartley@hgsc.co.uk

Children	Senior Teaching Assistant/PP Mentor	
Heads of Year	Year 7 Mike Keys Year 8 Dave Whitehouse Year 9 Kefa Brooks Year 10 Steve Istead Year 11 Clare Akram	mkeys@hgsc.co.uk dwhitehouse@hgsc.co.uk kbrooks@hgsc.co.uk sistead@hgsc.co.uk cakram@hgsc.co.uk

CLOSING THE GAP - 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 or during other times.
- Support departments they line manage to close gaps and identify pupils for timely and appropriate interventions (After each data collection).
- Be role models in using strategies in their own teaching to close gaps.
- Ensure strategic deployment and utilisation of Pupil Premium and Catch Up Premium funding to enable identified achievement gaps to be closed rapidly.
- Produce a Closing the Gap booklet after DC1, making explicit to staff any progress, 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 Closing the Gap booklet who are not making expected progress, attending and/or behaving.
- Ensure timely and appropriate wave 1, 2 and 3 interventions are put in place and collated on the *Whole School CtG 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 Pupil Premium funding and the monitoring of its impact upon Pupil Premium pupil progress.
- Appoint a Pupil Premium Link Governor and ensure Closing the Gap is a standing agenda item on an appropriate Governor sub-committee.
- Keep up to date with the Ofsted framework requirements for Closing the Gap and Pupil Premium funding.

Closing the Gap Leaders will:

- Liaise with Heads of Year and Subject Leaders to ensure all staff have a full picture of the range of intervention strategies in place for individual pupils.
- Ensure all interventions are recorded on the *Whole School CtG Intervention Tracker*.
- Communicate to all staff the educational needs of pupils who have difficulties and provide them with strategies and guidance for supporting those pupils in the classroom.

Individual/Group Responsibilities within the Closing the Gap Team

Closing the Gap Leaders will:

- Use data to identify underachieving KS3 and KS4 pupils in need of additional intervention after each Data Collection.
- Research and share Teaching and Learning strategies to support progress of pupils in their cohort.
- Inform Parents and Heads of Year of any planned interventions taking place.
- Record all interventions on the *Whole School CtG Intervention Tracker (progress, behaviour and attendance)*.
- Co-ordinate one-to-one and small group intervention programmes where appropriate.
- Liaise with intervention staff and Closing the Gap Team to monitor and evaluate the impact of any interventions put in place.
- Review the intervention groups on a half-termly basis and amend the list of target pupils as required.
- Co-ordinate appropriate KS4 intervention programmes such as holiday interventions for CtG pupils (including monitoring CtG attendance and the overall impact of interventions).

The HoY/Pastoral Team will:

- Utilise the Closing the Gap booklet to ensure timely and appropriate pastoral interventions are put in place (after each DC), which support the academic progress of target pupils and groups.
- Track and monitor pupils who are below target for progress, behaviour and attendance and ensure timely and appropriate interventions are put in place.
- Ensure that there is active literacy and numeracy learning during registration periods and that time is allocated to completing the relevant activity booklets.
- Ensure that pupils have an opportunity to reflect on their progress and to set and discuss appropriate targets with their form tutors.
- Identify pupils in need of non-academic, wellbeing related support and provide appropriate intervention to address their specific barriers to learning.
- Communicate with staff where non-academic factors may have an impact on a pupil's capacity to access learning, giving guidance where possible on appropriate support strategies for the classroom.

The Closing the Gap Pathway and SEND team (including EAL support and TAs) will:

- Develop and deliver alternative learning pathways at KS3 for identified cohorts of pupils in need of significant literacy and numeracy support on entry.
- Identify pupils who have low levels of literacy and use further testing to gain a greater insight into literacy difficulties.
- Identify and support pupils with specific needs, such as dyslexia, and provide appropriate intervention.
- Provide intervention strategies using catch-up reading, bespoke reading groups and programmes to support pupils in their literacy across the curriculum.
- Provide support in class and during registration time where necessary and one-to-one out of class support for pupils identified in the Closing the Gap booklet (issued at each DC).
- 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/Transition where possible.
- Use appropriate testing to identify pupils in need of access arrangements for public examinations and then coordinate those arrangements.
- Assess and support pupils on Education, Health and Care Plans, Statements and SEND Support with appropriate interventions to improve reading ages and literacy.

Literacy and Numeracy Coordinators will:

- Plan and lead the 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 to take place on INSET days or during other times.
- Advise other staff in school on Literacy and Numeracy issues
- Develop links with feeder primary schools to identify and support key pupils as part of the transition programme.
- Organise literacy testing for Year 7 and 8 pupils, and investigate appropriate testing methods for Y9-11.
- Co-ordinate tutorial and whole school initiatives. Monitor and track the impact of data relating to Tutor activities.
- Monitor the impact of the Literacy and Numeracy strategies on pupils' progress and attainment and track improvements in reading ages (Year 7-11) / maths ages (Y7-9 intervention pupils).
- Identify pupils in need of literacy and numeracy intervention at each Data Collection and literacy/numeracy tests.
- Coordinate wave 2 and 3 literacy and numeracy interventions and ensure all interventions are recorded on the *Whole School CtG Intervention Tracker*
- Ensure all interventions are recorded on the *Whole School CtG Intervention Tracker*.

The EAL Team will:

- Re-code all EAL pupils' level of fluency, using the new DfE system (A to E, with E being fluent in English).
- Identify key pupils in need of specific EAL-related support and then deliver a programme of appropriate interventions to support their access to the curriculum.
- Identify appropriate support strategies for new arrivals that have little foundation in the English language based on their levels of fluency, including an EAL test on entry.
- Provide EAL intervention strategies using one to one support in class and out of lesson support where required.
- Promote reading amongst EAL pupils through small reading groups.
- Communicate with all staff about EAL pupils and advise on support strategies in order to ensure that pupils' specific needs are met.
- Promote and celebrate the diversity of language within our pupil population and community.
- Liaise with parents of EAL pupils to support literacy development in the home (including the provision of adult literacy classes for parents) and also an appreciation of the value of school-based education.

Subject Leaders will:

- Effectively utilise progress and achievement data, as well as Closing the Gap information, to track progress and attainment of pupils.
- Utilise the Closing the Gap booklet at each DC to ensure timely and appropriate wave 1, 2 and 3 interventions are put in place which support the academic progress 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.
- Use information disseminated through a departmental Closing the Gap leader to help drive strategies for improvement.
- Monitor and ensure that Quality First Teaching is taking place for all pupils.

Teaching Staff will:

- Effectively utilise progress and achievement data, as well as Closing the Gap information, to plan effective lessons which enable all pupils to make at least expected progress.
- Ensure teaching is secure 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 at least expected progress.
- Utilise the DC Progress/Closing the Gap booklets to ensure timely and appropriate wave 1, 2 and 3 interventions are put in place which support the academic progress and achievement of target pupils and groups identified.
- Ensure literacy and numeracy is promoted in all lessons.
- Track and monitor pupils who are not making expected progress 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 – Quality First Teaching (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.
- Scaffolding of activities and modelling of exemplar work and responses.
- 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.
- Opportunities for revision and over learning.
- 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.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance pupil progress and understanding.
- Opportunities for stretch and challenge.

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.

EQUALITY IMPACT AUDIT AND ACTION PLAN

Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.

Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.

Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement *due regard* has been paid to the requirement to:

- i. Eliminate unlawful discrimination, harassment and victimization
- ii. Advance equality of opportunity
- iii. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		X		
2	Disability	X			Should advance equality of opportunity for SEND and pupils with a disability
3	Gender Reassignment		X		
4	Marriage and Civil Partnership		X		
5	Pregnancy and Maternity		X		
6	Race	X			Should advance equality of opportunity through targeted provision for key groups and pupils
7	Religion or Belief		X		
8	Gender		X		
9	Sexual Orientation		X		
Other					

Compiled by: Stephanie McCoy	Approved by Governing Body:
Signature: <i>S D McCoy</i>	Signature:

Print Name: S D McCoy	Print Name:
Date: 31.10.2016	Date:
Revision Number: 3	Next Review Date: 31.09.2017

CtG – PUPIL PREMIUM ACTION PLAN

**The CtG-PP Action Plan is currently
being updated
by the Closing the Gap team.**



Approved by

Governor: **Date:**

Signature: