

Closing the Gap Action Plan and Policy

Filey School



2022-23

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 Filey 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 Filey 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 Filey 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 160 of our pupils are supported by Pupil Premium funding. This equates to approximately 34% of the school population. We estimate for the Year 2022 – 2023 the school will receive £158,093 in funding, an increase of £15,798 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 2022 – 2023 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 2023

Year 7, 8, 9 & 10

- All disadvantaged students to be making progress towards their reading age at or above their chronological age by ATL 4 - 2023

Year 11 Students

In 2023 GCSE examinations:

- Average English Attainment Grade for Disadvantaged Learners to be 4.7
- Average Maths Attainment Grade for Disadvantaged Learners to be 4.7
- Average Science Attainment Grade 4.7 for Disadvantaged learners
- Average Attainment 8 EBAC Target 5.0
- Average 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 Filey in the Summer of 2023.
- 0% are NEETs

Behaviour

During the academic Year 2022 – 2023 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 2022 – 2023 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).

Closing the Gap Policy & Action Plan 2022-23

Enrichment and Extra-Curricular Activities

During the academic Year 2022 – 2023 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 2022 – 2023 the aim is to ensure:

- 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.

2. Identified Barriers to learning

2022-2023 EXPECTED INCOME	202,391
2022-2023 ACTUAL EXPECTED EXPENDITURE	201,907

STAFFING	£	Measurable Outcomes
1 x Attendance officer Reason: To work closely with students and families with attendance concerns to support and improve attendance of key individuals and groups.	18,676	Attendance During the academic Year 2022 – 2023 the aim is to ensure: <ul style="list-style-type: none"> • 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.

Closing the Gap Policy & Action Plan 2022-23

Alternative Learning Centre manager	34,385	Behaviour During the academic Year 2022 – 2023 the aim is to: <ul style="list-style-type: none"> • Reduce FTE of disadvantaged students to 22% 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 22% 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 22% of overall internal exclusion instances. This is in line with the number of disadvantaged students in the whole school population. 	
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. Assistant Learning Centre HLTA 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.	24,038		
Additional Teaching Resource Science	54577	<ul style="list-style-type: none"> • Science grades for disadvantaged students to be in line with national average. 	
0.5 Careers Advisor	3159	<ul style="list-style-type: none"> • All Disadvantaged students to be in education on leaving Filey in the Summer of 2023. • 0% are NEETs 	
RESOURCES	£		
Additional Outreach	26,250	Progress During the academic Year 2023 – 2023 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	

Closing the Gap Policy & Action Plan 2022-23

Core subject Intervention – resources and transport	6,000	<p>expected progress in English and Maths ATL 4 - 2023</p> <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- 2023</p>
<p>School Led Tutoring Top up</p> <p>1-2-1 intervention for pupils. Online tutoring via the NTP. 40 % contribution</p>	17,820	<p>Year 11 Students In 2023 GCSE examinations: 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%</p>
<p>Revision Guides</p> <p>Reason: To ensure students have access to available revision materials across all subject areas.</p>	1,500	<p>Progress 8 Target 0 for all Disadvantaged students. All Disadvantaged students to be in education on leaving Filey in the Summer of 2023. 0% are NEETs</p>
<p>SMID – New tracking system to predict and monitor student progress</p>	3,000	
<p>Resources and Materials in Technology</p> <p>Reason: To ensure students can fully participate in all practical lessons where extra resources such as food ingredients may be required.</p>	2,000	<p>High Quality Teaching During the academic Year 2022 – 2023 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).</p>
<p>Subsidised Music Lessons Y7-8 and BTEC perf Arts pupils</p> <p>Reason: To ensure students can fully participate in all aspects of school life and engage in extra-curricular aspects of school. Promote academic rigour with disadvantaged students.</p>	5,000	<ul style="list-style-type: none"> Disadvantaged pupils account for at least 25% of pupils taking Music lessons

Closing the Gap Policy & Action Plan 2022-23

Excursion Fund- High Impact Experiences and Transport	5.500	Enrichment and Extra-curricular Activities During the academic Year 2022 – 2023 the aim is to ensure: <ul style="list-style-type: none"> • 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.
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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 governors 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.

Closing the Gap Policy & Action Plan 2022-23

- 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.
- 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 Faculty Leaders 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 NGRT 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 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 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.

Closing the Gap Policy & Action Plan 2022-23

- 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.

Closing the Gap Policy & Action Plan 2022-23

3. ACTION PLAN

Timescale: All targets and planned strategies are to be completed with the 2022-2023 academic year

Governor Monitoring: The Governing Body will have Narrowing the Gap as a standing agenda item. This will allow them to review the strategies and track progress against the plan. A Pupil Premium Link Governor will be appointed.

Monitoring the Quality of Teaching and Learning and Marking: FLs and SLT will monitor using active patrols, student tracking and TEACH QA protocol. 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 Filey.	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. Continue to monitor Year 11 Disadvantaged students weekly engagement to ensure best support for progress. Track the spending and provision in place for disadvantaged students to better monitor impact.	No cost - MAN	Year 7 & Year 8 No gaps to emerge in English, Maths and Science in Year 7 and Year 8 ATL data. Year 9, 10 & 11 English Attainment Grade for Disadvantaged Learners to be 4.7 Maths Attainment Grade for Disadvantaged Learners to be 4.7 Science Attainment Grade 4.7 for Disadvantaged learners Progress 8 Target 0 average for disadvantaged students.	GCSE Examination Results 2023 Attitude to Learning Data and SMID Data Student Questionnaires / PAS surveys Reading Age Data Department Trackers in English, Maths and Science. Raising Standards Leader ATL meetings Year 11 monitoring meeting information
	Core subject (Maths, English, Science)	£17,820		

Closing the Gap Policy & Action Plan 2022-23

	1-2-1 Intervention for Year 11.		Attainment 8 EBac Target 5.2 Attainment 8 Open Entries Target 5.0	
	H/wk room ICT 2 staffed every day for Year 11 use.	Support staff	Grade 4 & above GCSE English and Maths	
	Disadvantaged Students provided with revision guides across all subject areas to aid effective revision.	£1986 FL/SL / MAn -	Grade 5 & above GCSE English and Maths 35%	
	All teaching staff set targets through performance management for Disadvantaged students	No value HOD / SLT links	All disadvantaged students to be making progress towards their reading level at or above their chronological age.	
	SMID report to allow staff to better understand their department data better. – Develop a better understanding of P8 and A8	£3,000 MAn	All disadvantaged students to be in education on leaving Filey School. 0% are NEETs	
	Free ingredients and practical resources provided in technology and other lessons for disadvantaged students.	£2000 HOD / MAn		
	The continuation of a whole school	£1,200 Contribution to Lexia		

Closing the Gap Policy & Action Plan 2022-23

	<p>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. Whole school CPD, use of E Platform.</p>	NSi/ MAn		
	<p>Use of Year 7 Literacy and Numeracy catch up money to work with disadvantaged students who demonstrate literacy and numeracy barriers to learning.</p>	NSi/ MAn		
	<p>Following each ATL cycle Y11 students will be directed to attend a maximum of 3 after school classes, where they require support. English, Maths & Science is the priority then subjects which count for students' P8 and A8.</p>	No value SLT		
	<p>All disadvantaged students to receive a careers interview in</p>	£6,318 Careers Advisor 50% of cost paid for by		

Closing the Gap Policy & Action Plan 2022-23

	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%.	Disadvantaged funding. APi		
	A timetabled series of Motivational activities to engage all Y11 learners throughout the year.	APi/ JGu		
	Focused High Quality Teaching in Year 7 English and Maths using more informed data from GL Assessments to allow for earlier identification of barriers to learning and gaps in knowledge and skills.	£5000 NSi/ MFr/ MAn		
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 excludes and consequence students to reduce exclusions and instances of consequences.	£58,423	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
	ALC will be used to re-	Costs see above		

Closing the Gap Policy & Action Plan 2022-23

	engage disadvantaged learners returning from lengthy exclusions or who are struggling to cope with mainstream lessons.		Reduce consequence C5 instances of disadvantaged students to 22% of overall consequence 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	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.	
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.	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	No value MAn, JCa, MBr, JCI, APi	100% of teaching in English, Maths and Science will be at or above the expected standard for Disadvantaged students. Marking for disadvantaged students will be judged at or above the expected level in 90% of marking trawls for	SLT active patrol drop in and marking trawl monitoring SLT active patrols SLT line management

Closing the Gap Policy & Action Plan 2022-23

	the Bromcom system. Send out examples of annotated plans. Encourage staff update these every ATL cycle		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 FL and SLT links every ATL cycle in order to ensure disadvantaged students are taught by the strongest staff members.	No Value SLT / FL		
	Quality assurance processes to have focus on disadvantaged students. This involves lesson observations, QA marking and feedback monitoring, planner trawls	No value SLT / FL		

Closing the Gap Policy & Action Plan 2022-23

	and homework trawls.			
	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.	NSi/ MFr/ KFr TASSOMAI funding £4000		
Enrichment, Extra-curricular and Parent Engagement – To ensure that disadvantaged students take full advantage of the enrichment and extra-curricular activities on offer at Filey.	Excursion and Taxi fund to allow disadvantaged students to attend school trips and after school interventions where parents are struggling to find funds	£5,500 MAn/ MBr/ JRo/ JGu	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
	HOY to remain with year groups all through school life apart from Y7 to improve continuity an parental engagement.	No additional Cost	Student's attitudes to learning will improve as a result of visits.	
	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.	Attendance Officer £27,149 JEm/ CJa/ APi		

Closing the Gap Policy & Action Plan 2022-23

Attendance To improve student attendance with a particular emphasis on disadvantaged learners.	Weekly review meetings to discuss the attendance of disadvantaged students.	SLT/ HoY	Attendance of disadvantaged students will be in line with non-disadvantaged students. Persistent absentees of disadvantaged students will be less than the Scarborough area and North Yorkshire average.	Attendance data for weekly, ATL cycles and yearly. Data on number of persistent absentees
	Engage with difficult parents earlier in Year 7 based on primary attendance.			
	Mentor groups to focus on the importance of attendance. SLT links to ensure attendance conversations are occurring on a weekly basis.	No value JEm/ SLT		