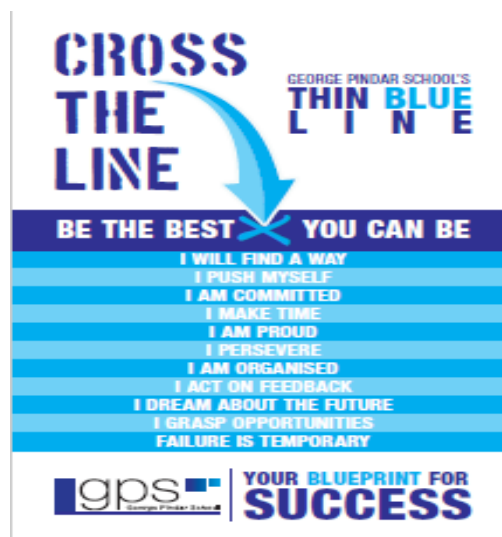




Closing the Gap Policy and Action Plan



A Whole School Approach

Five key-targeted areas



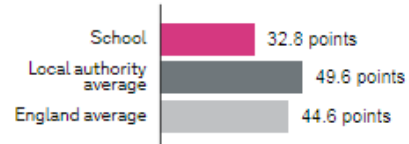
GPS 2016/2017 cohort Key Progress Indicators

Progress 8 score ?

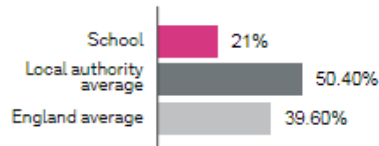
Well below average -0.66

[More score details](#) ?

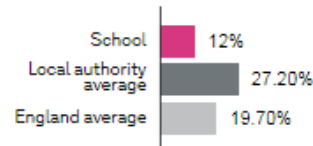
Attainment 8 score ?



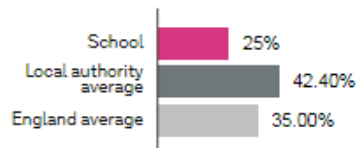
Grade 5 or above in English & maths GCSEs ?



Achieving EBacc at grade 5/C or above ?



Entering EBacc ?



Staying in education or entering employment ?



	School	Local authority state-funded schools	England state-funded schools
Number of pupils	109	5904	527859
Grade 4 or above in English and maths GCSEs *more info	41%	71.10%	63.90%
Achieving the EBacc at grade 4/C or above *more info	12%	29.50%	23.70%
	School disadvantaged pupils	England state-funded schools other pupils	
Number of pupils	51	384273	
Progress 8 score and confidence interval	-0.96 (-1.3 to -0.62)	0.11 (0.11 to 0.11)	
Attainment 8 score	26.8	49.8	

2016/2017 - Attendance Analysis

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	295	88.79	6.12	5.09	2.71	0.24
Not Pupil Premium	372	94.96	3.25	1.79	1.77	0.10

GPS 2017/2018 Cohort Demographic

	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
Free School Meals	30.07%	46	40.00%	52	34.40%	43	39.52%	49	40.71%	46	36.59%	236
English as Add'l Language			2.31%	3	0.80%	1					0.62%	4
Pupil Premium	44.44%	68	43.08%	56	32.80%	41	36.29%	45	42.48%	48	40.00%	258
Medical Condition	23.53%	36	26.15%	34	24.00%	30	37.10%	46	28.32%	32	27.60%	178
Service Children	0.65%	1			0.80%	1			0.88%	1	0.47%	3
In Care	0.65%	1	0.77%	1	1.60%	2					0.62%	4
Young Carer	1.31%	2	0.77%	1	0.80%	1	1.61%	2			0.93%	6
SEN Needs	11.11%	17	21.54%	28	32.00%	40	33.87%	42	38.05%	43	26.36%	170
SEN Status	16.99%	26	13.85%	18	11.20%	14	12.10%	15	13.27%	15	13.64%	88

Pupil Premium Strategy Review (Jen Cave, Marc Rowland).

Next Steps.

Recommendation	Action
Agree on a collective vision and ambition for all pupils, regardless of background.	All staff to have an input into a 'collective agreement'. CPD Starter activity.
Analyse the barriers to learning, including Teaching and Learning and pupils and families.	Online survey generated by BMU to send to parents. Pupil voice undertaken in each year group.
Working Party set up with specific expert practitioners chosen. Closing the gap team and staffing structure formulated.	Key Stage 3, Key Stage 4 Teaching and Learning Closing the Gap Co-ordinators employed. TLR/honorarium awarded. YTSA 'Closing the Gap' team formulated. Research School team formulated. All teams to formulate the wider 'Closing The Gap Working Party'.
Analyse why the attendance of PP pupils is low.	Parent Survey. Information that sent to Tutors clearly identifies PP. Tutor priority conversations. Learning Mentors aligned to all year groups.
Analysis of Extra Curricular participation - aspirational target set. Barriers analysed and eradicated.	Archbishop of York participation used as a baseline. Parent survey and pupil voice undertaken.
Contact and visit R. Robertson at Scalby School to focus on Culture.	Arrange visit to Scalby and set up termly meetings to focus on key reflections and improvements.
Use evidence based practice to inform CPD decisions.	<ul style="list-style-type: none"> • TLCs set up in the following areas. <ol style="list-style-type: none"> 1. Metacognition 2. Relationships 3. Resilience 4. High Expectations 5. Language Poverty 6. Targeted Feedback <p>Join the Settrington Research School and engage in evidence-based projects.</p>
Agree with Middle Leaders Faculty	Protocol for 'Steps to Success' meetings to change to incorporate bespoke faculty targets. BMU to set specific T+L

specific strategies to tackle underperformance.	focuses. Co-operative learning used as the foundation for improvement.
Modelling of excellent practice	Closing the Gap team will undertake this in lessons, CPD, filmed lessons and coaching.
Improve the extent of language deprivation and attitudes to learning.	The embedding of the Thin Blue line continues with staff and pupils. Literacy co-ordinator meeting to take place with key areas of improvement to be agreed. Key strategies to improve language deprivation derived from UCL research into vocabulary.
Develop a clear sense of accountability. Improve internal quality assurance.	Jen Cave to quality assure HTG. SLT evaluation of HTG and processes.
The SENCO should observe learning and then support, coach and challenge teachers where appropriate.	Re-distribution of job role to incorporate observations and capacity to support and coach staff. MITA project to undertake and align with the new approach.
Learning Mentors are provided with the appropriate training to undertake the role. Resources deployed amongst all year groups.	LMs will visit Achievement Unlocked School Hemsworth Grange for a full day and work with their LMs – job evaluation set after this. Pastoral and attendance approach increased.

Our Pupil Premium Culture

George Pindar School is committed to ensuring that all of our pupils surpass national expectations.

We want our pupils to achieve their potential and be ready to take their place in an ever changing and competitive society.

We understand that additional resources maybe need to ensure our pupils achieve their personal goals and ambitions.

Quality first teaching is our number one focus and therefore all departments at George Pindar School aim to ensure;

- Highly focused lessons with appropriate personalised objectives
- High levels of pupil engagement within their own learning
- High levels of interaction for all pupils through a variety of strategies.
- Appropriate use of teacher questioning, modelling, explaining and consolidating.
- An emphasis on learning through dialogue, with regular opportunities for pupils to work collaboratively.

- An expectation that pupils will accept responsibility for their own learning
- Regular use of encouragement and authentic praise to engage and motivate pupils
- A focus on literacy and a relentless drive on abolishing language poverty.

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 Wednesday CPD.
 - 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.
 - Make explicit to staff any progress, behaviour and attendance gaps for all pupil groups and individuals across all year groups.
- Ensure all staff are aware of the key pupils, groups of pupils, and target groups identified within the Closing the Gap policy who are not making expected progress, attending and/or behaving.
- Ensure timely and appropriate wave 1, 2 and 3 interventions are implemented and reviewed.
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

The 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 every meeting where possible.
- Keep up to date with the Ofsted framework requirements for Pupil Premium provision.

Teaching and Learning 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.
- 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.
 - Drive and implement key teaching and learning strategies
 - Engage and drive research projects and report to leaders and teachers the findings.
 - Model best practice in all that they do.

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 team at each DC to ensure timely and appropriate wave 1, 2 and 3 interventions are put in place that 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 to enable all pupils to make at least expected progress.
- Ensure teaching is secure on a daily basis and lessons are differentiated in order to meet the needs of all pupils
- Ensure opportunities are provided for all pupils to make at least expected progress.
- Utilise the Closing the Gap team to ensure timely and appropriate wave 1, 2 and 3 interventions are put in place that 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.

Deciding on our 2017-18 Budgeted Pupil Premium Spend

At George Pindar School, we are very much aware of an ever-growing body of evidence documenting best practice surrounding the use of Pupil Premium. We have also developed our own approach to the Pupil Premium through engaging in Settrington Research School and Scarborough Teaching Alliance Pupil Premium projects. Therefore, we have revised, for 2017-18, the ways in which we are planning, budgeting, reviewing and then measuring the impact of our allocation. In the first instance, we continue to access the growing body of evidence provided by the EEF and the recommendations through our Pupil Premium review with Marc Rowlands (November 2017).

Evidence Based impact

Intervention	Cost	Evidence	Impact	Strategies
Feedback	££	★★★	8 Months	2017: New Feedback and marking policy targeting DART, green pen feedback and pink pen praise.
Metacognition	££	★★★★	8 Months	2018: Crafting Learning Conversations Project undertaken in school. Formulation of 'metacognition' Teaching and Learning Community (TLC).
Peer tutoring	££	★★★★	6 Months	
Early Years Intervention	£££££	★★★★	6 Months	
1-2-1 Tuition	££££	★★★★	5 Months	Wave 3 intervention undertaking during holidays with small or 1-2-1 tuition undertaken.
Homework	£	★★★	5 Months	
Collaborative Learning	£	★★★★	5 Months	2018: STA closing the Gap project undertaken. Collaborative Learning TLC formulated.
Mastery Learning	££	★★★	5 Months	Wave 2 intervention policy focuses on the mastery approach to revision and information retention.
Phonics	£	★★★★	4 Months	
Small Group Intervention	£££	★★	4 Months	Learning Mentor (LM) small group intervention undertaken in English and Maths. Holiday club intervention.
Digital Technology	£££	★★★★	4 Months	

Social & Emotional Learning	££££	★★★★	4 Months	PHSE lessons as part of the main curriculum with key weekly focuses and drop down days directed at this area.
Parental Involvement	£	★★★	3 Months	PP welcome days introduced – LM weekly phone calls.
Reducing Class sizes	£££	★★★	3 Months	
Summer School	£££££	★★	3 Months	
Outdoor Adventure Learning	£££	★★	3 Months	
Sports Participation	£££	★★★	2 Months	Archbishop of York Young Leaders Award undertaken.
Arts Participation	££	★★★	2 Months	Archbishop of York Young Leaders Award undertaken.
Extended School Time	££	★★	2 Months	
individualised instruction	£££	★★★	2 Months	
After School Programme	£	★★★	2 Months	Archbishop of York Young Leaders Award undertaken.
Learning Styles	££££	★★	2 Months	
Mentoring	£	★★	1 Months	LMS mentoring PP pupils throughout all year group's dependant on specific need.

Pupil premium strategy statement (secondary)

1. Summary information					
School	George Pindar School				
Academic Year	17/18	Total PP budget	£269280	Date of most recent PP Review	11/2017
Total number of pupils	645	Number of pupils eligible for PP	258	Date for next internal review of this strategy	09/2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2016- 2017)	23.53%	41%
Progress 8 score average	-0.96	-0.39
Attainment 8 score average	26.78	38.13

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	- Pupils in Year 7 - 11 have average CATs scores significantly lower than national average. In general, pupils in receipt of Pupil Premium funding enter Year 7 with lower Key Stage 2 assessment data reflecting the need to develop reading, writing and mathematical skills over the course of the academic year.
B.	- Standards of behaviour demonstrated by a small proportion of Key Stage 3 and Key Stage 4 pupils eligible for Pupil Premium funding could potentially have a detrimental effect on their academic progress.
C.	- Increased number of pupils eligible for PP being recognised as having social, emotional mental health issues that are significantly affecting their learning. For some this presents as behaviour issues, which is having detrimental effect on their academic progress and that of their peers.
D.	- High attaining pupils do not make sufficient progress over time.

External barriers *(issues which also require action outside school, such as low attendance rates)*

A.	To increase attendance of PP pupils currently - 91.4% PP vs Non PP 93.3% (Jan 2018).
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B.	Pupils who are eligible for Pupil Premium funding may arrive at GPS lacking aspiration and educational ambition. Furthermore, low levels of cultural capital may be evident on entry.	
C.	Some PP pupils have difficult home learning environments and therefore extended learning can be a challenge.	
4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Increase the amount of effective lessons taking place on a consistent basis in order to improve PP outcomes.	To ensure 100% of all lessons are judged at least good or better by the end of the academic year.
B.	To reduce the amount of negative behaviour points and increase the amount of positive behaviour points for PP pupils. Furthermore, to reduce the amount of FTE for PP pupils.	The amount of positive points are higher compared to non-PP peers. The amount of behaviour points are lower compared to non-PP peers. The amount of FTE reduces by 25%.
C.	Improved rates of progress across KS4 for low and mid prior attainment pupils eligible for PP.	Pupils eligible for PP identified as low and middle attaining from KS2 levels / raw scores make expected or better than expected progress against their starting points so that 90% or above are on track to achieve positive progress 8 scores. Where they are not, faculties are putting in place wave 1 and 2 interventions, monitored by Heads of Faculty and Senior Leadership.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 7% or below. Overall attendance among pupils eligible for PP improves from 89% to 94%.

5. Planned expenditure	
Academic year	2017/2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Effective Teaching and Learning for all pupils using Pupil Premium (PP) Review recommendations as a cornerstone for targeted improvement.</p>	<p>Formulation of 'Teaching and Learning Communities' focuses on key strands of practical pedagogy; -Metacognition -Resilience -High expectations -feedback -Language Poverty</p>	<p>Key rational derived from our PP review (November 2017). EEF research base supports the areas chosen and the impact on quality first teaching for all in raising achievement of PP pupils.</p>	<p>Senior Leadership Team to review and monitor the TLC process during each CPD session. TLC action plan and research plan to be monitored by the Deputy Head Teacher - BMU.</p>	<p>BMU</p>	<p>Termly</p>
<p>High levels of progress in reading writing and mathematics for KS3 and KS4 Pupils eligible for PP.</p>	<p>Placement of high quality teachers with the students who need to make most progress. HLTA employed in maths in order to provide small group intervention and sustained wave 1 quality teaching.</p>	<p>High quality wave 1 teaching has been shown to have a significant impact on the progress of disadvantaged students. Furthermore, this was the main recommendation from our November 2017 PP review.</p>	<p>Careful review of staffing after Faculty Leaders have assigned groups and teaching staff. Ongoing checks as set changes and staffing changes are made. In class intervention data assessed regularly.</p>	<p>JCA/JOD</p>	<p>Half termly</p>

<p>Increased literacy levels throughout all year groups. Increased awareness of the importance of literacy. The reduction in language poverty amongst all year groups.</p>	<p>Increased tutor time for all year groups with a specific literacy plan formulated.</p> <p>Literacy Co-ordinator employed to have an overview of literacy and numeracy resources and whole school literacy and numeracy agendas.</p>	<p>ARTI scores indicate a need for an increased literacy focus amongst all year groups. Language poverty was highlighted as a key concern in our PP review (November 2017).</p> <p>Sutton Trust Report indicates high levels of literacy key driver in raising the progress and attainment for PP pupils.</p>	<p>SLT and Literacy co-ordinator monitoring and evaluation of Tutor time activities. Pre timetabled ARTI test with evaluation of scores undertaken during Steps to success meetings with HOD.</p>	<p>JOD/LVA</p>	<p>Half Termly</p>
<p>Provide regular CPD for associate members to the leadership team and middle leaders in order to improve teaching and learning and the use of specific validated resources.</p>	<p>The School is members of the PiXL Club. This allows staff to engage in national recognised research based training and the use of high quality resources</p>	<p>The PiXL Club allows ongoing CPD for our staff. Ongoing high quality CPD was a key recommendation from our PP review (November 2017).</p>	<p>Dependant on the need of the school/individual specific staff are chosen to attend the training. Approached such as the Walking Talking Mock are discussed during SLT strategic meetings with a clear plan formulated. Other approaches are discussed and reviewed during fortnightly HOF meetings.</p>	<p>JOD</p>	<p>Dependant on area.</p>
<p>Accuracy of assessment.</p>	<p>Review and monitor data through KS3 and KS4 RIG meetings. Standardisation of assessment through cross department marking and engagement in current specification CPD.</p>	<p>Accurate assessment in order to pitch lessons appropriately and implement intervention when needed. It allows the pupil to take ownership of learning and know what is needed to improve to a higher grade.</p>	<p>KS3 and KS4 collections. Standardisation meetings. Monitoring and evaluation of lessons. Feedback and marking evaluation.</p>	<p>JOD</p>	<p>Dependant on collections and meeting schedule.</p>
<p>Co-operative learning methods.</p>	<p>CPD to ensure staff are confident in delivering cooperative based learning to enable better levels understanding and oracy amongst pupils.</p>	<p>The EEF report a consistently positive research base with regards collaborative learning.</p> <p>In order to improve language poverty cooperative learning can improve this by the very nature of its approach.</p>	<p>Monitoring and evaluation of lessons. Pupil and teacher questionnaires.</p>	<p>BMU</p>	<p>Half termly</p>
<p>Total budgeted cost</p>					<p>£43,021</p>

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High levels of progress in reading and writing and mathematics for KS3 Pupils eligible for PP and SEN support.	Additional literacy and numeracy support facilitated by Learning Mentors through mentoring, in class support and whole school Catch Up Club.	Provision of targeted support to those pupils who require it to improve progress and increase the amount of time available to enhance knowledge and skill base.	Careful choice of pupils highlighted through current data and monitored by Senior Leadership Team. Weekly agenda topic facilitated by Assistant Head Teacher.	JCA	Half Termly
To ensure that the Progress 8 score for disadvantaged students compared to non-disadvantaged students is significantly reduced from -0.96 to at least -0.40.	Implement a PP first bespoke policy across all departments centred on teaching and learning. HOF and Seconds in faculty to implement a commonality approach to PP provision in the department. Areas to consider for staff are marking, feedback (live and written), seating plans and co-operative learning. Monitoring and evaluation of this cohort and timely wave 1-3 interventions when needed.	Key recommendations from our PP review (November 2013) considered. EEF evidence based research and NYCC achievement unlocked findings support the need for a PP first policy being adopted by all staff in order to raise awareness and improve attainment.	Monitoring and evaluations of departments. 4 Matrix data. Evaluation of attendance, behaviour and achievement data.	HOF/SLT	Half Termly
Increased aspirations and engagement in post 16 provision.	Full time Careers Advisor to have careers interviews with all disadvantaged pupils in year 10 and 11. Careers evenings/days to be held at school with key speakers in assembly. Work experience offered to some pupils.	The EEF (What is the impact of careers education on improving young people's outcomes?) report people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.	CPR to line manager department with weekly meetings monitoring access to information and opportunities available.	CPR	Half Termly

<p>Teaching Assistants and SEN Team effectively supporting and assisting in the development of learning.</p>	<p>Bespoke CPD provided for Teaching Assistants using research and structure provided from the MITA project. Assessment of EHCP's and the appropriateness of these in promoting interdependence. Closer pedagogical relationships with teachers with regards planning, progress and assessment,</p>	<p>Using evidence and rational through a national recognised scheme MITA, have been able to use a solid evidence base to improve and reflect on our provision.</p>	<p>JCA to line manager JPE SENCO – Weekly line management meetings to discuss, monitor and assess current models of working and create a continued training package for Teaching Assistants. Teaching Assistants views regular gathered and assessed. Pupil surveys undertaken.</p>	<p>JCA/JPE</p>	<p>Half Termly</p>
<p>Increased attainment in English and maths. Increased focus on key tasks. Increased support in consolidation activities.</p>	<p>Learning Mentors to support PP pupils in English and Maths. To work with the teacher to provide support especially during consolidation activities to ensure learning is captured and secured.</p>	<p>EEF suggest structured small group or one to one quick activities can have a positive impact on attainment.</p> <p>A positive contributing factor with regards behaviour issues amongst that class or group of PP pupils has been evident.</p>	<p>JCA to line manager Learning Mentors. Pupil and teacher surveys with to be facilitated and assessed. Evaluation of behaviour/positive points and academic data collections.</p>	<p>DFX/JAD/JCA</p>	<p>Half Termly</p>
<p>Learning Mentors to mentor PP pupils throughout all year groups in order to improve attendance, academic progress and wellbeing.</p>	<p>Learning Mentors meet with PP pupils in years 7-9 for thirty minutes discussing attendance and progress. Mentors meet with Year 10 and 11 mentees for 1 hour per week formulating progress plans and short term targets.</p>	<p>Key recommendations from our PP review (November 2017) suggested all year groups are mentored and that the focus of mentoring was placed on academic progress and attendance.</p> <p>EEF reports a positive contribution associated with mentoring with regards attendance, attitude to learning and confidence.</p>	<p>JCA to line manager Learning Mentors. Pupil and teacher surveys will to be formulated and assessed. Evaluation of behaviour/positive points and academic data collections.</p>	<p>DFX/JAD/JCA</p>	<p>Half Termly</p>

Prioritised PP Year 11 Wave 1-3 intervention to enable structured, quick and appropriate interventions in all subject areas.	Every three weeks formative and summative data assessed and HOF choose a select amount of intervention pupils for small group tutor time and after school intervention. The criteria for the intervention changes is dependent on the time of the year and need however, PP is used as criteria 1 in the selection process.	The EEF suggest a positive effect on providing additional time for targeted groups of pupils either before or after school. In relation to the attendance statistics of some of our PP pupils this also helps for content catch up.	Data collection results. Attendance records.	JOD/JCA	Every Three weeks.
PMC					
Total budgeted cost					104,881
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide SEMH support to pupils. To increase academic focus and reduce behavioural issues of individuals.	External counselling service provided for students from disadvantaged backgrounds.	EEF indicates that social and emotional learning can have an impact on attainment. An acknowledgment that the diverse need of an ever-changing society and the limited local provision for SEMH barriers.	Impact report generated for each pupil who is accessing counselling. Senior Leadership to monitor impact.	CPR	Half termly.
Increased Attendance.	Attendance team increased to enable enhanced tracking of absences and increase the number of home visits. Increased parent contact and School Attendance Panel Meetings.	Historically, school PP attendance rates are lower than non PP attendance. DEF report a direct correlation between attendance and academic achievement.	Weekly attendance meetings. Weekly attendance tracking and reporting of information to whole school staff. Weekly SLT agenda item. Assessment of impact with NYCC school improvement officer.	CPR	Weekly

Greater resilience, perseverance, ambition and self-worth.	The introduction of the GPS Thin Blue Line in order to make success of learning explicit. These key strands of success are made reference to in assemblies, lessons, form time and extracurricular activities. They also appear in learning environments and part of teacher/pupil language.	Drawing on wide ranging evidence base centred on 'Growth Mindset' the GPS Thin Blue Line uses the work on Carol Dweck amongst others in empowering a psychological trait that is proven to have a plethora of benefits.	Monitoring and evaluation of attendance, behaviour points, achievement points to determine improved mind-set. Weekly SLT agenda item to assess key figures.	CPR/JCA	Weekly
Collaboration with other schools in order to share good practice.	Full participation of the NYCC Achievement Unlocked scheme in order to visit and network with similar schools and PP renowned schools.	A key recommendation of our PP review was to engage in the scheme in order to magpie ideas and collaborate with other professionals.	Monitoring and evaluation of academic data, attendance, behaviour points and achievement points to determine improvements in agreed strategies.	JCA	Termly
Pastoral Team	To support and challenge the negative behaviour and assist in pastoral issues leading to negative academic progress and attendance.	Due to the amount of complex needs throughout our pupil body. Pastoral care is paramount to positive outcomes and effective pastoral care is proven to improve pupil outcomes and signpost issues early if detected.	Assistant Head Teacher to line manage the pastoral team with daily meetings. Middle manager THA to manage day to day co-ordination of the pastoral team.	CPR	Termly
Total budgeted cost				£121,378	

