



'Closing the Gap' Action Plan and Pupil Premium Statement

**CROSS
THE
LINE**

GEORGE PINDAR SCHOOL'S
**THIN BLUE
L I N E**

BE THE BEST X YOU CAN BE

I WILL FIND A WAY

I PUSH MYSELF

I AM COMMITTED

I MAKE TIME

I AM PROUD

I PERSEVERE

I AM ORGANISED

I ACT ON FEEDBACK

I DREAM ABOUT THE FUTURE

I GRASP OPPORTUNITIES

FAILURE IS TEMPORARY



2016/2017 v 2017/2018 Key Performance Comparisons

Area	(RAISEonline validated) Progress 8 difference between disadvantaged students and others (2016/2017 KPI)	(FFT Aspire Early Results Service) Progress 8 difference between disadvantaged students and others (2017/2018 KPI)	Gap Closed %
Others	-0.66	-0.33	50%
English	-0.35	-0.28	20%
Maths	-0.75	-0.39	48%
EBacc element	-1.28	-0.36	72%
Open element	-0.51	-0.27	47%

2016/2017 v 2017/2018 Pupil Premium Attendance

	Male	Female	SEN-K	SEN-EHCP	PP	Non PP	FSM	NonFSM	Overall
2016/17	93.4	92.5	82.7	92.3	88.4	94.9	87.7	93.5	93.1
2017/18	93.6	93.2	86.6	92.2	90.1	93.8	88.5	93.4	93.4

Key profile Demographic

Key Pastoral Factors

	Year 7		Year 8		Year 9		Year 10		Year 11		All Years	
Free School Meals	26.62%	37	21.48%	32	25.00%	32	19.05%	20	17.50%	21	22.15%	142
English as Add'l Language					2.34%	3					0.47%	3
Pupil Premium	44.60%	62	42.95%	64	40.63%	52	39.05%	41	36.67%	44	41.03%	263
Medical Condition	22.30%	31	26.17%	39	26.56%	34	25.71%	27	36.67%	44	27.30%	175
Service Children			1.34%	2	0.78%	1	0.95%	1			0.62%	4
In Care			0.67%	1	0.78%	1	0.95%	1			0.47%	3
Young Carer	0.72%	1	0.67%	1	2.34%	3	0.95%	1	1.67%	2	1.25%	8
SEN Needs	30.94%	43	24.83%	37	21.88%	28	31.43%	33	35.00%	42	28.55%	183
SEN Status	26.62%	37	17.45%	26	14.84%	19	12.38%	13	14.17%	17	17.47%	112

A Whole School Approach

5 Key Targeted Areas



**GOLDEN
THREADS**

■ HIGH QUALITY ASSESSMENT AND FEEDBACK
■ HIGHEST EXPECTATIONS OF LEARNER BEHAVIOUR
■ GROWTH MINDSET AND ETHIC OF EXCELLENCE

■ DEFAULT 100%
■ NUMERACY
■ LITERACY

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 want our pupils to be exposed to a cultural and language rich environment that promotes kindness and unconditional positive regard for each other.


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

- Consistent implementation of the GPS Learning Model in order to promote a commonality of learning and best practice.



GPS LEARNING MODEL

 FEEDBACK This underpins everything that we do: marking, assessment and feedback are our starting points for lesson design.	 CONNECT Connect the learning with pace. Recap or link forward. Share the learning outcomes. Sell the benefits to the teenage soul. Energise!	 ACTIVATE Stimulate learner engagement and activate their thinking. Pose problems, set up activity, ensure participation. Teacher input follows.	 DEMONSTRATE Learners 'show they know'. WAGOLLs demonstrate excellence, modelling, scaffolding and specific success criteria supports progress. Stretch and challenge.	 CONSOLIDATE Stickability: lock-in and consolidate key learning points. Learners reflect on outcomes and prove they have made progress, or remedy misconceptions.
---	---	--	---	---

 **GOLDEN THREADS**

- HIGH QUALITY ASSESSMENT AND FEEDBACK
- HIGHEST EXPECTATIONS OF LEARNER BEHAVIOUR
- GROWTH MINDSET AND ETHIC OF EXCELLENCE
- DEFAULT 100%
- NUMERACY
- LITERACY

- As a faculty, undertake professional mastery and CPD revolving around the Key Improvement Drivers (research based PP strategies).

Key Improvement Drivers

- Differentiation and Flexible Grouping
- Collaborative / Co-operative Learning
- Assessment for Learning
- Feedback and Metacognition



Teaching and Learning

- 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 and CPD centred around closing the gap and providing research driven teaching and learning strategies.
- Support departments they line manage to close gaps and identify pupils for timely and appropriate interventions.
- 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 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 IEB will:

- IEB PP Link – Richard Benstead

- 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 / Pupil Premium 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 progress.
- Appoint a Pupil Premium Link IEB member 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 Leaders will:

- Liaise with Pastoral 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 research-based 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.
- Provide CPD specific to quality first teaching.

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 Teaching and Learning 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 and seek advice to advance and improve this provision.

Teaching Staff will:

- Follow the GPS Learning Model in order to promote a consistency of learning.
- 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 good 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 teaching and learning leaders 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 2018-19 Budgeted Pupil Premium Spend

At George Pindar School, we are very much aware of an ever-growing body of research evidence documenting best practice surrounding the use of Pupil Premium funding. We have developed our own approach to the Pupil Premium agenda through engaging in collaboration with Settrington Research School, Huntington Research school, Scarborough Teaching Alliance and links connected to NYCC Achievement Unlocked 2018.

We continue to self-reflect and analyse on a regular basis our planning, budgeting, reviewing and measuring of impact in order adapt if needed. We continue to build a Pupil Premium first culture that ensures an 'all eyes approach' to pupil progress and a pupil' personal development as a citizen of the community.

In the first instance, we continue to access the growing body of evidence provided by the EEF and other research-based partners. We also link back to recommendations made through our Pupil Premium review with Marc Rowlands and the voluntary review with Andrew Stanton (Sherburn High School) to ensure we keep an unrelenting focus on this specific cohort.



Evidence Based Strategies

Intervention	Cost	Evidence	Impact	Strategies
Feedback	££	★★★	8 Months	New Feedback and marking policy targeting DART, green pen feedback and pink pen praise. Three separate feedback models being tested in English in order to evolve best practice in this area (Oct 2018).
Metacognition	££	★★★★	8 Months	2018 Crafting Learning Conversations Project undertaken in school. Formulation of 'metacognition' Teaching and Learning Community (TLC) and specific CPD.
Peer tutoring	££	★★★★	6 Months	Student Leaders undertaking a peer reading project with key stage 3.

Early Years Intervention	£££££	★★★★	6 Months	'Catch up' teacher specifically employed to focus on early tears intervention. 'Thinking Reading' undertaken in Key stage 3.
1-2-1 Tuition	££££	★★★★	5 Months	MITA research implemented into classrooms to support timely 1-2-1 tuition when needed. Wave 3 intervention undertaken during holidays with small or 1-2-1 tuition.
Homework	£	★★★	5 Months	New homework policy consultation October 2018.
Collaborative Learning	£	★★★★	5 Months	2018 STA Closing the Gap project undertaken. Collaborative Learning TLC formulated. Specific CPD for this area and a key line of enquiry for observations.
Mastery Learning	££	★★★	5 Months	Wave 2 intervention policy focuses on the mastery approach to revision and information retention. Maths and English mastery class in key stage 4.
Small Group Intervention	£££	★★	4 Months	Learning Mentor (LM) small group intervention undertaken in English and Maths. Wave 2 and 3 intervention undertaking in small groups.
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 – Learning Mentor weekly phone calls.
Sports Participation	£££	★★★	2 Months	PP identification process in PE lessons. Weekly PP formal invites.
Arts Participation	££	★★★	2 Months	PP identification process in Drama, music and Art lessons. Weekly PP formal invites.
After School Programme	£	★★★	2 Months	PP identification process with formal weekly invites.
Mentoring	£	★★★	1 Months	LMs mentoring PP pupils throughout all year group's dependant on specific need.

At George Pindar school we welcome and encourage collaboration with other professionals who can contribute and shape our ethos in order to give disadvantaged pupils the best possible provision.

As part of our Pupil Premium review, we have worked with Marc Rowland, Jen Cave and Andrew Stanton in order to formulate agreed Pupil Premium related actions. These actions were carried out during the 2017/2018 academic year and still form the cornerstone of our day to day operations.

Pupil Premium Strategy Review 2017 (Jen Cave, Marc Rowland, Andrew Stanton)

Agreed actions undertaken
Agree on a collective vision and ambition for all pupils, regardless of background.
Analyse the barriers to learning, including Teaching and Learning and pupils and families.
Working Party set up with specific expert practitioners chosen. Closing the gap team and staffing structure formulated.
Analyse why the attendance of PP pupils is low.
Analysis of Extra Curricular participation - aspirational target set. Barriers analysed and eradicated.
Work with R. Robertson at Scalby School to focus on Culture.
Use evidence-based practice to inform CPD decisions.
Agree with Middle Leaders Faculty specific strategies to tackle underperformance.
Modelling of excellent practice
Improve the extent of language deprivation and attitudes to learning.
Develop a clear sense of accountability. Improve internal quality assurance.
The SENCO should observe learning and then support, coach and challenge teachers where appropriate.
Learning Mentors are provided with the appropriate training to undertake the role. Resources deployed amongst all year groups.