



FURNESS
ACADEMY

Closing the Gap

Approach

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Closing the Gap Approach

KEY TERMS

Closing the Gap: “narrowing the attainment gap between groups and individuals to ensure all students 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 students attain well and make the expected levels of progress.”

INTRODUCTION & PURPOSE

This policy and action plan sets out Furness Academy approach to Closing the Gap and student 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 students.

At Furness Academy we recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all students are equipped with the knowledge and skills they will need to succeed in life beyond school.

At Furness Academy 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 students. 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 337 of our students are supported by Pupil Premium funding. This equates to approximately 43% of the school population. We estimate for the Year 2017 – 2018 the school will receive £315,000 in funding. **(See separate PP plan 2017-2018 for details on spending).**

AIMS & OBJECTIVES

Address the main barriers to students achievement; Progress (Literacy and Numeracy), Behaviour, Quality First Teaching, Parental Engagement, Enrichment Opportunities and Attendance.

Key Aim:

To raise overall attainment and narrow the achievement gap between disadvantaged students and the rest of the cohort.

ROLES & RESPONSIBILITIES

The Leadership Team will:

- Accept overall responsibility for the delivery of the school's Closing the Gap Policy and Pupil Premium Plan.
- Provide opportunities for staff training about Closing the Gap to take place on INSET days and during fortnightly CPD time.
- Support departments they line-manage to close the achievement gap and identify students 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 Data at every assessment point, with focus on closing the gap, making explicit reference to staff achievement, behaviour and attendance gaps for all pupil groups and individuals across all year groups, these will be discussed at the ARR and SLT meetings.
- Ensure all staff are made aware of the key students, groups of students, and target groups identified who are not achieving, attending and behaving, through the ARR and report analysis document.
- Ensure timely and appropriate wave 1, 2 and 3 interventions are put in place for the Subjects they line manage and AHT for Progress ensure it is collated on the Individual DOLS whole-school broadsheet under intervention.
- Track and monitor students 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 the Disadvantaged Strategy 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 students' progress.
- Appoint a Disadvantaged Students Link Governor, who meets frequently with the SLT lead and reports to Governors.
- Keep up to date with the Ofsted framework requirements for Closing the Gap and Disadvantaged pupil funding.

Furness Academy
Closing the Gap Approach

The Pastoral Team will:

- Utilise the data feedback booklet (produced at every assessment point) to ensure timely and appropriate pastoral interventions are put in place, which support the academic achievement of target students and groups.
- Ensure literacy is promoted in tutor time activities. (Accelerated Reader for KS3)
- Assess and support students on Education, Health and Care Plans, Statements and SEND Support with appropriate interventions to improve reading ages.
- Identify and support students with specific needs, such as dyslexia, and provide appropriate intervention.
- Support students with Statements with in-class Teaching Assistants.
- Provide intervention strategies using Accelerated Reader, catch-up reading, bespoke reading groups and programmes to support students 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 students' literacy skills.
- Provide in-class support where necessary and one-to-one out of class support for students identified in the data analysis booklet.
- Communicate with all staff the SEND needs of students who have difficulties and provide with strategies and guidance for supporting students in the classroom.
- Identify students 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 students who are below target for behaviour and attendance and ensure timely and appropriate intervention are put in place.

The English, Maths & Science Lead-Practitioners will:

- Lead on delivery of the school's Literacy and Numeracy strategies to improve literacy and numeracy of targeted Closing the Gap students.
- Provide opportunities for staff training about literacy and numeracy issues to take place on INSET days or during fortnightly whole school CPD.
- Advise other staff in school on literacy and numeracy issues.
- Co-ordinate tutorial and whole school literacy and numeracy initiatives.
- Organise the Accelerated Reading programme for literacy testing, liaising with the key staff.
- Monitor the impact of the Literacy and Numeracy strategies on students' progress and attainment.
- 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 students 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.

Furness Academy
Closing the Gap Approach

Subject Leaders will:

- Effectively utilise attainment and achievement data, using APA model and PASS data, to track progress and attainment of students.
- Ensure timely and appropriate wave 2 and 3 interventions are put in place, which support the academic achievement and pastoral support of target students and groups.
- Track and monitor students who are below target and ensure timely and appropriate intervention is put in place.

Teaching Staff will:

- Effectively utilise attainment, achievement data using APA model and PASS data to plan effective lessons, which enable all students to make good progress.
- Ensure teaching is good on a daily basis and lessons are differentiated to meet the needs of all students, as identified in Wave 1 intervention below.
- Ensure opportunities are provided in all lessons for all students to make good progress.
- Utilise the 3-Wave Intervention strategy to ensure timely and appropriate wave 2 and 3 interventions are put in place, which support the academic achievement of target students and groups identified.
- Ensure literacy and numeracy are promoted in all lessons.
- Track and monitor students who are below target and ensure timely and appropriate intervention is put in place.

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 students 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 students. There are three distinct waves of intervention that staff should follow.

- **Wave 1** - The effective inclusion of all children in high quality teaching & learning.
- **Wave 2** - Additional time-limited provision in the form of small-group intervention outside the normal classroom.
- **Wave 3** - Specific targeted interventions for identified students outside the classroom.

Wave 1

High quality, inclusive teaching ensures that planning and implementation meets the needs of *all* students, and builds in high expectations for *all* students. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage and motivate learners (use of data to support planning).

To include:

- Seating plans, scaffolding of activities and modelling of exemplar work and responses, target sub-groups to check understanding first, mark sub-groups work first, pace of lesson adjusted to reflect the learning taking place, resources inc TA’s, Focused teacher support (feedback), using practical activities and experiential learning, a clear focus on literacy and numeracy.

Wave 2

When considering students for **Wave 2 additional support**, the class teacher should first consider whether the elements of **Wave 1** provision are in place.

The thorough implementation of ‘**quality first teaching**’ should be a priority.

Wave 2 interventions should be used for students who can be expected to ‘catch up’ with their peers because of the intervention.

Examples:

- Small-group intervention for example; after school booster classes; holiday revision camps, withdrawal classes during the school day, homework-extra work, Saturday Conference, SLT Mentor, Period 7’s, Catch-Up, revision materials provided, Equipment and resources provided where needed, parental engagement.

Wave 3

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, which tackle fundamental gaps in skills, knowledge and understanding that is preventing progress.

These would usually be conducted on a 1 to 1 bespoke basis where the teacher does not expect students to make the expected progress in a group situation.

Extra planned sessions, Attendance support plan, Behaviour interventions, Reading comprehensive strategies.