



Elmley Castle C.E. First School

A Little Piece of Heaven on Earth

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Closing the Gap Policy 2021

Approved by:	The Full Governing Body	Date: April 2022
Last reviewed on:	April 2022	
Next review due by:	April 2023	Produced by Nadia Underwood

Our school vision underpins our approach to closing the gap between all of our children.

The Vision for our School

A Little Piece of Heaven on Earth

‘As a community we grow and flourish together. Through our core values, we seek a lifelong love of learning, pursuing wisdom and excellence so everyone achieves their best. We create opportunities to explore our own sense of spirituality and encourage all to live with thankful, forgiving hearts, respecting the preciousness of our world.’



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Overview

This policy and action plan sets out Elmley Castle First C of E 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 Elmley Castle C of E First School, our vision recognises 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 Elmley Castle C of E First 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 training 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.

Aims and Objectives

Key Aims:

1. To develop a clear direction and focus for Closing the Gap across all areas of the school; especially pupil PP vulnerable pupils, boys and SEND attainment.
2. To embed 'Closing the Gap' across the whole school curriculum, using a range of resources and strategies.
3. To raise levels of attainment and achievement and narrow the gap between target groups and individuals; specifically, for PP, boys SEND and vulnerable pupils.
4. To improve knowledge and understanding of Closing the Gap strategies and interventions of staff and to share good practice.

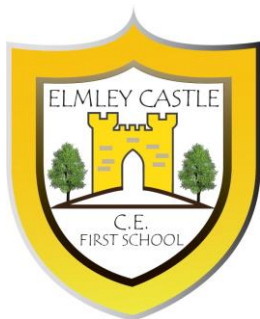
Success Criteria:

1. The attainment and achievement gap for all identified target groups and in all year groups is closed further to less than 10% in all subjects across all year groups.

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."



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Key for Sub-groups:

SEND	Non	Pupils with no identified educational need
	PM	Pupils on the Pupil Monitoring register
	IPM	Pupils with an Individual Provision Map
	CPM	Pupils on a Class Provision Map
	SPM	Pupils on a School Provision Maps
	EHCP	Pupils with a Education, Health and Care Plan
Ethnic-ity	WBR	White British
	BAME	Black, Asian and Ethnic Minorities
	WO	White other
Other	FSM	Free School Meals
	PP	Pupil Premium
	VG	Vulnerable Groups
	G+T	Gifted & Talented
	EAL	English as an Additional Language
	LAC	Looked After Child
	PLAC	Post Looked After Child- legally adopted

Gender Equality

We recognise that nationally; the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys. These include:

- Having positive and diverse male role models for children through the curriculum and its presentation.
- Dealing with negative aspects of boys' behaviour, including bullying and name-calling; Removing gender bias from our resources;
- Making sure that our displays reflect boys and men as effective learners and achievers;
- Encouraging boys to read fiction. To make our teaching more accessible to boys, we:
- Begin a lesson by stating the learning outcomes, and giving the 'big picture';
- Employ a variety of activities, and include a kinaesthetic element;
- Deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- Provide challenge, competition and short-term goals;
- Give regular positive feedback and rewards;



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- Set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available;
- A strong emphasis on active and outdoor learning.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

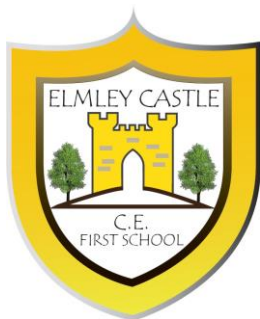
Roles and Responsibilities

The Headteacher will:

- Accept overall responsibility for the delivery of the school's Closing the Gap Policy and Plan.
- Provide opportunities for staff training about Closing the Gap to take place on INSET days or during other times.
- Support teachers 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.
- Work with the Senior Leadership team to ensure strategic deployment and utilisation of Pupil Premium and Catch Up Premium funding to enable identified achievement gaps to be closed rapidly.
- Ensure all staff are made aware of the key pupils, groups of pupils, and target groups identified within the Closing the Gap document who are not achieving, attending and behaving.
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

The SENDCo will:

- Ensure timely and appropriate pastoral interventions are put in place, which support the academic achievement of target pupils and groups.
- Ensure literacy is promoted in tutor 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 EHCPs with in-class Teaching Assistants.
- Provide in-class support where necessary and one-to-one out of class support for pupils identified where appropriate.
- Communicate with all staff the SEND 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 6.
- Monitor provision maps and success of interventions
- Ensure all interventions are recorded.
- Use staff meeting to update staff and create opportunities for staff to informal raise concerns.



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The Leaders for Curriculum Subjects will:

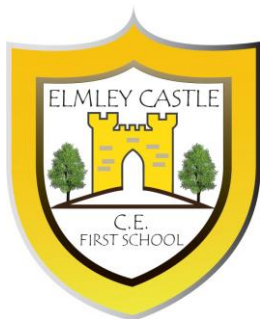
- Lead on delivery of the school's and Literacy and Numeracy strategies to improve literacy and numeracy of targeted Closing the Gap pupils.
- Provide opportunities for staff training about literacy and numeracy issues to take place on INSET days or during other times.
- Advise other staff in school on literacy and numeracy issues.
- Co-ordinate tutorial and whole school literacy and numeracy initiatives.
- 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 Closing the Gap document.
- Coordinate wave 2 and 3 literacy and numeracy interventions and ensure all interventions are recorded.
- Develop links with middle schools to identify and support key pupils as part of the transition programme.
- Ensure all interventions are recorded.
- Effectively utilise attainment and achievement data, as well as Closing the Gap data, to track progress and attainment of pupils.
- 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 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.

Teaching Staff will:

- Effectively utilise attainment and achievement data, as well as Closing the Gap 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.
- 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 is promoted in all lessons.
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.

Governors will:

- Accept responsibility for challenging Leadership Team on the delivery of the school's Closing the Gap Policy and Action.
- 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 pupils' progress.
- Keep up to date with the Ofsted framework requirements for Closing the Gap and Pupil Premium funding.
- Meet regularly with staff to monitor their specific areas of the curriculum with closing the gap principles in mind.



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Support staff will:

- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

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.
- 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.

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 booster session, withdrawal from classes during the school day, external agency assessments.

Wave 3 - Specific targeted interventions for identified pupils outside of the classroom.



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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.