



Category	Curriculum		
Document Name	Closing the Gap		
Approval By	Grafham Grange School Governing Body		
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Related Policies

Document	Reference
Pupil Premium Policy	CM.P12

Reference Material

Guidance
DfE Pupil Premium: Information for Schools
DfE School Information Regulations 2012

Introduction

The Senior Leadership Team (SLT) are responsible for closing the gap between all groups of pupils. The aim is to highlight the pupils that would benefit from additional differentiation in terms of teaching and learning, resources or materials identified by Grafham Grange School.

The purpose of this document is to detail the 'Closing The Gap' process and clarify:

- Identifying pupils and their key needs
- The scope of activities to support pupils

Pupil progress will be monitored systematically each half term and be subject to review by the school management team. This will enable them to evaluate progress and suggest further adjustments needed for individual pupils to secure impact on learning. Approval and sign off for each pupil's programme will be overseen by:

- The named member of SLT
- Headteacher

The programme will reported on in the Head Teacher's Report to Governors.

Programme Funding

Where available all 'Pupil Premium' additional income will be devoted to this programme.

It will be the responsibility of the Charity Office to secure the Pupil Premium funding from each pupils Local Authority. Received Pupil Premium funding will be credited to the schools operational budget.

The school will maintain a refreshed list of qualifying pupils and will notify the Charity Office of any changes to status.

Where pupil premium funding has not yet been granted for a pupil, the programme (if approved by senior management) will still be implemented and any costs incurred will be a planned expenditure within the school annual budget.

Each monthly budget monitoring summary statement will identify variations in Pupil Premium income.



Identifying Pupils

In most cases pupils will be identified if they meet one or more of the criteria (A. and/or B.) below, however Grafham Grange School will make the judgement to recommend a programme for individuals that may not fall into these categories.

A. Free School Meals (FSM)

The school is required to determine pupils eligible for FSM, even if they have not applied. Babcock 4S provide a FSM eligibility checking service for a fee. The service makes use of the Department for Education (DfE) on-line Eligibility Checking Service (ECS), which verifies if parents/carers applying for FSMs meet the eligibility criteria for entitlement. A much easier FSM Application Form needs to be completed but no supporting evidence is required. The school will need to obtain the following information for Babcock's search:

- National Insurance number (or National Asylum Support Ref. Number)
- Surname
- Date of birth
- A signature is required giving permission for schools and Babcock 4S to use the personal details provided to verify the claim

This information must be stored as a CSV file and emailed to fsm@babcockinternational.com. The information is then downloaded onto the on-line ECS system for processing overnight. The ECS will return a "True" or "False" response to each application and this is e-mailed back to the school. This process will be repeated termly and individual checks can be carried out on an "Ad Hoc" basis as and when required.

The school should also actively encourage families to apply for FSM. Guidance and a toolkit can be found at <http://www.childrensfoodtrust.org.uk/resources/fsm/free-school-meals-matter-toolkit>

B. Additional Identifiers

- CLA: Child Looked After
- Pupils on the school roll who are significantly underperforming in one or more core subject areas compared to their peers within the school
- EAL: English as an Additional Language
- Pupils admitted within a school term (i.e. not at the beginning of the academic year)
- Low Prior Attainers for Mathematics and English at the end of Key Stage 2
- Pupils with no access to IT at home
- Pupils from different ethnic backgrounds
- Single parent families



Programme Approaches

A confirmed list of pupils with identified attainment gap needs will be maintained as a half termly refreshed list for the purposes of this programme. Once a child has been identified as requiring additional support the following range of interventions will be considered:

- Additional learning support in specific areas (such as numeracy or literacy (reading, writing))
- One-to-one or smaller group sessions (within the school day or as supplementary activity)
- Supportive Therapy engagement (for example, Speech and Language Therapy)
- Pastoral work to raise self-esteem, extend personal skill sets and support pupils to make appropriate choices to maximise learning opportunities
- Homework or supportive selective homework support (this may impact travelling arrangements and may justify extra transportation requirements)
- Additional specialist equipment and/or ICT equipment with specific learning applications such as ipads, tablet etc.
- Information, advice and guidance with regards to Post 16 opportunities and careers
- Extra curricular activities to raise self-esteem and self-confidence: use of additional sports, clubs, music or arts to release aggression or allow the pupil to express themselves. Purchases of extra equipment, staff and materials may be required
- Off site activities such as Skillway (vocational workshops) and day trips (costs would include transportation and additional staffing depending on pupil to adult ratio requirements)
- Additional engagement curriculum aspects such as SATRO days or mobile classrooms
- Boarding for day pupils to assist with confidence and social skills (one off or maybe once a month).

The approach will specify individual inputs of activities and/or resources for each identified pupil.

These recommendations will be identified in the Pupil Programme Report (refer to Appendix A) and will be subject to discussion and approval by senior management.

Once approved, individual pupil Key Workers (or assigned liaison) will liaise with each pupil's class teacher and teaching assistant to assist in the planning and delivery of the differentiated programmed of support.

Progress Reviews

The SLT member will ensure that all pupils on the Closing The Gap programme are reviewed half termly to monitor progress and report the outcome to SLT and other school leaders. The results of the review will be recorded on a Pupil Progress Report (refer to appendix B).

Where a pupil is showing significant progress, a target date will be set to adjust the individual's programme with the aim of establishing a stretch or more able programme focus.

Where a pupil is not showing progress, a refreshed personalised programme approach will be considered and approved by the senior managers.

Publication and Information Sharing

The school will publish an account of the use of Pupil Premium funding as part of this programme in compliance with DfE requirements and guidance. This shows the progress and attainment of these students compared to all other students. The report will also include:

- The progress made towards narrowing the gap in achievement and progress of qualifying pupils over time
- An outline of the provision that was made since the last report
- An evaluation of the effectiveness (including cost effectiveness), in terms of the academic, social and emotional progress made by the pupils receiving a particular provision

Appendix A: Pupil Programme Report

Pupil's Information					
Name		Year		Class	
Key Worker				Date	

Achievement and Progress Information				
Prior Attainment (Key Stage 2)	End of year targets:	Current Level/Grade (at the start of the intervention)	Level/Grade tracking and/or comments	Level/Grade (at the end of the intervention)
English:	English:	English:		
Maths:	Maths:	Maths:		
	Other subjects as appropriate:	Other subjects as appropriate:		

Programme Information						
Key Needs	Proposed Programme			Cost	Approved (Y/N)	Target Date

Action Items		
Action	Assigned To	Target Date

Sign Off			
Role	Print Name	Signature	Date
SLT member:			
Headteacher			

Appendix B: Pupil Progress Report

Pupil's Information					
Name		Year		Class	
Key Worker				Date	

Programme Information		
Duration	Programme Implemented	Progress

Action Items		
Action	Assigned To	Target Date

Sign Off			
Role	Print Name	Signature	Date
SLT member:			
Headteacher			

Appendix C: Closing the Gap Process Checklist

Task	Complete ✓
Sign up with Babcock	
Obtain the following from all parents on admission and for current pupils on-roll using the form provided by Babcock: National Insurance number (or National Asylum Support Ref. Number) Surname Date of birth A signature is required giving permission for schools and Babcock 4S to use the personal details provided to verify the claim	
Format the data into the CSV file specified by Babcock	
Submit to Babcock to FSM@babcockinternational.com	
Receive data from Babcock on a termly basis	
Send list of eligible pupil to the Charity Office (Finance)	
Charity Office to claim for pupil premium based on Babcock data	
Charity Office to confirm receipt of Pupil Premium with the school	
Complete a Pupil Programme Report for all eligible pupils	
Maintain a Pupil Progress Report for all eligible pupils	
Pupil Premium Report updated with allocation of pupil premium	