

The Middlesbrough Achievement Partnership Priority Action Plan: **Priority 4**  
***Amalgamate with teaching and learning group to become a sub group.***  
***Plan Leads Paul Cowley, Grace Mitchell and Mags Colley***

<b>Strategic Priority 4</b>	<b>To improve outcomes for pupils with a specific focus on disadvantaged groups,</b>
<b>Aim</b>	To close the gap in attainment between disadvantaged Middlesbrough pupils and all others nationally.
<b>Diagnosis and position statement</b>	<p>In Middlesbrough from the end of Key Stages 1 to 4 the Average Point Score gap between disadvantaged pupils and all others nationally widens significantly. Support needs to be targeted from Key Stage 1 where the gap is at its narrowest through to Key Stage 4 rather than concentrating efforts at the point at which the gap is the widest. This group will explore possible solutions to ensure the gap is closing.</p> <p>Performance at 5A*-C (EM) and progress in English KS2-4 have both dropped significantly in 2015. Performance against other measures such as 5A*-C and progress KS2-4 in maths have risen. Whilst the drop was unexpected it is in line with the performance seen in other deprived areas. Schools site inconsistency in marking, increased thresholds and the application of the comparable outcomes principle as significant external factors.</p> <p>At KS2 the %L4+ was broadly in line with national averages for maths and writing but lower in reading. Progress measures KS1-2 are good with the value added score for the LA giving it a ranking of 24 in the country. Although there is a 6 percentage point gap with national at the end of Y1 this has reduced to 2pt at the end of Y2.</p> <p>The low outcomes have seen Middlesbrough receive letters from the OfSTED Regional Director Nick Hudson and Nick Gibb. Outcomes need to improve quickly and tracking is pointing to some improvement for this year.</p>
<b>Evaluation schedule focus (Objectives)</b>	<ol style="list-style-type: none"> <li>1. Outcomes in all schools are at least good or improving.</li> <li>2. All schools inspected will be judged at least good for pupil outcomes.</li> <li>3. Attainment of Pupil Premium and SEND pupils is broadly in line with national averages or, if below these, it is improving rapidly.</li> </ol>

	<p>4. The gap in attainment between Pupil Premium and SEND children is narrowing when compared to all others within Middlesbrough.</p> <p>5. Progress in English and Mathematics is in line with or above national average for all pupils and for all key groups.</p>
<b>Delivery Group</b>	<ul style="list-style-type: none"> <li>• Raising Achievement</li> </ul>
<b>Links to other MAP groups</b>	<ul style="list-style-type: none"> <li>• Current pupils make substantial and sustained progress (Links to Teaching, Learning &amp; Assessment)</li> <li>• Pupils articulate their knowledge and understanding (Links to Teaching, Learning &amp; Assessment)</li> <li>• Pupils read widely (Links to SMART)</li> <li>• Progress in English and in Mathematics are high (Links to Teaching, Learning &amp; Assessment)</li> <li>• Pupils are exceptionally well prepared for the next stage (Links to Transition)</li> <li>• Post 16 students move to an appropriate destination and sustain their place. (Links to Youth Employment Group)</li> </ul>
<b>Link to Middlesbrough POAP priorities</b>	<ul style="list-style-type: none"> <li>• Raising achievement conferences (1.14)</li> <li>• Implement a secondary maths strategy (1.3)</li> <li>• Intervention programmes in English and maths (1.18)</li> <li>• Challenging discussions on group performances (1.14)</li> <li>• Network focus on PP pupils (1.22)</li> </ul>
<b>We will know this strand of the support plan has succeeded (success criteria) when:</b>	<ul style="list-style-type: none"> <li>• All schools inspected will be judged to be good or better for outcomes for pupils with a significant number judged to be outstanding.</li> <li>• Outcomes in all schools are good or improving.</li> <li>• PP and SEND gaps are narrowing even as headline figures improve.</li> <li>• Progress in English and maths is in line or above national averages for all pupils and for key groups.</li> </ul>
<b>Key Performance Indicators (KPI's)</b>	<p><b><u>MSTA KPI's</u></b></p> <p><b>KPI 1 Pupil attainment and closing the gap</b> - The improvement each year in attainment at key stages 1, 2 and 4 for pupils attending schools in the Alliance is greater than the national average. The reduction in the achievement gap for disadvantaged pupils in MSTa is better than that achieved nationally.</p> <p><b>KPI 2 Overall effectiveness of schools</b> – Aggregated Ofsted judgements for all Alliance schools are above the national average for primary, special and secondary.</p>

	<p><b>KPI 7 Number of schools in teaching school alliances</b> – All primary, secondary and special schools are members of the Alliance benefitting or contributing to at least one of the four key areas of work. Increased engagement with schools from other Alliances/trusts outside the LA area.</p> <p><b><u>Plan KPI's</u></b></p> <p><b>KPI 5</b> The gap with the national average for performance at KS2 and KS4 is reduced by xxxxxx <i>(there are no indicators as yet)</i></p> <p><b>KPI 6</b> Outcomes in reading at the end of EYFS, KS1, KS2 and KS4 are at or above national average for all pupils.</p> <p><b>KPI 7</b> Progress in English and Maths is at or above the national average for all pupils and key groups.</p>
<b>Resources</b>	<p>4.2 identification of resource linked to poverty proofing when this is known. ( September 2016)</p> <p>4.4 Funding for targeted schools to undertake research for specific programmes and report back on impact.</p> <p>4.5 20 days support for speech and language audit and analysis 5K</p> <p>Current bid - £5000 ( to be followed by further once target schools are identified)</p>
<b>Monitoring</b>	Through Delivery Group.
<b>Evaluation Methods:</b>	Budget needs to be allocated for evaluation £5000.

Key Actions and Impact (linked to objective)		Responsible	Timeline			RAG rated progress			Progress Comment
			Spr	Sum	Aut	Spr	Sum	Aut	
4.1	<p><b>Action:</b> Attainment and progress information is available as a baseline for key groups to support work streams.</p> <p><b>Key Groups</b> <b>EAL:</b> lead Grace Mitchell – (links to EAL group a Reading Town ) <b>LAC:</b> Lead Julie Bunn <b>Post 16:</b> Lead College <b>SEND:</b> Lead Kay Brett <b>Pupil Premium:</b> Lead TBA</p> <p><b>Impact:</b> Will enable targeted provision and establishment of benchmarks to monitor progress.</p>	Data team	Ever 6 data and end of stage data comparisons are available.						Firm up baseline information with individual groups.
4.2	<p><b>Action:</b> Identify schools who have engaged with poverty proofing and audit the outcomes to identify key strategies which have impacted on achievement. MC to meet with Luke Bramhall July 14<sup>th</sup> to identify transferable strategies.</p> <p><b>Impact</b></p>	Leads		Audit document sent out to schools. Analysis of strategies completed.					
4.3	<p><b>Action:</b> Liaise with research and development group from MSTA and other available groups with a view to conducting research into the causes of lower attainment of disadvantaged pupils.</p>	Paul Cowley							

	<p>GH to collate current research and identify which schools and areas of research, produce a matrix to show information.</p> <p><b>Impact:</b> Action research undertaken by DfL group and disseminated across Middlesbrough.</p>								
4.4	<p><b>Action</b> Target specific schools to pilot funded strategies which impact on outcomes for disadvantaged pupils. Undertake Action Research to evaluate the outcomes of targeted activity.</p> <p><b>Impact</b> Specific strategies impact on target groups to meet achievement objective. Successful strategies are up scaled.</p>	Leads			Begin work				
4.5	<p>Use the Transforming Tees Audit for speech and language ( Newcastle University) Benchmark of schools who are communication friendly – target bottom quartile of schools identify to pilot strategies. Resource 20days QTS time to audit and analyse responses. Contact M Hughes re speech and language resources</p>	<p>Paul Cowley</p> <p>Mags Colley</p>							