

The Middlesbrough Achievement Partnership Priority Action Plan: **Priority 4**  
**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>

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	<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>KPI 6:</b> The gap with the national average for performance at KS1, KS2 and KS4 is reduced</p> <p>(KS1 National: 16.1 Middlesbrough 15.2 - APS)</p> <p>(KS2 National: 28.8 Middlesbrough 28.4 - APS)</p> <p>(KS4 National: 308.6 Middlesbrough 297.6))</p>

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	<p><b>KPI 7:</b> Outcomes in reading at end of EYFS, KS1 and KS2 are at or above the national average          (EYFS National: 76% Middlesbrough: 67% - achieving at least expected 2015)          (KSI National: 16.6 Middlesbrough: 15.6)          (KS2 National: 29.0 Middlesbrough: 28.5).</p> <p><b>KPI 9:</b> Progress in English and Maths is at or above the national average for KS4          (KS4 National: 69% Middlesbrough: 59% Expected progress in English)          (KS4 National: 66% Middlesbrough: 54% Expected progress in Maths)</p>
<b>Resources</b>	<p>4.2 identification of resource linked to poverty proofing when this is known. ( September 2016)          4.4 Funding for targeted schools to undertake research for specific programmes and report back on impact.          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.

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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> 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.					
4.2	<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. 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>	Paul Cowley							<p>Initial discussions started with MSTA Research lead GH and an initial proforma was created to capture what research is already happening in schools across Middlesbrough. This was sent out to all heads but there was a very poor response. Gerri Howard to lead on Action research within T, L &amp; A group.</p> <p>The DFL group continues to conduct excellent action research and the outcomes from this are shared at the celebration events each Autumn. All school leaders get invited to this event although uptake is limited.</p>
4.3	<p><b>Action</b> Target specific schools to pilot funded strategies which impact on outcomes for disadvantaged pupils.</p>	Leads			Begin work				Margaret Colley has identified three schools to take part in an audit, Thorntree, Park End and Rosewood, this gives a good balance for research in that they

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	<p>Undertake Action Research to evaluate the outcomes of targeted activity.</p> <p>The <b>Poverty Proofing</b> project consists of an audit of current practice for disadvantaged/advantaged pupils and provides guidance on how to use resources to improve the attainment of disadvantaged pupils. The audit is research based and focuses on identifying both good practice and practice which may be discriminatory to disadvantaged pupils. The aim is to ensure all pupils are able to access the same opportunities and to remove any barriers to learning.</p> <p><b>Impact</b> Specific strategies impact on target groups to meet achievement objective. Successful strategies are up scaled.</p>						<p>all have different levels of FSM. Audits to begin in January. Possibility of linking with EEF to monitor as Research project tracking isolated groups with a focus on the attainment of disadvantaged pupils with high prior attainment. On completion of the audits the impact will be evaluated with a view to following this up with an invitation for other schools to participate. A request to fund the Poverty Proofing Audits was approved by the MAP Board. Audits are currently taking place.</p>
4.4	<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 Develop consistency across school nursery settings and PVIs in terms of communication and language.</p>	Paul Cowley Angela Downing					<p><b>Narrowing the gap in Early Years</b> Maria Cockerill (Transforming Tees) and James Law (Newcastle University) will train an Early Years practitioner, one from every school, to use EYFS Communication Audit Tool developed by New. Uni. TSAs will then deploy SLEs to organise cross school triangulation, sampled moderation and audit and analyse responses and data. If data identifies correlation</p>

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									<p>between setting, with this focus on speech and language, and attainment of disadvantaged then best practice will be identified and shared leading to improved outcomes.</p> <p>An initial training date has been set for the 9<sup>th</sup> of March. Possible funding to also complete the audit in PVI's and share best practice from school based nursery settings/vice versa.</p> <p>Possibility to work with EEF – focus on communication/link to EAL</p>
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