

Da Strategy Review 2016/17

Outcomes

	DA - Av. Att 8, (2016) 2017 (est)	DA - P8, (2016) 2017 (est)
Maths	(8.19) 6.74	(-0.76) -0.93
English	(10.31) 7.66	(-0.11) -1.07
All	(44.22) 34.91	(-0.56) -1.03

	2012 gap	2013 gap	2014 gap	2015 gap	2016 gap	2017 gap
% 5 standard passes including English and maths	-35	-35	-32		-32	-18.6

Evaluation

Even considering the new GCSE specifications in play this year and a re-focus on attainment balanced with progress our gaps are widening. The small close we did see is mainly due to the non-DA performing less well.

QA processes show quality of teaching is improving and work scrutiny, especially in English and maths, was praised by Ofsted (September 2017) as was assessment in maths.

Our gap for 5 passes including English and maths has closed but using 4 as a pass grade. This will tighten next year.

Attendance has declined possibly due to change in leadership, lack of attendance officer and/or lack of follow-up after absence.

Impact assessment of spend has not been rigorous enough.

Recommendations

- Attendance is priority; phone calls to DA pupils absent, monitor work catch-up using PP LA.
- Triage of DA pupils around the 3 key areas to allow focus on highest need. Individual Learning Plans introduced to aid in removal of barriers to learning.
- Legacy of poorer teaching requires booster programmes in oracy/literacy to increase DA pupils' access to questions on papers.
- Refocus classroom strategy by a renewed focus on high quality feedback, collaborative learning and homework.
- Targeted, after-school sessions for DA pupils to consolidate learning.
- Wider provision of breakfast.
- Progress interviews each half-term to check homework, behaviour and attendance.
- DA pupils are central to all development planning and QA exercises.

Targets

Attendance to improve – reverse trend for last 2 years.

	Gaps	DA	Non-DA
15/16	2.97	93.81	96.78
16/17	4.58	91.63	96.21
17/18 target	3.0		

Outcomes

Gaps narrow towards national averages.