

This year, Challenge the Gap participants have...

...accelerated the progress of disadvantaged pupils

Nationally, disadvantaged pupils are more likely to make no progress, or to regress, than their more advantaged peers.

Pupils targeted by Challenge the Gap not only meet expected levels of progress, they beat them!*

If these pupils continue to make the same level of progress as they did this year, they will be able to achieve one GCSE grade higher than if they were achieving expected rates of progress.



After one year on the programme, the attendance of persistently absent pupils had improved by

8%

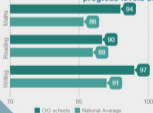
"One pupil had poor reading and spelling and found it hard to stay on task. She is now above target in both English and maths. Her reading has improved by one year over 12 weeks – previously it had taken two years to see progression"

Challenge the Gap teacher

...led effective, school-wide change

Disadvantaged pupils at schools participating in Challenge the Gap are more likely to make expected progress than those nationally

% disadvantaged pupils making expected progress levels at KS2



% disadvantaged pupils making expected progress levels at KS4



"The school leader has led her Challenge the Gap team to dramatically improve the progress and achievements of the pupils targeted by the programme. She has used these outcomes to inform and change the whole school ethos in a relatively small amount of time to have a significant impact on attainment and removing barriers to learning".

Programme Lead about School
Leader for Olive Hill Primary School

Programme leaders see improvements across the school

YEAR 1
30%

YEAR 2

67%

30% of school leaders surveyed during their first year on the programme experience whole school change. This more than doubles for schools during year two...

*The expected level of progress for an average pupil is three points in one year. Pupils targeted by Challenge the Gap make an average of four points' progress in one year.

...developed staff expertise in narrowing gaps

"The programme models leadership of the future:

- Leadership that scans the horizon and requires political astuteness;
- Collaborative leadership focused on learning, on instructional leadership; and
- Leadership that requires the exercise of influence and persuasion rather than positional power"

Jacquie Smith, Olevi Evaluator

"Through Challenge the Gap, I have gained the necessary expertise to become an SLE for narrowing gaps."

Leader, The Earls Cluster

560

professionals took part in 2013-14

"On this programme, I have learnt skills that have enabled me to mentor my students to achieve better results, increase their self-esteem, to reach for their future."

Teacher, Hayes Cluster

Participants scored the programme

8/10

for professional development

"Sharing ideas with other schools is inspiring and I have learnt so much from Challenge the Gap. More than that, I have been able to voice my ideas and opinions in my own school, and have been given the resources to 'make them happen'. The programme has widened my experience as a school professional"

Para-professional, Denbigh Cluster

...strengthened local partnerships

Challenge the Gap supports collaboration within and between schools

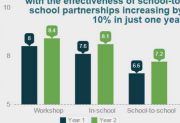
90%

of programme participants would recommend Challenge the Gap

"Working in a Trio has been so beneficial. Having others challenge your ideas to help you make the biggest difference with students is a very positive way to work."

School Leader, Altrincham Cluster

Collaboration improves in the second year of Challenge the Gap, with the effectiveness of school-to-school partnerships increasing by 10% in just one year



...successfully presented their outcomes to Ofsted

"I'm completely convinced that without Challenge the Gap we would not have kept our Outstanding rating. Challenge the Gap shows that you've thought about what you're going to do, it develops teaching and learning throughout the school, it focuses on progress and the Pupil Premium especially and most of all it gives you the outcomes..."

George Croxford, Head teacher, Royal Wootton Bassett Academy