

## Context

### Key foci identified in Pupil Premium review:

- Ensure that the Open Slot for Pupil Premium students becomes comparable to all other children nationally;
- Ensure that the attendance for ALL Pupil Premium students is comparable to all other students nationally;
- Ensure that the Pupil Premium English slot improves from -0.01; the Maths slot at 0.13 is maintained and becomes sustainable; the EBACC slot at 0.32 is maintained and becomes sustainable;
- The number of Pupil Premium students from mid/high prior attainment entering the Sixth form is maintained, then improves and becomes sustainable;
- The number of Pupil Premium students entering university education from the Sixth form improves, including 75% of current PP students;
- To identify further intervention opportunities with the Progress Team for the very hard to reach Pupil Premium students, and put these interventions into action;
- The Learning Support team to become a core feature of every faculty to support low prior attaining students;
- The Learning Support team to assist faculties with memory and retention techniques;
- The Progress team to identify further in-class intervention opportunities specifically for Pupil Premium students to ensure that their opportunities are equal to all other students.

**Objective Purpose: To establish a 'No Excuses' culture for all of high challenge and low fear. To create the conditions in which Faculties can develop a rigorous and engaging curriculum, can plan for and deliver learning which typically meets SGB expectations and will lead to all pupils engaging actively in lessons, developing the skills and knowledge necessary to meet their challenging targets and make sustained progress during their time at SGB**

**Priority 1: To raise standards at GCSE by making sure that all Pupil Premium students make good progress so that the overall Progress 8 is at least 0 with no negative slots, so that Pupil Premium students are achieving in line with their all other students nationally in comparison to their relative starting points**

| <b>Teaching and Learning Strategies</b>   | <b>Actions to implement strategy</b>  | <b>Evidence and rationale</b>  | <b>Timescale/Led By Resource/Cost</b>                   | <b>Success Criteria</b>  | <b>Monitoring &amp; Evaluation</b>   |
|---|---|--|---|--|--|
| To ensure that the education that Pupil Premium students receive is of an outstanding quality | Develop a CPD programme based around the needs of the Pupil Premium student.  | There has been under performance in the Open Slot of the Progress 8 figure at -0.50, further analysis goes to show where there is no specific subject that underperformed; the classes are where there may have been one or two Pupil Premium students in the class. Therefore, using the advice from 'Divergent Pathways; the Disadvantage gap, Accountability and the Attainment Gap' by Jo Hutchinson and John Dunford we plan to train staff in not only identifying barriers to learning (page 29 of the report) but to develop strategies to combat them | October 2016<br>Assistant Headteacher i/c Pupil Premium | Open slot for Pupil Premium is 0 therefore results being comparable to all other students nationally | CPD plan will be clearly evident. At data collection points Leadership Group links with Heads of Faculties of all faculties will check the progress of PP students. LG monitoring reports will refer to where PP students are under performing and what faculties are doing to prevent it. |
| To ensure that the use of feedback in the school is used to the best effect.                  | As part of Faculty Review process it is important that the Teaching and Learning Team monitor and evaluate the use of feedback and where it is lacking, provide effective CPD and highlight as an Even Better If...on faculty review reports. | The Education Endowment Fund highlights effective feedback on learning as the most successful strategy on improving progress, therefore it is important that Pupil Premium funding is used to ensure that the school continues to employ and retain the best teachers, and ensure they receive   | September and ongoing.                                  | Progress 8 figure for Pupil Premium continues to be 0  | Feedback is reported to be strong in Faculty Review reports and where it is not Even Better Ifs...refer to it; support would then be provided to the relevant faculties.   |

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| Teaching and Learning Strategies   | Actions to implement strategy  | Evidence and rationale  | Timescale/Led By Resource/Cost  | Success Criteria  | Monitoring & Evaluation   |
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|  |  | high quality CPD based on their research.   |   |   |   |
| Science – to create a KS4 support group. To create a basic curriculum to support the learning of low prior-attaining students. | Identify students, context and content for intervention, which will ultimately include key terminology, scientific processes and concepts. CPD to take place to ensure the teachers who are delivering the programme are fully skilled to complete ongoing assessment to check progress and impact.  | We want to ensure that the results in Science for current Y11 are comparable to all other students nationally. Although the Progress 8 figure for Pupil Premium in Science was healthy in 2016 it is important that this becomes sustainable in the long term. The research which has taken place by the EEF shows that intervention groups are more cost effective if more than one child is in the group. | November 2016, small group work taking place by March 2017.<br><br>Head of Science and Head of Learning Support | Improved retention of knowledge and skills which will be checked regularly by deliverers, and class teachers, using diagnostic assessment.<br><br>GCSE results 2017 for Pupil Premium students. | Head of Science will write the intervention course to ensure it directly means the needs of the identified students, in conjunction with the Head of Learning Support who will offer pedagogical advice. The deliverers will be observed as part of the Learning Support review and the Head of Learning Support will report progress to Assistant Head who is the Learning Support link but who also leads on Pupil Premium spend. |
| To work with HoFs to offer pedagogical support as and when requested.  | Identify departments who, according to predictors, are likely to have a negative impact on the Open Slot for Pupil Premium students. LG link to discuss potential explanations for under performance of Pupil Premium students. Heads of Faculty to check feedback (and response to feedback) that Pupil Premium student are receiving to check it is effective. | The Open Slot for Pupil Premium was at -0.50 in comparison to -0.01 for English, 0.13 for Maths and 0.32 for EBacc. Research shows from EEF is that Feedback will 8 months of progress to individuals, therefore where PP students are under performing feedback must be investigated first.  | Following data reviews and throughout the year.<br><br>Leadership Group and Heads of Faculty                    | Feedback for Pupil Premium students is clear and responded to.  | At data collection points Leadership Group links with Heads of Faculties of all faculties will check the progress of PP students. LG monitoring reports will refer to where PP students are under performance and what faculties are doing to prevent it.   |

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**Priority 2: To raise standards of Literacy and Numeracy for Pupil Premium students who join the school with low prior attainment**

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|---|---|---|--|---|--|
| To ensure that Fresh Start, Comprehension + and the Immersion Group classes teach skills which complement the English curriculum. | Liaise with English department to monitor progress of students with low prior attainment. Ensure that individuals/groups requiring additional intervention with particular skills are identified at Y6 to Y7 transition. Review Fresh Start, Comprehension Plus schemes at the end of the year to ensure curriculum changes take place in response to identified needs of the English curriculum. | There has been a significant amount of intervention that has taken place within the English Faculty; this has had a positive impact as gaps closed from the relative starting points over the last 3 years. It is important that with the ‘new’ progress measures this continues.   | November and ongoing<br><br>Head of Learning Support and Lead Teachers in English. | Students in Fresh Start continue to make progress from their relative starting points                                       | Head of Learning Support and Lead Teacher in English will have half termly meetings which minutes will be circulated to Head of English, LG Link for English and LG Link for Learning Support (who also leads on Pupil Premium spend). The deliverers of Fresh Start and Comprehension+ will be observed during Learning Support Review. Head of Learning Support will provide regular evaluations of student and group progress at Link meetings. |
| To ensure that the Omega curriculum in Maths(targeted at low prior attaining students) is delivered to a high standard            | Liaise with Maths department to monitor progress of students with low prior attainment. Ensure that individuals/groups requiring additional support are identified at Y6 to Y7 transition. Use areas for development from FRV observation as starting point to see where Maths deliverer requires CPD in liaison with Lead Teacher in Maths.  | Prior to 2015 the majority of Intervention which took place with the Maths Faculty was largely in-class based. The prior attainment of the Pupil Premium cohort in 2016 was largely similar to the prior attainment of the whole school cohort. In 2016 the Progress 8 slot in Maths for Pupil Premium was 0.15, which although positive needs to be sustainable no matter the cohort’s prior attainment. | November and ongoing<br><br>Head of Learning Support and Lead Teachers in Maths.   | Students on the Omega curriculum on track to achieve GCSE target grades and to make progress from relative starting points. | Head of Learning Support and Lead Teacher in Maths will have half termly meetings which minutes will be circulated to Head of Maths, LG Link for Maths and LG Link for Learning Support (who also leads on Pupil Premium spend). The deliverers of Omega curriculum will be observed during Learning Support Review. The Head of Learning Support will have an overview of KS3 Maths content and required skills.                                  |

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**Priority 3: To work together with the Mathematics and English Departments to ensure Pupil Premium students from high prior attainment overall achieve at least 0 in English and Maths slots which should ensure they are comparable to all other students nationally from their relative starting points**

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|--|--|--|---|---|---|
| To ensure that students from mid/high prior attainment realise their potential in both English and Maths | To work closely with the English and Mathematics departments to identify reasons for underperformance. For example, following work that has taken place with our 'Assessment without Levels' working party it is important that we build upon our already strong relationships and open a dialogue with Y6 teachers so we are sure of the skills which current Y6s have and how they relate with new scores which they will achieve at the end of KS2. As a result members of the English & Mathematics faculties are visiting primaries with the intention to improve curricular and run CPD sessions with other teachers of literacy based subjects in the school. | In 'Divergent Pathways; the Disadvantage Gap, Accountability and the Attainment Gap' by Jo Hutchinson and John Dunford one of the recommendations is to identify the main barriers to learning are identified and to develop strategies rapidly to respond to them. Having an open and active relationship with primaries allows for this to take place. | September 2016                              | Students from Pupil Premium make rapid progress from the point of entry.      | At data collection points Leadership Group links with Heads of Maths and English will check the progress of PP students. LG monitoring reports will refer to where PP students are under performing and what faculties are doing to prevent it. |
| To ensure that students from high prior attainment in Maths realise                                      | To identify underperforming students from mid/high prior attainment who need tailored support in Mathematics. Then   | It is evidenced in 'Believing in Better – How Aspirations and Academic Self Concept Shape Young People's Outcomes' published by the Sutton Trust   | January 2017<br>Lead Teacher in Mathematics | Pupil Premium students from mid/high prior attainment will achieve 0 in their | The Lead Teacher in Maths will assess the students when they begin the programme, when they are mid-way through and at the end to check progress. The Lead  |

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| their potential   | using diagnostic assessment work with the students in small groups. These are led by Maths Fellows from the local university, who are directed by the Lead Teacher of Mathematics, using a variety of support strategies like iXL and proven small group teaching strategies, for example, Kagan thinking activities. | reports that Pupil Premium students who have an equal self-concept to students of the same prior attainment in English and Maths at the age of 12 and then the age of 14 are more likely to go to university.  |                                | Maths slot and therefore be comparable to all other students nationally.   | Teacher in Mathematics will also monitor the use of iXL and report back to LG link for Mathematics who will add to link meeting minutes which go to Assistant who takes the lead for Pupil Premium students.  |
| To ensure that students from high prior attainment in English realise their potential | To identify students from mid/high prior attainment who need tailored support in English. In small groups provide specialist support through a specific programme based upon students' comprehension skills.  | As above and Following an investigation by the Learning Resource Centre manager it was found that some students with prior attainment Level 5C in English were not making the progress expected of them. A member of the English department has developed a Programme of Study which focuses on comprehension skills and is being delivered during House time. | Lead Teacher in English        | Pupil Premium students from mid/high prior attainment will achieve 0 in their English slot and therefore be comparable to all other students nationally. | The Lead Teacher in English will assess the students when they begin the programme, when they are mid-way through and at the end to check progress. The Lead Teacher will then report back to LG link for Mathematics who will add to link meeting minutes which go to Assistant who takes the lead for Pupil Premium students. |

**Objective: To aid Faculties in building an outstanding ethos where successes are celebrated and outstanding interventions take place in a timely and appropriate way which leads to rapid and sustained for pupils during their time at Sir Graham Balfour.**

**Priority 4: To tailor the support to meet the needs of each individual eligible for Pupil Premium, to ensure that barriers to learning are identified and acted upon rapidly.**

| <b>Intervention Strategies</b>                                   | <b>Actions to implement strategy</b>  | <b>Evidence and rationale</b>  | <b>Timescale/Led By Resource/Cost</b>                                    | <b>Success Criteria</b>   | <b>Monitoring &amp; Evaluation</b>  |
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| To ensure strong leadership of Pupil Premium spend.              | Assistant Headteacher i/c Tracking, Monitoring and Intervention is assigned to set the vision for Pupil Premium achievement by setting high expectations and aspirations, and evaluate what contributed towards it. | Following lengthy research, which is taking place on a continual basis, it was found that the schools where Pupil Premium achievement was strong, there is also a strong commitment from the school towards the achievement of the disadvantaged (Ofsted – The Pupil Premium: an update). The progress of Pupil Premium students in the school has improved since 2011 as the school’s commitment has grown significantly. | September and ongoing  | Findings are shared with Governors, Leadership Group which is cascaded to Heads of Faculty. | The Governors of the school routinely question the Leadership Team regarding Pupil Premium achievement and spend. |
| To ensure Pupil Premium spend is effective                       | The Assistant Headteacher i/c Pupil Premium is to meet regularly with the school’s Business Manager to check Pupil Premium expenditure.   | It is found that schools who evaluate their Pupil Premium spend accurately and effectively are having the best impact on individuals (Ofsted – Pupil premium: an update). As the school has become more successful with Pupil Premium students it is important that the school is clear on what has contributed to this.   | September 2016 and half termly from then.                                | The school’s accounts have a separate spending line for Pupil Premium expenditure.          | The school’s RHS group will routinely question the school’s Business Manager concerning Pupil Premium spend.      |
| To ensure Pupil Premium students are resilient and have positive | The Assistant Headteacher i/c of Pastoral has developed a CPD programme in Metacognition and self-regulation for all faculties and is developing a programme in   | Evaluation has taken place over the last three years results of Pupil Premium students and where students have not achieved well there has been evidence of mental   | Planning to take place in September 2016 and subsequent planning days in | Although emotional well-being, and what affects it, is difficult to assess                  | The Pastoral Team will evaluate the emotional well-being of students in all year groups.                          |

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| emotional well-being to deal with the hiccups in life.  | Emotional Wellbeing, there is also a programme for students to access if their Emotional Wellbeing is affected negatively by self-esteem etc. A CPD programme is also to be planned for deliverers of programmes to ensure they are acutely aware of issues that students face. | health issues, low self-esteem or significant home issues. The Education Endowment Fund points to Metacognition and self-regulation as important to students being successful. A range of reports, including Oxford School Improvement, points to students having good emotional development.  | November and January.<br>Initial CPD session to take place in October 2016.  | we can track which programmes and individuals are being accessed by Pupil Premium students.   |  |
| To ensure barriers to learning are identified routinely and interventions are put into place to support them. | The Progress Team regularly track the progress of Pupil Premium students across all year groups and intervene where under-performance becomes apparent.   | Experts, such as John Dunford in 'Divergent pathways; the Disadvantage Gap, Accountability and the Attainment Gap', identifies it is essential that schools identify and address the barriers to learning for Pupil premium students. For example, Pupil premium students often have chaotic home lives and Supported Study gives individuals the opportunity to keep up with their peers. | Evaluation of individual Pupil Premium performance in June exams and the contribution of interventions which took place to in September 2016.<br>Track Pupil premium performance at each subsequent data trawl (Ofsted, Pupil premium: an update cites robust tracking | Interventions are current, effective and making best use of available resources<br>Programmes are amended as further barriers to learning are identified. | All reports supplied to Leadership Group and governors cite the progress of Pupil premium students so that governors can routinely question the Pupil premium spend. |

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|  |   |  | systems.                          |                  |  |
| To ensure Pupil Premium students have high aspirations | University visits are to take place for Y8 & follow up with Y10. This can also be supplemented with 'Pupil Premium' champions. Two teachers who work with disadvantaged to ensure students understand the complexities of university finance. | Even suggests that in 'Believing in Better' the typical Pupil premium child does not pick up information regarding university via leaflets and formal means but through informal conversations and visits. Therefore by creating opportunities for these to take place would enable ideas about university to be communicated. | Visits in March 2017 & June 2017. |                  | Pupil premium champions track the progress of Pupil Premium and report progress after each data trawl. |