



Sir Graham Balfour School

Member of Sir Graham Balfour Multi-Academy Trust

Sir Graham Balfour School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sir Graham Balfour School
Number of pupils in school	950
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 to 2023/24
Date this statement was published	17/12/2021
Date on which it will be reviewed	October 2022
Statement authorised by	Lesley Beck
Pupil premium lead	Matthew Mason
Governor / Trustee lead	Mike Winkle

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,807.48
Recovery premium funding allocation this academic year	£27,623
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£228,430.48

Part A: Pupil premium strategy plan

Statement of intent

In Sir Graham Balfour School, we passionately believe that the circumstances of birth or upbringing should not be the key determining factors to success in life. We are relentless in our ambition for ALL children to achieve as well as possible, regardless of their socio-economic status. The key objective of our Pupil Premium Strategy is to significantly reduce the attainment gap between disadvantaged and non-disadvantaged pupils, whilst ensuring that high quality outcomes for all pupils are sustained and improved. We will do this whilst maintaining equitable access to all areas of the curriculum for our disadvantaged pupils, by ensuring that early intervention leads to disadvantaged pupils having the literacy and numeracy skills to access full breadth and depth of the curriculum, by maintaining strong and consistent relationships with our disadvantaged pupils and their families and by directing our resources at the controllable factors that most impact on the disadvantaged pupils in Sir Graham Balfour School.

We aim to ensure that we address the specific needs of the disadvantaged pupils in our school, that all staff understand how disadvantage impacts on learning, that all staff understand how their specific role(s) in school contribute towards significantly reducing the attainment gap and that it is our collective responsibility to do so.

Our approach is designed to be coherent in nature and sustainable in implementation. We will be responsive to addressing the needs of the disadvantaged pupils in our school; use effective early intervention to address issues with attendance, literacy and numeracy; ensure that all disadvantaged pupils are both challenged and supported in their lessons by teachers who have a precise and detailed knowledge of their subject strengths and weaknesses; provide consistent and ongoing support to improve behaviour and homework and prevent these from being barriers to learning; and provide a breadth of experiences to motivate our disadvantaged pupils so that they realise and then work towards the standards of which they are capable.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges have been identified from a range of sources including: a questionnaire of all Pupil Premium pupils; analysis of academic, attendance, destinations, behaviour, rewards and homework data; and challenges identified by our Pastoral staff and Pupil Premium Lead.

Challenge number	Detail of challenge
Teaching and Learning	
1	Literacy – disadvantaged pupils typically join our school with lower than expected levels of literacy. This encompasses comprehension and spelling as well as reading and can impact detrimentally on progress and attainment in all subjects.
2	Teaching and Learning – continuing to support our teachers to deliver an effective and engaging curriculum with impactful lessons, which are responsive to the learning needs of pupils and which better identify and address learning gaps.

3	Numeracy – disadvantaged pupils typically join our school with lower than expected levels of numeracy. This issue is especially pronounced in mathematical fluency related to number bonds and times tables.
4	Homework completion – disadvantaged pupils are more at risk of not completing their homework than non-disadvantaged pupils. Effective homework can have a positive impact of adding 5 months of learning in secondary school so non-completion of homework can add to learning gaps.
Personal Development, Behaviour and Welfare	
5	Attendance – the attendance of disadvantaged pupils is below that of non-disadvantaged pupils in each year group. These attendance issues have been further exacerbated by the gaps developed due to lower engagement rates in learning during the Covid-19 school shutdowns.
6	Behaviour – whilst behaviour in our school is typically of a high standard, the pupils who receive the most serious sanctions in school (D4, D5 or fixed term exclusion) are more likely to be disadvantaged.
7	Aspirations and self-confidence – disadvantaged pupils are more likely to become NEET or apply for further education courses that are below their capabilities. Challenges relating to encouraging more family engagement with education, encouraging greater participation in extracurricular activities, exposure to cultural experiences and addressing misconceptions regarding the financial costs of university.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Teaching and Learning	
Improved standards of literacy in all year groups leading to improved attainment among disadvantaged pupils.	<ul style="list-style-type: none"> All pupils will have the literacy skills to access an appropriate curriculum pathway. Standardised assessment shows in-year progress made with reading and comprehension skills.
Continual improvements to standards of teaching and learning leading to improved attainment among disadvantaged pupils	<ul style="list-style-type: none"> Gaps in the progress of disadvantaged and non-disadvantaged pupils will narrow, whilst the whole-school Progress 8 score is classified as average or better. 2023/24 KS4 outcomes show that disadvantaged pupils achieve: <ul style="list-style-type: none"> A8 score of 37+ EBacc A8 score by subject of 3.7+
Improved standards of numeracy in all year groups leading to improved attainment among disadvantaged pupils.	<ul style="list-style-type: none"> Standardised assessment shows in-year progress made with mathematical computation.

Improved homework completion rates leading to improved attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Increase in homework completion and attendance at homework support sessions for disadvantaged pupils. • All disadvantaged pupils have access to a laptop and all online resources.
Personal Development, Behaviour and Welfare	
Improved attendance and reduced lateness leading to improved attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Gaps in the attendance of disadvantaged and non-disadvantaged pupils will narrow, whilst whole-school attendance remains above national averages. • Numbers of persistent absentees who are disadvantaged will be below national averages.
Reduction in the frequency of behavioural issues among disadvantaged pupils so their learning can continue uninterrupted and free from disruption.	<ul style="list-style-type: none"> • The number of disadvantaged pupils having a net positive merit/demerit score is in line with the rest of their year group. • Impactful, in-school alternative provision will support progression into education and employment post-16. • Pupils will have access to expert staff to support any behavioural, emotional or psychological needs they have.
Improved self-confidence and higher aspirations among disadvantaged pupils leading to improved progression into further education (A-Levels and College) or apprenticeships.	<ul style="list-style-type: none"> • No disadvantaged pupils are NEET. • Disadvantaged pupils progress to destinations in keeping with their aspirations.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnosing pupil needs in numeracy and literacy	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1
CPD lead to sustainably improve the quality of teaching and learning across the school.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Embedding formative assessment project – to	Feedback EEF (educationendowmentfoundation.org.uk)	2

fund access to this SSAT course to improve the impact that feedback has on student learning.		
Extra class in English to address literacy needs of students and allow them to access a suitable curriculum pathway.	Reducing class size EEF (educationendowmentfoundation.org.uk)	1
Extra class in KS4 Maths to improve student fluency in mathematical operations.	Reducing class size EEF (educationendowmentfoundation.org.uk)	3
PACE (Pro-Active Coaching in English) delivery – to quickly improve the reading, comprehension and spelling of students with lower than expected levels of literacy.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £76,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy leader to coordinate a whole school approach to improving all aspects of student literacy.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
Numeracy TA to provide targeted support in Maths lessons.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	3
Revision support from GCSEPod and revision guides to support a mastery learning approaches to homework and independent study completed outside of the classroom.	Mastery learning EEF (educationendowmentfoundation.org.uk)	2
Homework support – to support students to complete their homework in a space with access to the full range of school resources.	Homework EEF (educationendowmentfoundation.org.uk) Extending school time EEF (educationendowmentfoundation.org.uk)	4

Access to the National Tutoring Programme to support progress and attainment.	Small group tuition EEF (educationendowmentfoundation.org.uk)	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £84685.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium lead	To ensure that disadvantaged students get access to the additional support, guidance and challenge that they need to achieve the best outcomes possible in school.	5, 6, 7
Pupil Hub	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5, 6, 7
Uniform & equipment support	In school survey shows that many disadvantaged students do not have equitable access to resources (laptop, specialist subject equipment, uniform, food ingredients etc.) needed to attend school and fully participate in the curriculum.	5, 6, 7
Liverpool trip	In school survey showed that a significant proportion of disadvantaged students have not left Staffordshire and/or the UK and is linked to results in the survey showing a lack of self-confidence and knowledge. These trips are aimed to give students these wider opportunities to support their self-confidence	7
London trip		7
Lake District Trip		7
Duke of Edinburgh scheme financial support		7
Breakfast club	In school interviews found that disadvantaged students are deeply appreciative of the support we offer in terms of getting food at breakfast as well as lunch time. They say that this also improves their concentration and, therefore, behaviour in class.	5, 6
Attendance officer time	Students cannot make progress if they are not in school. School analysis shows that disadvantaged students have lower rates of attendance compared to non-disadvantaged students. This support gives the resource, time and attention to improve the attendance of disadvantaged students.	5

Total budgeted cost: £221605.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. The school shutdowns have clearly had a greater impact on the progress of disadvantaged students at Sir Graham Balfour from an academic and pastoral perspective.

- Following a rigorous focus on providing targeted IAG as well as academic intervention and support, all disadvantaged pupils who left Year 11 were enrolled in education, employment and training in September 2021.
- Additional staffing in Maths and English led to intervention groups within bubbles for Y7-11 to support catch-up following the school shutdowns.
- CPD was focused on Responsive Teaching to improve the quality of teaching and learning.
- Laptops were distributed to all Pupil Premium pupils who did not have them.
- 1/3 of Pupil Premium pupils achieved at least 5 strong passes including English and Maths.
- The majority of Pupil Premium pupils achieved at least 5 standards passes including English and Maths.
- The Attainment 8 score for Pupil Premium pupils continued to rise from the 2019 results.
- Literacy deficiencies are systematically identified and addressed on entry into Year 7 through our PACE programme.
- The PACE curriculum for literacy intervention in Y7-9 was updated to ensure that as well as addressing issues from KS2, it also equips students with the necessary skills to succeed across the wider curriculum.
- 5 minutes silent reading was introduced at the start of each lesson from September 2020 to improve the reading skills of all students. Disadvantaged students were supported in accessing books for this.
- Anger management, self-esteem and attendance workshops took place with targeted disadvantaged students to address pastoral issues impacting upon attendance, behaviour, attainment and progress in school.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Services pupil premium funding was spent on a variety of literacy, numeracy and pastoral support to achieve the above outcomes of the pupil premium strategy.
What was the impact of that spending on service pupil premium eligible pupils?	All services pupil premium eligible students are now in full time education.