



Sir Graham Balfour School

Member of Sir Graham Balfour Multi-Academy Trust

Sir Graham Balfour School Pupil Premium Strategy Statement (Last updated November 25)

This statement details our school's use of pupil premium 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	1014 (18/11/25)
Proportion (%) of pupil premium eligible pupils	27% (18/11/25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 to 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Matthew Mason
Pupil premium lead	Ruth Haines
Governor / Trustee lead	Mike Winkle

Funding Overview (2025-2026)

Detail	Amount
Pupil premium funding allocation this academic year	£245,000
Recovery premium funding allocation this academic year	£0
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	£245,000

Part A: Pupil premium strategy plan

Statement of intent

At 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.

RADY Project Integration

As part of our commitment to equity and excellence, we are proud to integrate the Raising Attainment for Disadvantaged Youngsters (RADY) project into our Pupil Premium Strategy Plan. The RADY project aims to identify and address the specific challenges faced by disadvantaged students, ensuring that their starting points are recognised and that ambitious targets are set to accelerate their progress.

- **Data-Informed Practices:** Utilise RADY methodologies to analyse data and inform our interventions, ensuring that we accurately identify gaps and areas for development.
- **Collaborative Efforts:** Work closely with RADY project experts and other participating schools to share best practices, resources, and insights that can enhance our support for Pupil Premium students.
- **Ambitious Target Setting:** Set high, yet achievable, targets for Pupil Premium students, inspired by the RADY framework, to ensure they are encouraged and supported to reach their full potential

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. Our commitment to equitable teaching is integral to our strategy. We recognise that equity in education means providing each student with the support they need to succeed, which may differ from student to student.
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.
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. • Improved reading scores i.e. the gap between PP and non-PP average reading scores are reduced.
Continual improvements to standards of teaching (including a focus on equity in 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. • The progress and attainment figures will continue to improve for disadvantaged students. • 2025/26 KS4 outcomes show that disadvantaged pupils achieve: <ul style="list-style-type: none"> ○ A8 score of 36 ○ Basics 4+ 50% ○ Basics 5+ 30%
Improved standards of numeracy in all year groups leading to improved attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Summative assessments show 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.

	<ul style="list-style-type: none"> • 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. • Increase in attendance to enrichment clubs and trips. • Increase in number of PP students who are involved in the Student Council. • Increase in number of PP students achieved rewards and recognition.
Strengthen the partnership between school, parents, and the community to create a supportive environment that reinforces the value of education and promotes the holistic development of our students.	<ul style="list-style-type: none"> • Increased attendance to school events by students and parents/carers. • Increase in opportunities to visit the school to discuss what support the school can provide for PP students

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: £62,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnosing pupil needs in numeracy and literacy through use of summative assessments and reading tests.	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 (with a particular focus on equity in teaching) 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 fund access to this SSAT course to improve the impact that feedback has on student learning.	Feedback EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £66,100

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
TA to provide targeted literacy support for KS3 students.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	3
Revision support from GCSEPod and structured sessions covering revision strategies beginning from Year 7 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

Wider strategies (for example, related to attendance, behaviour, wellbeing, enrichment)

Budgeted cost: £116,000

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

Student 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
Enrichment/Extra Curricular financial support including: Brilliant Club Liverpool trip London trip Stoke City FC Careers Trip DoE Music lessons Fitness classes	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. The specific PP trips/activities are aimed to give students these wider opportunities to support their self-confidence and raise their aspirations.	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
PP Mentoring Programme	Research shows that students from disadvantaged background are less likely to have someone at home that can support them academically. The aim of the mentoring programme is to ensure that our most vulnerable have an adult to speak to on a regular basis about their experience at school.	4, 5, 6, 7

Part B: Review of outcomes in the previous academic year (Nov 25)

Since beginning our RADY journey (April 2022) we have seen some progress with student KS4 outcomes. The A8 PP/Non-PP gap has gone from 18.4 in 2023 to under 15 for the last two years. Also, the 5+ basics figure has gone from 40% in 2023 to under 27% for the last two years. However, we know from our internal data tracking, the biggest impact has been seen in the lower year groups who joined the school after we started the RADY project. The PP students in these year groups had their KS2 data uplifted as they entered the school to ensure the students are stretched and challenged as much as students with slightly higher KS2 results.

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.