

# CLOSING THE DISADVANTAGE GAP

*The London  
Borough of Bromley  
working with multi  
academy trusts and  
schools to raise  
standards for  
disadvantaged  
children.*

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## FOREWORD

Bromley teachers and leaders are showing that educational disadvantage *can* be tackled if we adopt the following principles, seen throughout these thoughtful case studies:

- Schools are best placed to define disadvantage in their own communities. Strategies to tackle educational disadvantage focus on the needs of pupils, not labels. There is no such thing as a 'Pupil Premium child'. Labels are for bears, not pupils.
- Values, professional judgement, research evidence, the needs of pupils and accountability to pupils and families should drive activities.
- Everything that happens within a school context should work towards better outcomes for pupils from the least fortunate backgrounds, not just the use of Pupil Premium.
- Research evidence should be used to challenge assumptions and beliefs, not simply to justify decisions already taken.
- Activity is not impact. The most effective strategies look to improve learners over time, rather than success being defined by 'doing things'.
- Labels can create unconscious bias and set limitations on what pupils can achieve.
- Strong pastoral care is the foundation stone of a successful Pupil Premium strategy.
- Successful schools do not blame contextual factors for the performance of their most vulnerable pupils.
- Programmes are unlikely to be successful without positive relationships.
- The quality of implementation is as important as the activities and approaches chosen.

It has been a joy to work with schools that are seeing Pupil Premium as an opportunity for their pupils, rather than an accountability burden to be shouldered.



Marc Rowland, March 2020

# PREFACE

Children and young people in the London Borough of Bromley receive an excellent and inclusive education. However, despite interventions put in place to diminish educational gaps between disadvantaged children and their peers, gaps have remained significant.

The Closing the Gap project provided a forensic approach around the most effective interventions and actions that can be taken by schools. There is no doubt that strategies for disadvantaged pupils provide a level playing field and are beneficial to all pupils. We have learnt that strong relationships between educators and young people are fundamental to improving outcomes for disadvantaged children. So too is developing language skills; the importance of conversational reciprocity and language acquisition are crucial for the developing brain.

We know that time out the classroom as a result of the Covid-19 pandemic will have affected all children, but disadvantaged children disproportionately so. The impact of disrupted learning including the loss of the social, emotional and cognitive development, the lack of access to the technology needed for effective remote learning, difficulties returning to school after long periods at home and transitions to the next stages of education will all have a profound impact on the lives of our children. Interventions will need to be adjusted and perhaps extended to compensate for this unparalleled disruption.

The studies in this booklet document changes implemented by schools during the project. One teacher noted that what might be viewed as a small change made a very positive difference. 'One of the biggest impacts has been organising the classes from three ability streams, to one ability stream and two mixed [ability] streams.' We hope you find inspiration from reading these case studies and that replicating or building on some of the work already achieved will complement the work that you are doing to improve outcomes for disadvantaged children. Never has it been more vital for our children.

We would like to thank school leaders and their staff for their analytical approach to identifying barriers to learning and for their determined implementation of strategies to address them. We would also like to thank Marc Rowland for his expert advice and wisdom and for working with us over the last three years on effective strategies to close educational gaps in Bromley.

Jared Nehra  
Director of Education

## INTRODUCTION

During the academic year of 2018/19 and following an 'Improving Outcomes for Bromley's Disadvantaged Pupils' conference, Bromley's School Standards team set up a project to work in partnership with schools to reduce the educational gap between disadvantaged pupils and their peers.

Bromley is a high attaining borough; educational outcomes are usually within the top ten nationally and this is consistent across all key stages. Bromley is not often recognised for its deprivation, but the borough has some areas that have been classified as within the 10% - 20% most deprived areas in England (London Councils 2019). Moreover, the gap between disadvantaged and non-disadvantaged pupils is greater than both the national figures and those for London.

The educational gap for Bromley's disadvantaged children is increasing and closing this gap is, and will continue to be, a key educational priority.

Three-year data trends (2016/19) show that education gaps between disadvantaged and non-disadvantaged children are widening across all phases of education, apart from EYFS where the gap is beginning to close.

In 2019, approximately 5,000 pupils in the borough were registered for the Pupil Premium Grant and many of these children were not reaching their full potential. It was time to open doors and put in place strategies that would change life chances. This needed the energy and drive of every educator in the borough.

Marc Rowland, head of the Rosendale Teaching School and author of *The Practical Guide to Pupil Premium*, helped bring schools in Bromley together by leading a three-day training project during the spring and summer terms of 2019.

Forty-four leaders from 21 multi-academy trusts, stand-alone academies and maintained schools were invited to join the cross-phase project.

The goal was to close educational gaps with the help of expert advice, the sharing of resources, and primary and secondary schools working together to form seamless transition for disadvantaged pupils.

During the project, school leaders were asked to carry out strategic 'gap' tasks in between each session and teachers were asked to complete a case-study to illustrate the interventions they had put in place.

A follow-up conference with Marc Rowland was scheduled to take place at the end of March 2020, but the pandemic prevented this from taking place. All the while organisations such as the Children's Commissioner, the Sutton Trust, the Education Policy Institute and Education Endowment Foundation were reporting that school closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap. Possible reasons for this are because disadvantaged pupils tend to have less access to technology, spend less time learning and have reduced support from parents/carers compared with their peers.

The long-term effects of the Covid-19 pandemic on disadvantaged children are yet to be understood, but what we do know is that interventions that educators have put in place to close educational gaps remain the same; carefully selected, relentlessly delivered and taught with engagement and passion.

This booklet is a collection of useful case studies written by teachers and head teachers during the Closing the Gap Project here in Bromley.

Julia Andrew  
**Head of School Standards**

Laura Collins  
**Primary Education Adviser for Mathematics**

Alexandra Junior School, part of Nexus Education Schools Trust (NEST)



## Context:

[Alexandra Junior School](#) is a smaller than average sized junior school for 7–11 year olds. Most children join our school from our feeder infant school which is situated almost a mile away. Approximately 55% of our pupils are of white British heritage, with the remaining 45% representing a variety of heritages, including mixed White/Black Caribbean (12%), pupils of Eastern European heritage (10%), and those from Black African or Caribbean heritage (8%) . 10% speak English as an additional language. The percentage of pupils with special educational needs is 16%. Alexandra Junior School, (AJS), has been an independent academy since 2013 and joined Nexus Education Schools Trust (NEST) in November 2018.

At the start of the Closing the Gap Project, the school had had a high focus on reducing the achievement gap for our disadvantaged pupils, but the impact was variable. School leaders along with NEST central team had a strong moral imperative to work towards closing this gap, because we know that children who achieve the expected standard in English and Maths at the end of Year 6 have improved life chances in later years.

**Number on roll: 241**

**Percentage of disadvantaged pupils: 17%**

## Enquiry Question:

**For NEST:** What should we consider in developing the academy’s approach to closing the achievement gap for disadvantaged pupils across the Trust?

**For Alexandra Primary School:** How can we improve the impact of our PPG (Pupil Premium Grant) spending, so that we close the achievement gap for our disadvantaged pupils in English and Maths?

## Actions:

Being part of the Closing the Gap Project supported us in carrying out a complete and honest review of our PPG strategy and expenditure. The training received from Marc Rowland of the Rosendale Research School gave us a good overview of research findings, which we enhanced by reading particular resources, such as the leaflet *“Pockets of Poverty”* which is a useful document for schools with relatively small numbers of disadvantaged pupils. We also looked in detail at the Education Endowment Fund toolkit. All of this pointed to:

- the need to improve the leadership for the raising of attainment for disadvantaged pupils.
- the fact that all children and especially the disadvantaged make accelerated learning

progress when relationships between the adults and children are positive and strong.

- the fact that the biggest impact on learning happens in the classroom, which means that pupil premium funding is well spent on high quality, high impact training for staff.
- the importance of not restricting the curriculum for the most vulnerable children by putting them in too many out of class interventions.
- the need to be very specific about potential barriers to the children's learning, for example, with deeper assessment we found that what we thought of as general challenges in reading and reading comprehension were more specifically to do with reading speed and vocabulary.

#### **What we did:**

- We worked as a team to revise our PPG Plan, and improve our strategic focus so that all staff understood who the focus children were and what our strategy would be.
- We invested in high-quality training, for example, a professional development programme in Talk4Writing strategies focused particularly on vocabulary, sentence structure and writing for an audience. The bespoke training for year teams involved observations, year team meetings/ training, modelled lessons, staff meetings and looking at books to review next steps.
- We also invested in becoming a member school of PiXL, which is a school improvement strategy network that provides support in assessment, analysis of learning gaps, along with a wealth of classroom strategies and resources. They also bring school leaders and specialists together at regular conferences to share ideas and support.
- We spent a smaller proportion of the funding in supporting children's wellbeing (e.g. Learning Mentor support, or counselling), and in supporting their

inclusion in enrichment activities, residential trips and visits.

- As an academy trust, we used our learning from the Closing the Gap Project to develop a set of guiding principles. I became the academy's PPG Lead, working in collaboration with the MAT's central team with the aim that we deliver highly effective provision for our disadvantaged pupils.

#### **Monitoring and evaluation:**

We closely tracked the children's progress (both academic and wellbeing) and spent time in conference with children about how they were doing, and what they should focus on next.

We reviewed interventions every 6 weeks, and either stopped, adapted or continued the intervention depending on the learning impact.

The school's PPG Lead met regularly with the governor responsible for disadvantaged children to review learning, wellbeing, and impact of our expenditure.

#### **Impact:**

- Behaviour overall is very good. High impact of support packages for those vulnerable pupils who began the year with challenges in behaviour or in emotional/social wellbeing.
- Good attitudes to learning as seen in lesson observations, pupil motivation and resilience to learning challenges.
- The quality and range of provision for disadvantaged children has had a positive impact. Overall the achievement gap is continuing to narrow across the school. In most cases the gap is around 10% or less, and in Year 6 there was no gap for writing and maths, and a gap of 7% in reading.

#### **Attainment of Year 6 in 2019 SATS tests:**

EXS+ = % of children who are working at the **expected** standards and above



HS = % of children who are working at a **depth greater** within the expected standard for writing or a **high score** for reading and mathematics.

	AJS All Pupils		AJS PPG		<i>National All Pupils</i>
	EXS+	HS	EXS+	HS	
Reading	80%	33 %	69%	15 %	73%
Writing	86%	10 %	92%	0%	78%
Maths	92%	24 %	92%	15 %	79%
RWM combined	76%	8%	69%	0%	65%

- Parent surveys indicate high levels of satisfaction with our provision. The vast majority of parents/carers say that the school is well managed, would recommend the school to others, and say that their children are taught well (Parent survey, July 2019).

**Next steps:**

- The largest achievement gap at the end of 2018-2019 was in Year 5, although overall they achieved well. This will be a focus group for 2019-2020. Pastoral support, emotional wellbeing support and strategic matching of teacher to class (building strong positive relationships) will be crucial for Year 6.
- Continued focus on building fluency in arithmetic, and next steps in the bespoke staff training for writing (Talk4Writing strategies).
- As NEST’s PPG Lead, I now coordinate regular meetings for PPG Leads across the trust. This is an exciting development because it means that our schools are sharing good practice for the benefit of all of our pupils.
- NEST will continue a high focus on reading, specifically reading speed, vocabulary and spoken language across the trust.





## Context:

Castlecombe Primary School is an expanding primary school taking pupils from 3-11 years old. There are currently 277 children on roll with another 39 from neighbouring Dorset Road Infant School who are temporarily situated on the Castlecombe site. Children join our nursery with skills and understanding below the national average. Whilst the majority of pupils are of white British heritage, 29% have English as an additional language, which is above national percentages. The proportion of pupils known to be eligible for Pupil Premium is 30%, which is above the national average. The percentage of pupils with special educational needs is also above national averages.

**Number on roll:** 277 (+39 from neighbouring Dorset Road)

**Percentage of disadvantaged pupils:** 30%

## Enquiry Question:

How can we engage children, particularly disadvantaged children, in reading for pleasure?

## Actions:

Working in conjunction with the National Literacy Trust, we took part in the Young Readers Programme. This programme gives children the chance to choose new books to keep through a series of fun events. We ran four events – a spooky sleepover, heroes and villains day, a pirate adventure and a beach party. Each event had to include four key elements

- i) Dressing up
- ii) The chance for the children to hear a story read to them
- iii) Something to eat and drink
- iv) The chance for every child to choose a high quality book, so they can begin to read it with their friends and take it home to keep.

## Monitoring and evaluation:

As part of the programme, children needed to complete a pre and post questionnaire on their attitudes to reading.

## Impact:

Impact on the school

- Raised the profile of reading for pleasure in the school and the enjoyment that the children gain from books.
- Book swaps in each class – children can now bring their books into school and swap

them for ones that others have finished with.

- Prompted a group of children to volunteer to be librarians. Children run the library on a rota basis at lunchtimes and children from other year groups can come and use it if they want to – gives a space for children who find the playground hard to go to.

#### Impact on staff and personal development

- Allowed us to see our children in a new light – particularly those children who wouldn't usually choose to pick up a book and read – watching them at our spooky sleepover sharing books with their friends in dens that they've made, reading by torchlight was amazing.
- Made us analyse and improve our approach to reading – every class now has a read aloud routine (for at least 15 mins per day), classes have redeveloped their book corners with more emphasis on reading for pleasure, children are entered into a termly raffle to win a kindle if they read at home regularly.

#### Biggest impact - on the children and their families

- This programme has allowed books into homes that previously did not have any. It ensured that high quality children's texts have been placed in homes where they are most needed, to the homes of our most vulnerable children.
- Children say that they are proud to own their own books. One child was so proud of her books that she carried all 4 of them around with her for the rest of the year – she brought them to school every day and took them home every night - they were really looked after and cherished.
- Another child, one of our poorer readers, quoted after our third event (which happened to be a pirate themed event involving dressing up, walking the plank and a special Pirate Punch) "This is the best day of my life." From that day on, the child has taken a book home every night to read, her mum has engaged with her and the whole concept of reading for pleasure. This

child now reads to her mum every day and is making amazing progress in not only reading and English, but with her confidence and self-esteem.

- After completing the programme, more children say that they enjoy reading than before they took part in it.
- Aspirations – the children now realise that there is a big world of opportunity out there and how reading can impact not only on their creative and imaginative minds, but also on their overall progress and how this, in turn, will impact on their aspirations for their life.

#### Next steps:

- Run the project again this year
- Further develop book corners and reading choices in school
- Book clubs



## Context

Chelsfield Primary School is a smaller than average primary school with only four classes and currently 95 children on roll. It is situated within a small village on the outskirts of Orpington, at the edge of the borough of Bromley. The catchment is varied and children attend from a variety of socio-economic backgrounds, but mostly from a large estate, no children attend from the village. The majority of pupils are of white British background. The number of pupils with SEN is higher than the national average and the proportion of pupils eligible for Pupil Premium funding continues to rise year on year. There is a relatively high degree of mobility, with many pupils having been admitted in KS1 or beyond.

## Percentage of disadvantaged pupils

Currently 22% of the school are eligible for Pupil Premium and this number continues to steadily increase.

## Enquiry Question

How can we optimise the outcomes for disadvantaged pupils?

A careful analysis of PP was made within the school and the following statements were made.

- A significant amount of the Pupil Premium Grant (PPG) was used to supplement the teaching assistant budget and to provide a range of isolated interventions delivered by TAs during afternoon lesson time.
- A culture of intervention to close gaps across KS1 and KS2 exclusively delivered by TAs – often but not always the least qualified/experienced members of staff.

- Monitoring highlighted that children were mainly grouped in lessons by fixed ability seating which had become embedded in many classrooms. This was coupled with an overreliance of many of our disadvantaged children on TAs who were sat on 'lower ability' tables with children of a similar level.
- There was a culture at school of not having such high expectations for some families of children. Occasionally negative comments could be heard, for example, 'they never read at home'.

## Actions

With this information in mind, it was decided to focus on two main areas

- To stop ability seating in all areas of the curriculum, as this imposes a ceiling immediately on children's learning and definitely dents self-esteem.
- To explore our own feelings around disadvantage and understand more fully the difficulties faced by disadvantaged children. To change our mindset around 'this child never reads' to 'I am going to make sure this child reads every day at school'.

The Deputy Head and mathematics lead for the school were given time to work together to plan for challenge within the lesson with the focus being on moving on once learning has been mastered. For every maths lesson the children sat in mixed ability groups, with the expectation that they were supported to look at the task in a positive way and to move forwards.

The second action was a staff meeting to explore our own attitudes to disadvantage and to challenge ourselves to think as problem solvers rather than accepting less than ideal circumstances. Parents and volunteers were signed up as 'Reading Buddies' at every available space in the day. This continued until every child in the school was reading to an adult at least three times a week either at school or at home.

### Monitoring and evaluation

The first method of evaluation used was pupil voice. Children reported that they felt that the teacher now believed more fully in their abilities. Children started to understand when they had a concept under their belt and that they could move on. This has enabled children to take on learning that might not have been made available to them.

The KS2 tests in reading and mathematics showed that outcomes in these subjects were greatly improved.

End of Key Stage Two (All pupils)	R	M
PP percentage at the expected standard	75%	75%
Non PP percentage at the expected standard:	83%	75%

### Next steps

Changing mindsets of staff and children throughout this project was critical and alongside the other developments, we completed focused work based around creating a whole school culture of growth and challenging preconceived attitudes to learning. Whilst we are just starting to see an impact through our school data, the quantifiable difference so far has been the raised profile of these learners at so many levels. Ensuring this is developed through leadership at all levels will be the next whole school priority in terms of implementing a sustainable model for the future.

### Impact

- Staff and parents are aware of pupil potential
- All staff are working towards same goal
- High expectations for all is embedded
- An impact on behaviour for learning and school growth mindset
- Outcomes for disadvantaged children that are improving



**Coopers School - Number on roll:** 1716  
**Percentage of disadvantaged learners:** 26%

## Enquiry:

To use an evidence based, whole school approach, to addressing the barriers to learning faced by disadvantaged students.

## Context:

Coopers School is a large comprehensive secondary school.

We have high expectations and aspirations for our whole community. We develop inquiring, well-rounded and confident people who help to create a harmonious world through a shared understanding and respect for each other. All members of the community are supported to become empathetic, active and curious learners who understand that every individual's ideas should be heard. All members of the Coopers community are recognised, valued and respected as they develop into conducive members of a global society.

Coopers joined the Education for the 21st Century (E21C) Trust in the summer of 2018. E21C was established in 2011 as a Multi-Academy trust. All the trustees have a clear and long-lasting commitment to the education of young people and they are skilled in operating effectively to the benefit of the Trust's schools, their students, their staff, their parents and the wider local education communities they serve.

When the school was last inspected in March 2018, the inspectors said that Coopers is a well led school within which a well-planned curriculum and good teaching lead to very high standards and very good examination results, in the top 20% of the country. They described the school as "bubbling outstanding." The

inspectors also commented that the very good behaviour of the students

makes an important contribution to the welcoming, supportive and orderly learning environment created by the school as we strive for academic success.

Before becoming involved in the Bromley Pupil Premium Research Project, the approach to pupil premium was short term with varying degrees of success:

- In 2016 54% of PP students gained 5 or more A\*-C GCSE grades, a 9% increase from 45% in 2015, and 50% gained 5+ A\*-C GCSE including English and Maths, an 11% increase from 39% in 2015.
- In 2017 68% of PP students gained 5 or more A\*-C GCSE grades, a 14% increase on 2016. 57% achieved 5+A\*C/4+ including English and Maths in 2017, a 7% increase on 2016 and including the new 9-1 grading for the more challenging, "reformed" English Language, English Literature and Mathematics GCSEs. Comparisons cannot reliably be made with previous years because of these reformed qualifications.
- In 2018, with the new specification qualifications, 46% of PP students gained 5 or more 9-4 GCSE grades. 35% achieved 5+A\*C/4+ including English and Maths. 12% of PP students gained grade 8, with 2% gaining grade 9.
- In 2019, with the new specification qualifications, 45% of PP students gained 5 or more 9-4 GCSE grades. 35% achieved 5+A\*C/4+ including English and Maths. 22% of PP students gained grade 7, with 2% gaining grade 8 and 2 % gaining grade 9.

Since taking part in the project we have developed a longer term strategy to embed and sustain improvement to reduce the gap.

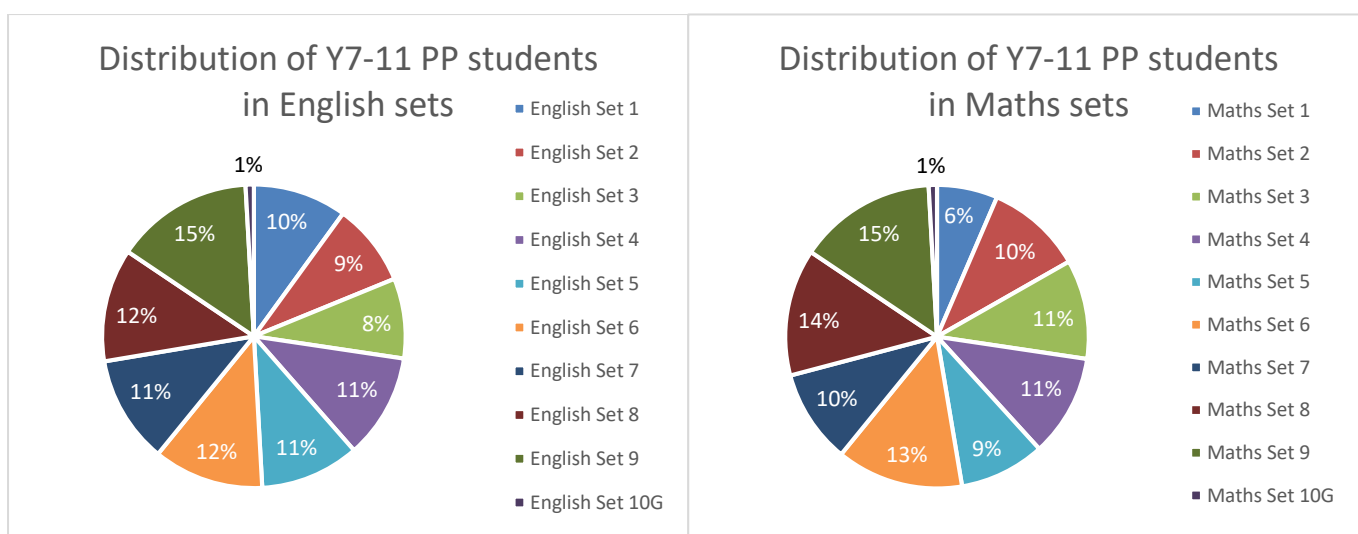
**Actions:**

- To develop staff understanding about the importance of quality first teaching and not isolated intervention to raise standards and close gaps.
- Through the Teacher Effectiveness Enhancement Programme (TEEP) model and EEF strategies focusing on: assessment for learning (AfL), feedback, personalisation and collaborative learning within lessons.
- Focused Staff CPD including: Metacognition, personalisation, memory techniques and AfL.
- Pastoral team restructure and developing the role of the Director of Learning.
- Analysis of attendance, behaviour and rewards to develop strategies.
- To raise aspirations through enrichment opportunities, trips and Careers Education, Information, Advice and Guidance (CEIAG) support.
- To raise aspirations through ensuring ability groupings support all students including disadvantaged.

**Monitoring and evaluation:**

Whole school monitoring and evaluation is taking place in many different forms:

- Focused formal and informal learning walks are regularly conducted.
- Regular ‘Raising Achievement’ meetings help us to identify students who may not be on track, and agree actions.
- Within our whole school tracking, students are tracked against their overall prior attainment helping us to identify whether students are on track to reach their potential.
- Resource audit to ensure students are prepared and ready to learn, for example, access to computers, revision guides and places to study.
- Enrichment and trip tracking to ensure students are taking advantage of opportunities on offer.
- Analysis of attendance to ensure all students are attending school and provide support strategies appropriately.
- Analysis of ability grouping to ensure disadvantaged students are in the appropriate set for their potential.



**Impact:**

Whilst to date we have only seen impact in some areas of the project, we are confident that we will achieve our intended outcomes over the coming years. We will continue to embed and adapt our strategies to best support the needs of our students. Our aim is to provide consistent, quality first teaching so that our students leave us as more confident, positive individuals who are equipped to face their next steps.

In lessons we are already seeing an active learning culture with positive student engagement across the school.

Wider Learning includes:

- Extensive enrichment opportunities and higher uptake for trips/residentials/clubs.
- Opportunities for 'Young Leaders' to lead the learning, for example, Digital Leaders.
- Mindfulness, Nurture groups and Peer support.

**Next steps:**

Our next steps are to ensure the strategies in place are having the desired impact. There is building evidence for this and in a number of areas our data is showing that disadvantaged groups are making better progress. This needs to be embedded and maintained across the school. We are continuing to monitor and track the different aspects of the project.



## Darrick Wood School

**Context:** Comprehensive

**Number on roll: 2,000**

**Percentage of disadvantaged pupils:**  
approximately 10%

### **Enquiry Question:**

Original question: What difference can a classroom teacher make to disadvantaged pupils' attainment?

Updated enquiry question: What difference can a classroom teacher make to disadvantaged pupils' learning behaviour and how does this impact attainment?

### **Background:**

This project started in September 2018 and continues into the summer term of 2020, and because this project deals with a specific group of (now) Year 11 pupils, it has been updated and adapted over the time period based on the work with Bromley and EEF.

The two classes have higher than usual % of disadvantaged pupils.

### **Key issues identified and key barriers to learning:**

- Individual pupil attendance (lowest 30%)
- Class attendance to English (c.71%)
- Low engagement and motivation
- Low prior attainment
- Corporate sense of disenfranchisement
- Weak study skills
- Lack of homework

### **Actions**

I have summarised just 3 areas of intentional and planned actions:

### **1) Effective classroom relationships**

It was clear that for these pupils to be successful in English, they needed to feel like they were valued and listened to. They also needed legitimate reasons for making the effort (beyond getting qualifications) and they needed to see themselves being successful in the subject. The following small steps contributed to creating effective classroom relationships:

- Knowing each pupil really well and their specific needs
- Making their English classroom a safe space with a collegiate atmosphere. A punitive or disciplinarian atmosphere did not work. This included a certain amount of discussion; honesty and transparency around anything to do with classroom rules, exam rules, etc.
- Absolute fairness and consistency in rewards and sanctions. Sanctions that were issued were not punitive but restorative in that we discussed any issues and behaviour.
- A new start each lesson meant that the teacher needed to make a conscious and intentional effort to set aside any negative behaviour or frustrations from the previous lesson.
- No judgement culture – this links to teaching learning behaviours – pupils were allowed to ask questions, not know things that were obvious, forgot things, not have the right equipment etc.
- Celebrating success every lesson.

### **2) Teaching learning behaviours**

Many of these pupils had gaps in their education and also had not secured learning behaviours that were 'normal'. So in addition to teaching the GCSE curriculum, I needed to teach

pupils the learning behaviours that would enable them to be successful in GCSE English and could support their learning in other subjects. This included (for example) modelling:

- How to complete classwork in their books
  - How to annotate literature texts
  - How to use the classwork book to revise
  - How to create revision resources
- This included using PP funding to buy pupils a revision folder, flashcards, and other organisation materials.

### **3) Improving metacognition**

Actions included:

- Explicitly and intentionally teaching skills and knowledge
- Use recall and retrieval tasks to build knowledge and confidence
- Ensuring that all pupils experience wins in low-stakes testing
- Creating high challenge, low threats moments in every lesson
- Creating chants and choral responses for key elements of the question (eg Questions 1 and 2 short quotes will do!)
- Using the last 15 minutes of every lesson to complete extended writing tasks to build writing resilience, normalising writing, and build exam confidence. Instant feedback and improvement given.

### **Monitoring and evaluation:**

Both quantitative and qualitative monitoring took place, through formal assessments (both in-class and under invigilated exam conditions); through coaching, discussion and interviews.

The evaluation process is still ongoing because the project has not yet finished. We won't know the full impact until the GCSE results this summer. However, we can evaluate the impact on staff workload, the effectiveness of how PP funding has been deployed, and then the overall attainment outcomes.

### **Impact:**

So far, the impact of attainment can be measured using assessment and mock data. This includes data collected in March 2019, June 2019, November 2019. Further data will be available at the end of February 2020 and then summatively in the GCSE results August 2020.

### **Next steps:**

1. Evaluate the project as a whole following the summer GCSE results
2. Run whole school CPD on teaching learning behaviours
3. Run whole school CPD on creating effective relationships in the classroom
4. Explore how learning behaviours can be supported at home and out of lessons
5. Create a group of PP champions (staff from every department) who will focus on ways to ensure the disadvantaged pupils receive appropriate support.

### Context:

Downe Primary School is a small rural school on the outskirts of the LA. It has four classes, three of which are mixed age, and a reception class. It has a relatively small number of children with entitlement to pupil premium and a correspondingly small budget to spend on it.

In a small school there is inevitably a preoccupation with individual needs (as there often are not groups of children with the same need, across the range of attainment and ability including more able children). So the school's pupil premium policy had been a commitment to allocate the money directly to the individual, to address their identified needs.

This was generally implemented through 1:1 or small group interventions led by teaching assistants, social, emotional support programmes i.e. play therapy, and social skills groups and enrichment activities i.e. music lessons, club participation, and outings. This was successful to a degree; many individual children did make progress. However, it could be disparate and difficult to evaluate the impact effectively. Also there were many other children who had no entitlement to Pupil Premium funding, who would have benefitted from these activities but it wasn't always possible to fund.

The SIP priorities were raising attainment at writing and more able progress in writing.

**Number on roll:** 80 pupils

**Percentage of disadvantaged pupils:** 15% (12 children with Pupil Premium, 5 of which are ever-six pupils, 5 of which have identified SEN)

### Question:

Could the funding be used more effectively by engaging in a whole school approach or project? What was the most pressing need?

### Actions:

- The identified priority was writing, with the aim of ensuring that every child made the best progress possible.
- FFT Write Away Together (WAT) intervention was chosen (from EEF).
- Resources were purchased and time allowed to enable staff to read the files before the training.
- All staff, teachers and teaching assistants, attended a whole day INSET on Write Away Together led by Julia Andrew.
- In the summer term 2019, WAT was trialled by all classes and teaching assistants, working closely with the teachers.

### Monitoring and evaluation:

- The summer term implementation was informally monitored by the English Co-ordinator, who also supported and advised where necessary.
- It was fully launched in September with targeted children.
- The children's work was monitored after a block of sessions for progress.
- The older children gave feedback on their learning in the sessions to the English Co-ordinator. This was informative and enabled changes and improvements to be made to the teaching.

### Impact:

- Progress has been clearly seen through the work scrutiny of all the children who have participated. Next steps learning and

barriers to progress in learning have been specifically and effectively addressed.

- As it is a time limited short term programme, a good number of children have been enabled to participate.
- It has met the need of the individuals with Pupil Premium entitlement, as was the original aim, regardless of the level of attainment, including the more able.
- It has enabled other children (without entitlement to the pupil premium funding) to benefit.
- The whole staff has benefitted from high quality English training which also impacts on quality first teaching.
- It has developed effective joint planning, discussion and close professional working between teaching and support staff. The Teaching Assistants appreciate the clear session planning and structure of the WAT sessions.

#### **Next steps:**

- A refresher training session is planned to respond to points raised through monitoring.  
A demonstration of a good WAT session by an experienced literacy teacher will be part of this.
- We are mindful that the best teaching should be available to the children with most barriers and are looking at how we can release teachers to lead some WAT sessions and other interventions to facilitate this.

### Context:

Eden Park High School is a new free school with currently only years 7 – 9. The school is expanding year on year. Once full, the school will have approximately 1700 students enrolled from years 7 – 13.

**Number on roll:** 615

**Percentage of disadvantaged pupils:** 33.77% (207 students)

### Enquiry Question:

Eden Park High School operates a longer school day (8:15am – 4:45pm). One of the driving factors to providing a longer school day is to ensure all students, no matter of their background, get equal and fair access and support to completing independent study. The focus for the school through the closing the gap project was to evaluate how well the extended school day is operating to achieve its objectives and put improvements in place for the academic year 2019 - 2020.

**Actions:** To evaluate the effectiveness of the extended school day the school conducted qualitative and quantitative data collection methods. Focus groups with parents and students and meetings with teachers provided the qualitative data. A parent survey and a student survey were used to collect the quantitative data. The data collected highlighted the following:

- Students would like increased autonomy over what independent learning they complete.
- The volume and quality of independent learning varied between subjects.
- Not all students had access to ICT to complete their independent learning.

- There was a need to not only focus on the learning of content but also on how to work as an effective independent learner.

Following the evaluation, the following actions were taken:

- Where previously independent learning sessions were at the end of the school day, independent learning sessions were timetabled within the school day. The school moving to its own site, where previously it had been on a shared site with another school in the trust provided the flexibility for this to happen. This change helped ensure all independent learning sessions could take place in a computer room.
- Students were given an extra lesson of English and mathematics in the timetable instead of being given an independent learning session for these subjects. This extra lesson can be utilised to pinpoint any areas of support and provide the appropriate intervention. The school also invested in Hegarty Maths and an accelerated reader programme to support with this intervention.
- ClassCharts, an online platform the school previously used for recording student behaviour have developed a module to enable teachers to host independent learning (homework). The school made use of this software, enabling students to log in and prioritise what independent learning activity they should complete. It was felt that giving students this autonomy would encourage better independent learning skills.
- To improve the volume and quality of independent learning tasks being set the number of subjects able to set independent work was reduced to four. Students were assigned 4 x 100 minute

independent learning sessions over a two week timetable, resulting in students needing to spend approximately 100 minutes on each independent learning task. The reduction in the volume of tasks enabled the coordinator for the independent learning sessions to more closely monitor the quality of work being set and provide training to the subject teachers on what effective independent learning looks like.

- The school invested in a number of online learning platforms. These provide students with additional activities they can complete once they have completed all the work set by their teachers.
- The school actively promotes what it means to be an effective independent learner.

#### **Monitoring and evaluation:**

To monitor the implementation these changes the school will conduct the following;

- Learning walks, specifically focusing on independent learning
- Link governor visits, specifically aimed at independent learning
- Student focus groups
- Parent forums
- Student survey
- Parent survey

#### **Impact:**

The school assesses on a termly basis. The first round of internal assessments completed at the end of the autumn term 2019 indicates that students who are classified as disadvantaged are achieving as well as those who are not classified as disadvantaged in year 7 and 8. In year 9 students who are classified as disadvantaged are not performing as well compared to those who are not disadvantaged, although internal data suggests the gap is smaller than the national and significantly smaller than the average for the local authority. However, when comparing the internal school performance data from the end of the summer term in 2019 to the autumn term in 2019 the gap between disadvantaged students and non-disadvantaged students is closing.

#### **Next steps:**

The next academic year (2020-2021) sees the introduction of key stage 4. The school is in the process of refining how best to effectively implement independent learning sessions into the curriculum for key stage 4 students.



### Context:

Harris Primary Academy Orpington (HPAO) was opened in September 2016, taking over from Hillside Primary School. HPAO has two forms of entry and runs a Special Support Provision (SSP) for 20 children who have severe and complex learning needs.

The area contains the largest settled traveller community in Western Europe and we believe that, although a relatively small number of pupils declare as travellers, there are many more not declaring because of perceived discrimination in society. 10.3% of the academy is believed to be first generation Gypsy Roma Traveller with more second and third generation. The academy is situated right in the centre of the Ramsden Estate and this means that the academy deals regularly with significant levels of deprivation. The academy has risen to the daily challenge of aspirational

### Impact

This had a great impact on Child A; she was able to absorb ideas from a child who was of a different ability to her. She picked up new vocabulary and her general approach to work in lesson became more confident and she was able to generate her own ideas. In contrast, the previous ability seating prevented her from high aspirations where she would not commit ideas either in writing or verbally.

deprivation and underperformance. engagement presents a challenge.

This case study is based on one child (child A), a Pupil Premium child in Year 5.

**Number on roll:** 393

**Percentage of disadvantaged pupils:** 30.6%

### Enquiry Question:

How can we improve the attainment and progress of Pupil Premium children within school?

### Actions:

#### Specific classroom strategies

Mixed ability seating was introduced to the classroom setting.

Vocabulary programs Word Aware and Alan Peat's Sentence Types were introduced as an integral part of teacher delivery. Due to a previous difficult home life, Child A was not exposed to reading at home or a wide range of vocabulary.

### Impact

Introduction of modelled sentence types improved the pupil's writing skills. Child A began using more complex sentences with a wider range of vocabulary. See the writing samples below:

Writing comparison: Child A

Dear diary,

Today is unspeakable. I don't have any words. Life was a living hell or a really nice day. Either one is chosen choose the day will get even worse. I wish life was more simple. Anyways... I was just standing near the window minding my own business until I heard my mum's voice shouting for us to go to the park. As I arrived, I saw trees and branches reaching out to me the ominous clouds shrouding the land. That's when I saw a girl, she invited me to play with her. With all my courage I ran with her. She said her name was snudge. I played with her for a while. All my worries went away - it was my first time getting this happy. Then my mum called out angry than ever, we went home and mum gave me the silent treatment. ~~My day got worse~~ The day was better for until now. terrible things that happened to me. Although it was a strange day and yet I enjoyed sharing my day with you.  
Charles.

July 2019

January 2020

My city was unusual, quite the hard-jull. Mainly miserable and dismal also misunderstood, disrespected. I'm wondering why I ever lived there. My <sup>years</sup> faces of the city were beginning to bloom, rise above the wrecked floor and was to be forbidden from my dreams. We have trees but yet they are were <sup>dying</sup> dead. Of course.  
Most of the time,  
Sometimes, it would never rain, it felt like I was trapped in time because the sky was always grey. Even though it didn't rain much I knew that once sighted it would be as <sup>rare</sup> as a glistening diamond over powering the darkness shrouding the decaying land. Sincerely, I thought life could be way better than that. How wrong was I?!

I look at the people but as mean as it sound, I would never want to be like them but I <sup>was</sup> want. We were all wanting redemption (help), it was like walking through a world gone blind. I would always wonder what happened in the future?.



## **Parental Engagement**

Child A lives with her mother. With targeted support from the school's Family Worker, the mother was able to resolve issues related to difficulties in home life. Her mother is now very supportive and maintains a positive relationship with the school.

### **Impact**

This has had a great impact on Child A; she is content at school and knows who to speak to if she is worried or anxious. Parent relationships have also been strengthened by hosting events such as a carnival, which brought parents in our local community together.

## **Planning extra school visits**

Child A had the opportunity to attend school trips, funded by the academy, which enhanced her learning beyond the classroom. Examples of visits include a Black Death workshop where Child A was able to see how the Black Death affected London. She also participated in a residential trip to a working farm in Wales.

### **Impact**

The change in her was tremendous. At the beginning of the residential week, she was in tears at being away from home. By the end of the week, she was in tears because she did not

want to leave! She learnt a range of valuable skills such as teamwork, farming and cooking,

## **Monitoring and evaluation**

Child A was highlighted as Pupil Premium; progress and attainment were tracked through data gaps analysis and informed interventions put in place during Pupil Review meetings with SLT, Family Worker and SENDCo input. Child A was also monitored and evaluated through class provision maps.

### **Impact**

Data shows that Child A has progressed from 'below age-related expectations' to 'age-related expectations' in both reading and writing, and from 'below age-related expectations' to 'working towards the expected standard' in mathematics. Her progress scores are +7.28 in reading, +9.29 in writing and +1.38 in mathematics.

## **Next steps**

- More opportunities will be created for parental engagement in order to develop positive relationships with the academy. A summer fete is currently being planned.
- The successful classroom strategies will be shared with staff during future CPD sessions and progress and attainment of all Pupil Premium shall be monitored closely by class teachers and the senior leadership team.

## Context:

Hayes School is an 11-18 mixed comprehensive school located in the London Borough of Bromley. We have 1688 students on roll with 10% eligible for Pupil Premium funding. The school is an 8 form entry and has a large sixth form on site. Hayes has a specialist speech and language provision with five places a year available for qualifying pupils. Our students join the school with above average KS2 results, making it challenging to make above average progress at KS4, particularly for those with less support at home. This is felt more acutely in maths. An Assistant Principal has had responsibility for the achievement of the Pupil Premium cohort over a number of years and we have underpinned our Pupil Premium action plan with research, particularly from the EEF. Hayes has been an active participant on the Challenge Partners 'Closing the Gap' project and has completed Pupil Premium reviews at partner schools. We are always looking for ways to improve the outcomes of our disadvantaged pupils.

We currently have a gap between the outcomes for Pupil Premium students in maths compared to English and option subjects. Whilst our mainstream Pupil Premium students achieved a P8 score of -0.03 last year, and are performing above national averages, their performance is still below that of our non-disadvantaged students. We wanted to trial this project as a way to close this gap.

**Number on roll:** 1688

**Percentage of disadvantaged pupils:** 10%

## Enquiry Question:

How can we improve the outcomes of our Pupil Premium students in maths so that they more closely match their achievements in English and their option subjects?

## Actions:

- We have a team of lead teachers who form part of a wider teaching and learning team to drive and develop pedagogy across the school. We have appointed a Lead Teacher, with a dedicated focus on Pupil Premium research, to help identify and share strategies to support the teaching of our most disadvantaged students.
- Using Pupil Premium funds, we have given a member of the maths department (Level Up Maths Coordinator) an honorarium to look into the current gap between disadvantaged and non-disadvantaged performance in maths.
- These two colleagues devised our Level Up Maths Programme, in full liaison with Hayes School's Maths Department. The programme started in October 2019 and is still ongoing.
- The Level Up Programme runs every Monday afternoon between 3-3.30pm. The programme involves students from Year 10 and 11. Pupil Premium students are taught by their own maths teacher during this session. Most teachers have 2 – 5 students per session.
- During the planning stage, it was noted that the confidence of the Pupil Premium students during lessons was lower than that of other students and their perceptions of their own abilities were very low. It was therefore decided that, rather than going back over old concepts to try and increase understanding, the maths teachers would pre-teach their Pupil Premium students the work that would be covered during that week's lessons. The key aim of this approach was to make the

Pupil Premium student the expert in the classroom and thus try to increase their confidence and engagement in the lesson.

- This approach is set to continue until the end of the academic year (2019-20).

### **Monitoring and evaluation:**

- At the start of the programme, the class/year position and current grade of each student was logged.
- Each student completed a perceptions survey of their feelings towards their progress and confidence in maths.
- Registers of attendance are taken each week.
- Attendance is celebrated and rewarded.
- Parents are kept up to date with regular attendance updates and impact data being shared.
- Assessment data is used to assess progress at regular intervals across the year.
- The Level Up Maths Coordinator is responsible for the monitoring of impact and meets every two weeks with the Assistant Principal to discuss progress.

### **Impact:**

#### **Mid-Year Review**

- Level Up (LU) average grade improvement was 0.35, compared to 0.19 for the year group (inclusive of LU students)
- On average, LU students went up 8 places in the year group ranking
- There is a direct correlation between attendance and grade improvement. For example:
- Student A improved by 1.02 grades, went up 43 places in the year group and has 80% attendance.
- Student B went up 0.41 grades, 10 places in the year with 75% attendance.
- Student C went up 0.51 grades, 20 places in the year with 83% attendance.
- Student D went up 1.13 grades, 40 places in the year with 83% attendance

For those who are fully engaging in the programme, there has been clear improvement in both their class/year position and current grade.

However, there have been softer gains as well:

- Students and staff have reported improved relationships as a result of these sessions. For many of these students, past trauma has resulted in attachment issues. These positive experiences are really helping to ensure their engagement in their maths lessons but are also within the wider school community.
- For those with high attendance, their attendance at other revision sessions has increased as they have seen the benefit of this extra support.
- The Maths Department has noted the impact of pre-teaching and have started to use these techniques as homework assignments with other year groups and in other small group support.

### **Next steps:**

- We still have a number of students, particularly in Year 10, who have refused to engage with the programme. Engaging these hard to reach students is a key focus for us.
- An end of year evaluation is required to see the full extent of the impact of the programme.
- A student questionnaire will be issued to gain feedback from students on their experiences. This will be compared to the questionnaire taken at the start of the programme.
- The maths department need to consider, if the end of year data is positive, what this programme will look like in 2020/21 and the school needs to consider value for money in terms of the use of Pupil Premium funds.

## Context:

Kemnal Technology College is now a mixed secondary school, after introducing girls to the 2019-2020 cohort. Many of the school's students live in some of the most deprived areas in England with 46% of them in receipt of Pupil Premium funding. Pupil Premium outcomes have been consistently lower than non-Pupil Premium students and national figures. The school has a new leadership team and the Pupil Premium Lead is line-managed by the First Deputy to ensure improved outcomes. There is a renewed focus on outcomes for Pupil Premium students and new interventions to help close gaps. Both academic and pastoral interventions are in place so that students feel supported in their studies and in their emotional development.

**Number on roll:** 517

**Percentage of disadvantaged pupils:** 46%

## Enquiry Question:

What are the barriers to Pupil Premium students achieving their potential at Kemnal Technology College?

## Actions:

Developing a whole-school strategy and a vision for Pupil Premium was a priority for the new Head Teacher. It was clear that there were there many gaps that needed addressing to ensure that eligible Pupil Premium children benefitted from interventions. With this in mind, strategies for Pupil Premium students were combined with interventions recommended by the SEN

department and the Pastoral Support team to ensure a three-strand approach to supporting them.

Whole School – A Pupil Premium First strategy was introduced across the school; it was designed to bring Pupil Premium students to the forefront of teaching and learning:

- PP students identified on a seating plan (Class Charts).
- PP students are the first students selected in questioning sessions.
- PP students are the first for one-to-one support in lessons.
- PP students are given specific roles to stretch and challenge.
- PP students are the first to receive written feedback about their learning.

Year 11 Pupil Premium students have been enrolled on the MyTutor programme for English, a one-to-one, online tutoring programme, differentiated for every child's individual needs.

A whole school focus on the learning environment was brought to the forefront in every classroom and every subject to ensure that handwriting, presentation and behaviour for learning were taught consistently across the school.

Subject specific interventions, revision classes and revision resources are provided for PP students who are due to take exams in the near future.

## SEN

Pupil Premium students with additional SEN needs:

- Accelerated Reader for students with a reading age lower than age 9
- Lego Therapy
- Speech Therapist
- Horticultural Club
- Educational Psychologist/ counselling

### **Extra-Curricular**

For Pupil Premium students who have behavioural or social issues both in and out of school:

- FBB – Football Beyond Borders
- Bike mobility
- Hardship fund
- Accessing London NCOP/Aimhigher activities, including trips

### **Monitoring and evaluation:**

Whole school monitoring includes regular learning walks, lesson observations, book scrutiny and focused planning sessions. Staff CPD sessions specifically focused on raising the attainment and progress of Pupil Premium students follows on from monitoring exercises. Regular SLT meetings, governors, the pupil premium lead and external reviewers ensure that strategies are visible across the school and that a positive impact is being made.

Department planning focused on the development of curriculum maps and schemes of work that were designed to allow the progress of Pupil Premium students across the school.

It became evident that students in the lower years showed greater progress when compared to their older counterparts, they

seemed more willing to embrace a new style of learning.

### **Impact:**

- The 'PP First' strategy is now embedded throughout the school and runs parallel to our whole school teaching model.
- Learning walks and book scrutiny show that Pupil Premium student work is consistently marked with clear and achievable targets so students see how to improve.
- Standards in books have improved because of our presentation focus.
- Staff awareness of Pupil Premium students has improved and all staff are now confident with using Class Charts to identify and prioritise the PP students in their classes.
- Sanctions for behaviour have dropped significantly since the beginning of the year. This is a direct result of pastoral interventions provided by both internal staff and external agencies.
- Year 11 students taking part in the MyTutor programme have reported increased levels of confidence and there has been an increase in analytical skills applied in the classroom.

### **Next steps:**

Although there is clear evidence of an improvement in behaviour, attainment and progress, the process is ongoing. Kemnal Technology College is planning to expand interventions and the school will continue to find effective ways to close the gap between pupil premiums funded students and their peers.

**Number on roll:** 545, including nursery

**Percentage of disadvantaged pupils:** 12%

**Context:**

Oaklands Primary Academy is a stand-alone academy with a current roll of 545 pupils, including children in the on-site nursery. The nursery is run as a separate business by the school to positively influence the learning journey of children from the age of two years. The school is predominately white British with a significant traveller population. The percentage of disadvantaged pupils is lower than the national average at 12%. However, approximately 16% of children are on our Oaklands Vulnerability Tracker system which identifies children who have extrinsic barriers to learning (e.g. separated parents, social care) and or intrinsic barriers (any of the 4 areas of SEN). The percentage of SEN children is above national average. A majority of children starting reception enter at below the expected level for their age. Through the school children are taught in ability streams for literacy and maths from Year 2 onwards.

Pupil premium budgets have often been spent on an extra teacher for Year 6, afternoon booster classes for Year 6, full time speech and language assistant, funding to improve the enrichment for pupils e.g. after school clubs, Breakfast Club, subsidies towards school journeys.

Disadvantaged children generally have diminished differences to others nationally in all subjects and all standards at KS1. At KS2 disadvantaged pupils have diminished differences to others nationally in reading and writing to the expected standard. Although disadvantaged children have generally made good progress, there was a need to close the gap internally between disadvantaged and non-disadvantaged children.

**RATIONALE:**

Prior to embarking on the 'closing the gap project' the school was, and still is, on a journey of developing its curriculum. Teachers are involved at every stage in conducting school-based research in teams for each area of the curriculum. Creating a bespoke curriculum for our schools enthused staff and has been a key factor in self-initiated learning for teachers.

Our closing the gap project was devised as a result of combining two research projects which stemmed from extensive school-based research, staff feedback, parental responses, pupil conferencing, data analysis, QLA analysis at the end of each key stage, whole school audits and strategic reviews.

- **Words Count** - was devised to immerse children in rich vocabulary to close the word 'divide'. Establishing that a majority of children, and particularly our PP children, enter reception at below the expected level for their age, and knowing that many of our pupils are not exposed to reading materials at home or involved in meaningful discussions; language and reasoning skills are not developed enough due to poor language and communication skills. QLA data analysis at each key stage showed that children were not exposed to enough high quality texts and enriching vocabulary experiences throughout their schooling.
- **Addressing Barriers to Learning** - was devised to improve speech, language and communication skills of our SEN and disadvantaged learners. Following an SEN audit of needs through questionnaires, learning walks, undertaking screens and revising the increasing SEN register, we found that speech, language and communication difficulties underpinned many of the barriers to learning. It was apparent that many children had poor

receptive and expressive language skills which impacted their ability to write coherently, read and understand texts and interact with their peers. In addition to this, developing positive and meaningful teacher and pupil relationships was imperative to ensuring our most vulnerable and disadvantaged learners were nurtured and supported.

Having conducted our research, it was realised that our findings were pertinent to not only

our disadvantaged children but also to the whole school.

**Enquiry Question:**

What are the primary barriers to learning for our disadvantaged children and how can we improve outcomes for all learners whilst narrowing the gap between our disadvantaged and non-disadvantaged learners?

INTENT	ACTIONS
<p>Diminish the difference between disadvantaged and non-disadvantaged children by 10%.</p> <p>Teachers and TAs to model correct grammar and broaden children’s vocabulary.</p> <p>To create learning opportunities that are jam-packed with purposeful language.</p>	<ul style="list-style-type: none"> <li>• CPD – share the findings for both research projects. Share evidence from EEF, Heshinger report, Closing the Vocabulary Gap by Alex Quigley to support further actions that will be implemented.</li> <li>• CPD on developing vocabulary opportunities across the curriculum and adult modelling to develop a culture of code switching.</li> <li>• Provide pupils with independent strategies using spelling log, word magic. Developing Kagan strategies to incorporate more collaborative learning opportunities.</li> <li>• Daily story time from EYFS to KS2 using rich texts.</li> <li>• Implement word of the week in KS1 and KS2. Termly rewards for children using the word of the week in written and spoken language.</li> <li>• Timetabled spelling and grammar sessions across EYFS, KS1 and KS2.</li> <li>• Opportunities to share expertise including quality first strategies implemented to promote speaking and listening activities. Peer observations to observe explicit grammar and spelling sessions.</li> <li>• Termly data analysis of reading and GPS in Year 6.</li> </ul>
<p>Improving speech, language and communication skills across the school and develop a ‘communication friendly classroom’.</p>	<ul style="list-style-type: none"> <li>• Strategic audit for speech, language and communication needs (SLCN).</li> <li>• CPD on identifying SLCN barriers to learning and using quality first strategies.</li> <li>• Using speech and language resource of the week to extend opportunities for speaking and listening in the classroom.</li> <li>• Change the streaming culture from 3 ability streams to 2 parallel streams and an AAR stream.</li> </ul>
<p>Improve outcomes for all children through quality first strategies.</p>	<ul style="list-style-type: none"> <li>• CPD on quality first strategies (QFS).</li> <li>• Learning walks to observe QFS in practice.</li> <li>• Opportunities to share expertise including QFS implemented to promote speaking and listening activities.</li> </ul>
<p>Identify barriers to learning through establishing positive relationships with children.</p>	<ul style="list-style-type: none"> <li>• ‘Get to know me’ days for teachers to come off timetable and talk to the children individually or as a group to understand their needs and wants better.</li> </ul>

**Monitoring and evaluation:**

- Whole school monitoring involved regular opportunities for discussions with staff, learning walks, book scrutiny, and termly year group strategy meetings in addition to mid-year performance management reviews.
- Termly reviews to RAG rate the impact of speech, language and communication strategies that have been implemented.

**Impact:**

- One of the biggest impacts has been organising the classes from three ability streams (AAR, ARE, BAR) into one AAR stream and two mixed BAR and ARE streams. Learning walks and feedback for teachers have shown that the quality of dialogue particularly in mixed streams is now rich and purposeful with children using new vocabulary and accessing richer texts and given opportunities to learn from their peers without feeling intimidated.
- Vocabulary and spelling training developed teachers' subject knowledge, raising expectations, planning for meaningful and rich vocabulary experiences, in addition to providing ideas for practical application to the classroom and opportunities to assess

children's understanding to accelerate progress.

- 'Get to know me days' for particular year groups where teacher pupil relationships had broken down forged stronger and more positive rapports with individual learners.
- CPD sessions on developing speech and language strategies and identifying barriers to learning has armed teachers with the knowledge and importance of speech and language to enable them to use screeners for identifying speech and language concerns, particularly in EYFS and KS1.
- Pupil voice on word of the week has shown a high level of engagement in children using the word of the week in written and spoken language. A termly reward for children using the word of the week has been motivating for pupils.
- The project so far has had a positive effect on staff and driven development of a new culture and enthusiasm for change, sharing expertise and developing leadership at all levels.

**Next steps:**

- To look for impact on pupil progress and attainment at the end of the year.
- To consider the impact of further actions which are yet to be implemented.



## Perry Hall Primary School

### Context:

Perry Hall is a larger than the average-sized 2 form entry primary school with 431 pupils currently on roll. We were judged Outstanding in November 2011. The school is part of NEST (Nexus Educational Schools Trust). The majority of pupils (72%) are from white British backgrounds with 28% from a wide range of ethnicities. The proportion of pupils who have special educational needs is close to national at 14%. The proportion of disadvantaged pupils who are supported by the pupil premium is below national at 16%. The proportion of pupils who speak English as an additional language is 17%.

### Enquiry Question:

How can we improve the persistent absenteeism of our disadvantaged pupils?

### Rationale:

In the academic year 2017-2018 persistent absenteeism across the school was 11.29% which was significantly above national data. A large percentage of persistent absentees were disadvantaged pupils.

### Actions:

As a senior leadership team we reflected on our current practices relating to the improvement of attendance. On a strategic level, the school employed an Education Welfare Officer (EWO) who made half termly visits to analyse attendance and plan next steps. Attendance meetings were generally poorly attended and over the course of years, the same families were identified as persistent absentees, despite in some cases penalty notices being issued and court requests taking place. The DfE's 2012

report, 'Improving Attendance at School' agreed that the process of taking a parent to court is both cumbersome and expensive and not necessarily the best strategy in improving attendance and punctuality. The Welsh Assembly Government (2012) reflects this, 'research has shown that rewards are far more effective than punishment in motivating pupils. As well as encouraging and rewarding attendance, these schemes can also increase the profile of attendance, both within the school and in the wider community'. Therefore, our focus moved towards incentives.

Historically the school had utilised the 'Spike' initiative and had continued to use some of the resources after it had ceased to run. The class with the best attendance of the week received an additional five minutes play. Termly 100% attendance certificates had been introduced the previous year.

Discussions between the senior leadership team resulted in the identification of multiple points for consideration:

- The termly 100% certificates were an unachievable goal for these children. Their attendance ranged from 70% - 85%.
- The five minutes additional playtime had become routine in school. In addition to this, although the children who received the reward enjoyed it, the classes with the children with the poorest attendance were unlikely to achieve it. This was also disheartening for children who knew they were unlikely to 'win' but also knew that their poor attendance was impacting on their peer group.

Following this, we arranged meetings with staff and our Local Committee to discuss barriers to attendance and to create an action plan. During our discussions we concluded that incentives needed to be targeted towards the whole family. Sadly, many of our persistent absentee children were keen to be at school on

time but relied on their parents and carers bringing them to school. Research from The Welsh Assembly Government (2012) also supported our thinking. 'Letters to parents and carers and special privileges are amongst many particularly effective ways of demonstrating praise for good or improved attendance'. Promoting good attendance and emphasising the learning time lost by poor punctuality had not been successful in having a positive impact. We therefore began to consider an extrinsic incentive. Our criteria included:

- An incentive that would benefit the whole family
- An activity-based incentive

Although our aim was to improve poor attendance and punctuality, we were also mindful of not overlooking the children who consistently had good attendance.

Eventually, we decided to have a termly 'prize draw' with two different prizes. One prize would be given to a child with 100% attendance and the other to a child with the most improved attendance. Having the prize draw termly would mean that children who have the best attendance but might be unwell one term would still have the opportunity to win the following term. It would also mean that children have three opportunities to be chosen. Each prize would be worth £50 and would include restaurant, cinema or other leisure vouchers. This would mean minimal spending out of the budget at only £300 over the academic year. The prize draw was advertised to parents and carers and was drawn in front of the whole school.

Alongside this, we relaunched the extra playtime class reward to ten minutes and the Headteacher led an assembly on the importance of learning time.

### **Monitoring and evaluation:**

Attendance will continue to be monitored by the EWO and senior leaders half termly. The Local Committee Member with the responsibility for welfare is regularly updated and the Local Committee as a whole are updated via the Headteacher report termly.

### **Impact:**

At the end of the academic year 2018-2019 whole school persistent absenteeism was reduced by 3.69% to 7.6%. 23% of disadvantaged pupils were persistent absentees which was a reduction of 11% on the previous year. In addition to this, feedback from staff and parents on the new initiative was very positive.

### **Next steps:**

Attendance at group level will continue to be monitored and strategies amended or continued as appropriate.

Welsh Assembly Government (2012), *'Strategies for schools to improve attendance and manage lateness'*  
Taylor, C, (2012), *'Improving attendance at school'*, DfE



## Pickhurst Infant Academy

**Pickhurst Infant Academy** has been a National Teaching School since 2013. The school joined the Nexus Education Schools Trust in 2017. Approximately 40% of the pupils come from ethnic minority backgrounds. The proportion of pupils who have special educational needs and/or disabilities (SEND) is low compared with the national average. The proportion of pupils who speak English as an additional language (EAL) is also lower than the national average. The school motto is 'Where children love to learn'.

**Number of Pupils on Roll:** 354

**Percentage of Disadvantaged Pupils:** The proportion of disadvantaged pupils at the school is below the national average. There are currently 18 pupils on the Pupil Premium register, meaning the percentage of Pupil Premium is 5%.

**Enquiry Question:** Can we improve the overall outcomes for disadvantaged pupils across all subjects by developing their language and communication skills?

**Rationale:** As school, we identified under-developed spoken language skills, including restricted vocabulary and language structures. These were identified as a barrier to overall academic achievement and specifically, achieving age related expectations in spoken language, in our Pupil Premium and Disadvantaged pupil cohort. Research evidences that closing the vocabulary gap early on in a child's educational journey impacts positively on literacy and mathematics

outcomes as they move through school. Thus, developing spoken language across the school,

with an emphasis on disadvantaged pupils, became a school priority; this has been built on year on year.

### **Actions:**

#### **1. Assessment**

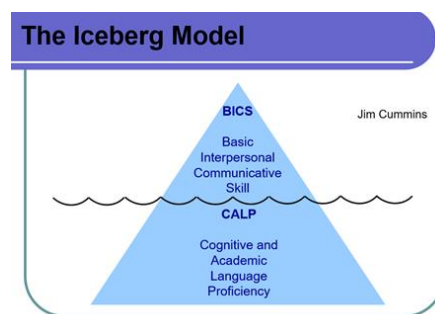
- All pupils who exhibit signs of language and communication skills that are below age related are screened on entry in EYFS providing a detailed baseline.
- Once these early concerns are identified, referrals are quickly instigated and a programme of personalised support tailored to individual needs is put in place.
- Individual pupil progress of spoken language is carefully tracked from this baseline and adaptations of support are made as required, ensuring optimum progress.

#### **2. Quality First Teaching**

- High expectations of language for all children, including the expectation of "whole sentence" responses with opportunities to reason and explain.
- Plan specifically for the progression of language structures across phases.
- All staff to model and enrich pupil vocabulary across the school both within and outside the classroom.
- Opportunities to apply and use new language skills through a hands on curriculum.

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enormous  
massive gigantic  
giant titanic  
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- The use of high quality, carefully selected texts that enrich and develop children’s language and vocabulary, accompanied by visual clues and actions to prompt memory.
- Kagan talk structures used as part of Quality First teaching across the school.
- Mixed ability groupings across phases.
- Shared experiences support pupil ability to engage with learning.



### 3. Bespoke Intervention

- Pre and Post teaching and guided talk sessions to extend vocabulary, language structures and cognitive and academic language proficiency.
- TalkBoost interventions aimed at developing language acquisition and Chatterboxes to deliver specific Speech and Language advice.
- Nurture Group sessions focussing on specific areas of language (e.g. collaborative, social play) and personal pupil targets.
- Speech and Language Therapist in school to work 1 to 1 with pupils on their individual targets.

### Monitoring and Evaluation:

- In the past two years, all of our disadvantaged pupils have made accelerated progress in their spoken language from low starting points. The majority have met the expected standard for speaking by the end of KS1

### Impact:

Year	Number working at ARE on entry to school in speaking	Number working at ARE in speaking at end of KS1	Progress made
2018	0% (5)	60% (3)	All made more than expected progress
2019	0% (3)	67% (2)	All made more than expected progress

- Pupils who attend language interventions make better progress than their peers do.
- All disadvantaged pupils made more than expected progress in reading, writing and maths from their starting points.
- Class teachers reported that development in their spoken language impacted on their confidence and social skills.

### Next Steps:

- Focus on closing the vocabulary gap across the whole curriculum; exploring the Word Rescue strategy.
- Explicit and progressive planning for the teaching of vocabulary and embedding the idea that every child is a ‘word collector’.

## Poverest Primary School

### Context:

Poverest Primary School is a two form primary school with an autistic provision for 20 pupils. We also have a 60 capacity Nursery and Pre-School on site run by an external company. The school serves a community in the 4<sup>th</sup> quintile of deprivation. A recent increase from 1 to 2 form entry has seen the proportion of pupil premium decrease. Children join our school with skills and understanding well below those normally found in children of their age. Many parents do not apply for pupil premium funding until their child reaches year 3 and the universal free school meals stops. The school has 15 out of the 17 possible ethnic groups. The school is maintained by the local authority of Bromley but is part of a foundation trust with three other local schools. The school has been graded 'Good' in both its previous Ofsted inspections.

**Number on roll:** 400

**Percentage of disadvantaged pupils:** 25%

### Enquiry Question:

How can participation in extra-curricular activity raise academic attainment?

### Actions:

We want, and expect, our disadvantaged pupils to achieve in line with their peers and by making use of national research we can alter and improve our curriculum provision to achieve this. As an outcome of the three days we initially looked at three targets which have the potential for positive academic improvement:

- The uptake of extra-curricular activity
- Increasing parental involvement in phonics

- Improving communication with parents of children in intervention groups.

We have started to collate data on parental involvement in our phonics groups but this will form part of a longer term project as we are not clear on the potential impact this will have. We will compare phonics scores of those whose parents attend regularly to those who do not and if we find it does have a positive impact we will explore it further.

Teachers already have access to parents directly through our internal messaging system Class Dojo. Intervention teachers have started to inform parents via this on the skills and knowledge taught in intervention groups in the hope it will be supported or discussed with the child at home. We will collect data at the end of the academic year to explore the effect this has had.

The other target has been the main focus of this project. The initial data in our school showed a striking difference between the attainment of pupils in at least one extra-curricular activity compared to those not in a club of any kind. The data showed a similar pattern between both PP and Non PP groups. We looked at more research from the EEF in detail, namely sports and arts participation. Although there is limited and moderate research we felt that the data from our school, matched to the provision we can provide in this area, is worth exploring further. Would an increase in club participation increase the academic attainment of pupils?

### We created an action plan and worked through it. We:

- Gathered all the club data
- Presented to Governors the plan and gathered their thoughts and ideas
- Trained staff in creating and using online registers rather than paper so data was easily collected in future

- Identified PP children not involved in clubs for teachers to encourage them to participate
- Negotiated discounted clubs for all with external companies
- Budgeted PP money to subsidise clubs
- Collated pupils' thoughts via an online survey
- Sent personalised letters to PP parents offering free club places
- Promoted extra-curricular activity via email and weekly school newsletters
- Encouraged teaching staff and teaching assistants to run clubs

### **Monitoring and evaluation:**

The initial data (end of summer 2019) showed that 19% of PP children in our school were working at the expected standard in reading, writing and maths, compared to 43% of non PP children. Club participation was at 52% overall in the summer term 2019 and 58% for PP.

Club participation increased by 10% to 62% for the autumn term of the new academic year 2019/2020, and was 59% for the PP group. Participation then increased further in the

spring term to 67% overall, with 64% of the PP group now attending a club.

The pupil survey suggested that cost had been a major factor in pupils not attending clubs.

### **Impact:**

Final attainment data will be gathered at the end of the 2019/2020 academic year. We will be able to compare the combined attainment of the two groups as well as look in detail at the PP children who joined a club in 2019/2020 when they hadn't the previous year and the effect this had on their attainment. We have seen an increase in club attendance overall and in the PP group.

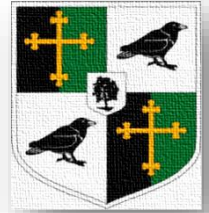
### **Next steps:**

Continue to promote clubs and target PP children to participate.

Provide club opportunities wanted by those children.

Collect participation data for the summer term.

Collect outcome data for the end of the year and assess success of the project.



## Context:

Ravens Wood School is an all-boys 11-18 comprehensive school in Bromley. Prior to this strategy our Pupil Premium students were spread out across their year group during tutor time. This made carrying out small group interventions challenging because their organisational skills were not strong and they would forget to attend provision that was put in place.

**Number on roll:** 1578

**Percentage of disadvantaged pupils:** 12.6% of Year 7-11

## Enquiry Question:

How can we improve the pastoral support for Pupil Premium students so that all learners are given the opportunities to achieve their best?

Pupil Premium students will be placed across 3 forms, to enable more bespoke monitoring and support programmes in Year 7.

## Actions:

1. To place all PP students in Year 7 across only 3 form groups (out of 8). This will enable us to target these groups on a larger scale.
2. Students to attend bespoke reading sessions with the Senior Leadership Team.
3. Students to be given all revision guides for English, Maths and Science (funded by the school).
4. Tutors to sit with each student and select enrichment clubs for them to attend (funded by the school).

5. Tutor support to join tutors so that they have more time to support PP students in those groups. Two staff members per form group.
6. Accelerated reader for PP and MAP to encourage more reading and to increase their reading age.
7. Equipment boxes provided in all PP form rooms; pencil cases, contact books/day sheets.
8. Head of Year to rotate between the PP form groups weekly to give the form tutors more time to complete their admin and support.
9. Mindfulness programme delivered.

## Monitoring and evaluation:

Year group monitored by Year 7 leadership team and Head of Year and opportunities to measure impact through discussions with students and staff;

- Learning walks were undertaken by Director of KS3 and Head of Year.
- Analysis of behaviour records - using SIMS and conduct points to review the impact of low level behaviour points being accrued for lack of equipment etc.
- Book monitoring- student books focused on at book reviews
- Half termly Raising Achievement meetings to identify students that are underachieving.

- SISRA analysis in department meetings to identify students that need to have more support.
- Tutor meetings take place termly to discuss the impact of the form group set up.
- Bushcraft trip at the start of Year 7 to encourage team bonding as a form group.
- Reading age tests before and at periodic stages of the reading strategy to measure impact.

There are still many factors that will contribute to the overall effectiveness of this strategy and we will continue to monitor this over the course of the year. We would like to implement further strategies within the PP form groups to make this successful.

**Impact:**

We have now reached Term 2B we will continue to monitor and evaluate our strategy. We are initially trialling this with one year group and will look to deliver this across the whole school.

The gap on attainment within Year 7 PP still exists, however the gap on other aspects such as behaviour is beginning to close, although PP students on average are gaining more behaviour points than non-PP. The behaviour gap is reducing due to pastoral strategies that implemented, allowing students to have more support in school with regards to their organisation (e.g. lending pencil cases full of equipment each morning) and general wellbeing (access to mindfulness sessions and additional pastoral support).

Attendance still shows a gap of 4% between PP and non-PP, this is actually greater than the whole school gap for PP attendance which has reduced over the last 3 years and is currently 2.9%. This raises a concern that having the PP students condensed across three form groups may have lowered the impact the form tutor can have on attendance across a greater number of students. This aspect will continue to be monitored.

The Reading Strategy has been a tangible success. It has worked well because the students are from the same form groups, they have good relationships with each other, so are confident with reading in their small groups and very supportive of each other. It has also worked well because logistically they are all in the same form room which means they help remind each other of sessions and if they forget they can be collected swiftly and the important intervention is not missed. All students who have been involved in the reading strategy with a member of the senior team have increased their reading age by between 8 months and 1 year and 8 months.

**Next steps:**

Continue to monitor the impact of this strategy and review in term three. If the attendance impact is not seen as well as behaviour, this will inform the strategy planning.

Continue the reading strategy as this has shown the greatest impact, with students' confidence and ability growing as well as a sense of pride and achievement from this small group work.



## Context:

Southborough Primary School is a larger than average-sized primary school.

- Each year consists of two classes.
- Pupils come from a wide range of ethnic groups, with the largest group being from a White British background.
- The proportion of pupils who have special educational needs and/or disabilities is above average compared to similar schools nationally.
- The proportion of pupils from minority ethnic groups is above average.

- The proportion of pupils who speak English as an additional language is above average.

At Southborough Primary we are committed to providing a nurturing environment which enables everyone to flourish.

We work as a team to encourage everyone to achieve to the highest standard, to develop a thirst for knowledge and a love of learning.

We celebrate the potential of every child, and work together to help our pupils build the skills and resilience they need to be happy and successful.

We Value:	We want our children to:	We will:
<ul style="list-style-type: none"> <li>• working together</li> <li>• our children</li> <li>• our community</li> <li>• parents</li> <li>• our staff</li> <li>• our differences</li> <li>• independence and determination</li> </ul>	<ul style="list-style-type: none"> <li>• have a sense of achievement</li> <li>• believe in their own potential</li> <li>• value and respect each other</li> <li>• develop resilience</li> <li>• be inspired</li> <li>• learn life skills</li> </ul>	<ul style="list-style-type: none"> <li>• provide academic excellence</li> <li>• treat every child as an individual</li> <li>• recognise and celebrate success</li> <li>• provide a safe nurturing environment for all children</li> </ul>
Problem-solving teaching.	Problem-solving children.	Problem-solving learning.

**Percentage of disadvantaged pupils: 20%**

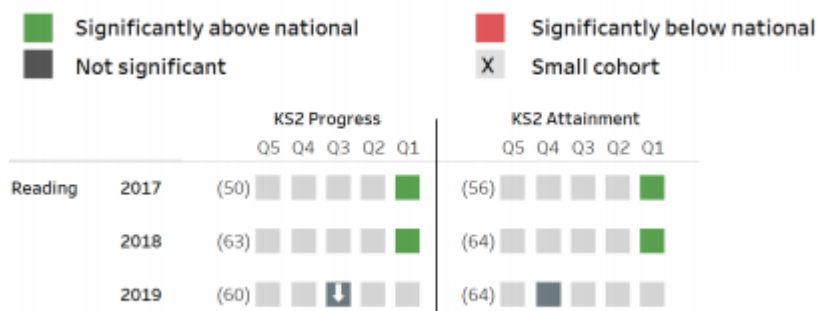
**Enquiry Question:**

What is the impact of Reciprocal Reading, taught daily, on the reading comprehension progress of pupils in KS2?

**Actions:**

Despite the good three-year attainment and progress in reading, reading progress (from quintile 1 to quintile 3) and attainment (from quintile 1 to quintile 4)

declined from 2017/2018 to 2019. Generally, KS2 class teachers felt Guided Reading had become stale. Heavily teacher-led, children were grouped by ability. The quality of discussion was at times below expectation as sessions tended to follow a question-answer format. Some children were active participants, but many were not; the teacher-led structure of sessions meant that they could opt out. Motivation to talk about reading was generally low.



*Primary Inspection Data Summary Report 2019/20*

In 2019 the School Standards Team in Bromley invited Southborough Primary School to join the Closing the Gap project. The project’s aim was to highlight a local issue and its purpose was to reduce the educational disadvantaged gap for Pupil Premium pupils across the borough. The borough’s commitment was to work in partnership with Bromley schools to reduce the gap between Pupil Premium pupils and their peers. We intended to raise attainment in reading by introducing Reciprocal Reading in KS2 to develop fluency and comprehension. Either children had great ideas but were unable to express and justify their understanding clearly, or they didn’t and lacked the speaking and listening skills to use group discussion as a learning tool.

**Monitoring and evaluation:**

Following inset training on Reciprocal Reading, one year 3 teacher was set to task to: identify the challenges in comprehension with the disadvantaged pupils; apply reciprocal reading strategies; ensure texts and planning were of high-quality; gather resources to support the teaching and learning. Before Reciprocal Reading was introduced, the class teacher completed a word recognition verses knowledge and language understanding grid (simple view of reading) and asked the pupils to complete a questionnaire, based upon current strategies they used to help them understand a story. Reciprocal Reading was undertaken for an intensive 6 week period of time for a minimum of 90 minutes per week.

**Impact:**

Children's ability to speak in whole sentences, express their own ideas and build on the ideas of others tangibly improved. They were clearly able to take turns and listen to others, as well as 'justify' their views about what they had read. Reading comprehension was particularly affected as the pupils were exposed to quality language models, therefore raising their comprehension and reading attitudes. Reciprocal Reading has helped to focus teaching using specific strategies for effective reading comprehension. The quality of the model and timely use of strategies to make the

reading process explicit has been essential to its success. The shift towards more child-led sessions enables the teacher to observe far more, which provides a rich opportunity to assess learning.

**Next steps:**

- Develop this approach and its progression, across KS2, by embedding the approach within all literacy based lessons
- Ensure classrooms are a 'reading rich' environment
- Raise quality teaching of reading comprehension strategies
- Raise quality teaching of speaking and listening skills

### St George's Bickley CE Primary School

#### context:

St George's is a two-form entry primary school. Over the past three years the school roll has steadily increased; as at October 2019 the school roll is 406.

St George's joined the Aquinas Trust, a multi-academy trust of nine primary schools and two secondary schools, in September 2016. It is a Church of England VC school, which has very close links with the local church, St George's Bickley.

Throughout the school stability is at 86.7% (compared to 85.6% NA). Pupils with EHC plan is 1.2% (NA 1.6%) and the percentage of pupils receiving SEN support is 8.6% (NA 12.6%). The school has more girls than boys although differences occur through year groups (overall 54.2% girls – NA 49% 2019). EAL percentages have decreased over past 3 years and is now at 15.3% (NA 21.2% 2019), with an above average percentage of ethnic minority groups (36.5% compared to NA 33.8% 2019). Attendance figure for 2018-19 was 96.7% remaining over 96% for the past 3 years. Persistent absence has remained lower than NA (8.7% at 2018) at 7.1% due to rigorous monitoring and support from within the school and external support. In our school, we believe in each individual child being able to fulfil their potential. We provide wrap around care as we have our own before and after school clubs, run by members of staff. As of September 2019 both clubs offer 50 spaces.

We have high aspirations for our pupils and we continually strive to provide the best possible education that develops the whole child, their very best attainment and progress alongside their spiritual, physical and emotional wellbeing. We are a family at the heart of our community with Christian values core to all we do.

Overall our disadvantaged learners make better progress than the NA and similar progress to non- disadvantaged. However there is a greater attainment gap in certain year groups.

#### St John's CE Primary School context:

St John's is a one form entry primary school. Over the past 3 years the school roll has declined but has become more stable over the past year; as at October 2019 the school roll is 180. St John's joined the Aquinas Trust, a multi-academy trust of nine primary schools and two secondary schools, in April 2016. It is a Church of England VC school with very close links to the local Church; St John's Penge. Throughout the school, stability is at 85.2% (compared to 85.6% NA). Pupils with an EHC plan is 2.7% (NA 1.6%) and the percentage of pupils receiving SEN support is 20% (NA 12.6%). The school has more boys than girls; 64% boys and 36% girls. This is evident in each year group. EAL percentages have increased over the past 3 years and are now at 25% (NA 21%) and the school has a significantly above average percentage of minority ethnic groups at 78% (NA 34%). Attendance figures have improved but are still slightly below national at 95% and persistence absenteeism has reduced but remains above National at 15%.

Our school vision statement is 'fulfilling our potential with God by our side' and we try to encompass this in everything that we do. We believe in each child having the best possible education tailored to meet their needs. We have a breakfast and afterschool club run by members of staff.

Our disadvantaged children make very good progress in reading and maths that exceeds National progress for all children; Reading 2.45 (NA 0.32), Maths 1.75 (NA 0.37). Writing progress is in line with National writing progress for disadvantaged learners. There is

still an attainment gap between disadvantaged and non-disadvantaged.

### **Percentage of disadvantaged pupils St George's:**

PP has shown a downward trend over the past 3 years; 13.6% in 2017 and 12.4% in 2018, in 2019 it is 7.6% (NA 23%). The average deprivation indicator is 0.12 which is lower than national (NA is 0.21 2018), the pupils come from a variety of wards in the area but the majority are from the Bickley area which is a mixture of social housing and owner-occupied.

The year group with the highest percentage of PP (24.6%) is the current year 5 cohort and Year 4 has the highest percentage of SEND at 11.9%.

### **Percentage of disadvantaged pupils at St John's:**

PP has shown an upward trend over the last 3 years; 26% in 2017, 32% in 2018 and 34% in 2019 (NA 23%). The deprivation index is 0.33 against a National of 0.21. The majority of pupils live locally to the school in the Penge area which is predominately social housing. There are a high proportion of flats without outside space but Crystal Palace Park is within walking distance. The proportion of disadvantaged pupils in each year group is fairly even.

Although both schools have very different contexts and backgrounds both schools have a similar need in raising the attainment of the disadvantage pupils. They also work together as part of a Multi-Academy Trust and share common ideals and Christian ethos.

### **Enquiry Question:**

How can we improve the achievement of Pupil Premium children within school?

### **Rationale:**

As Church of England schools both St John's and St George's have a strong belief that all of

God's children should be supported to achieve their potential in a caring and nurturing environment. We recognise that the priority for disadvantaged children is consistently high-quality teaching. We focused upon raising attainment for pupil premium children through quality first teaching and focused interventions. Through self-evaluation we identified that the barriers to learning were the attitude of children to learning and relationships. We decided to focus on the following priorities:

**Priority 1:** *Develop the use of high-quality feedback to generate independence and improve attainment. This will be done through 'Pupil Conferencing' where the TAs will be working with the whole class whilst the class teacher works with individuals and using a very personal and individualised approach to marking and feedback on a daily basis. This will be done three times per week with key pupils and monitored to see any impact.*

**Priority 2:** *To improve metacognition skills for disadvantaged learners through 1:1 working and small nurture groups so they have increased confidence, resilience, improved skills and attitudes for learning.*

The EEF states:

'Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.'

Consultations in both settings with teachers and TAs suggested that whilst interventions were having a positive impact, the disadvantaged learners did not always have quality daily interactions with the class teacher.

### **Actions:**

**Priority 1:** Each class teacher identified 3 disadvantaged children from their class whose attitude to learning and relationships were

impacting on their achievement. They then spent 5 to 10 minutes 3 x per week with each child discussing their learning and providing quality feedback in relation to their work. TAs were utilised to oversee cover.

**Priority 2:** Two intervention groups in each school were established and ran 3 x per week for 30 minutes. Metacognition booklets were used and principles from the nurture group network integrated. There were 4 - 6 children in each group, with the group being led by the class teacher.

### **Monitoring and evaluation:**

#### **Priority 1:**

We have monitored and evaluated our actions in a variety of formats including:

- Lesson observations – through SLT and subject leaders
- Discussions with children
- Book looks
- Questionnaires
- Pupil Progress Reviews

Children that have been having pupil conferencing have reported through questionnaires and discussions that they feel more positive about their work. They appreciate the time with their teachers and most say that it helps them with their learning. Book Looks show impact of feedback on learning evident through progress and improvement through books and children acting upon feedback. Lesson observations have highlighted that identified children generally appear to be more willing to contribute i.e. hand up more often to answer questions; some appear more focused and engaged in class input. Teachers initially reported some difficulties in organising this but as they have persevered each has found their own way to make it work in the classroom. Consequently the time and structure of these meetings is not uniform across all classes. Teachers also reported that the regular contact with particular children has helped them develop a greater understanding

of their barriers and has led to improved relationships with those pupils.

#### **Priority 2:**

We have monitored and evaluated our actions in a variety of formats including:

- Learning walks
- Lesson observations – through SLT and Subject leaders
- Discussions with children
- Pupil Progress Reviews
- Book Looks
- Conversations with parents

Whilst the direct impact of improved metacognition proved difficult to see in classroom observations as such we were able to identify that some children targeted appeared more actively engaged in the lesson or the lessons. Book looks showed an improvement in presentation and attitude for some children. Teachers reported an increased confidence in those children attending the intervention group.

#### **Impact:**

It is hard to know the true impact of the project when you consider the wide range of other interventions taking place for the children in school. The project has also only been running for just over a term in each school. However, at this point, all bar two of those children receiving either pupil conferencing or intervention have made at least expected progress and some have made more than expected. It is difficult to quantify this as we do not have a control group but we do know that historically, these children were not making expected progress.

All staff involved in the project report that it is having a positive impact on both them and the children involved. This in turn impacts positively on the other children in the school. That is not to say that a certain amount of time and effort was required by the teachers to establish the projects.

Where parents have engaged, they have been supportive and positive.

Confidence and attitudes of most children involved are noticeably different and more positive relationships have definitely been forged.

**Next steps:**

This project was trialled with a selection of classes in each school. We would like to roll pupil conferencing out into each class where possible. We would also like to ensure that our monitoring of impact is measurable. The results we have had so far may be due to the children selected for the projects and if the projects were to be rolled out we would want to make sure that the children selected to participate were the most suitable. It may, therefore, be necessary to consider criteria for participation and length of involvement in order to target as many children who may benefit as possible.'

### **Context:**

St Paul's Cray CE Primary is located in an area of deprivation within the London Borough of Bromley. The school has a large number of children who are in receipt of PP funding; more than double the average of Bromley schools. The school also has a higher than average number of children identified as SEND (26%). The intake of students for St Paul's Cray is varied but the main groups include White British (50%), Black African (21%) and Gypsy Roma Traveller (10%)

### **Number on roll:**

238

### **Percentage of disadvantaged pupils:**

39%

### **Enquiry Question:**

How can we produce better outcomes in reading for our disadvantaged pupils at the end of key stage 2?

### **Actions:**

In May 2019, we started to assess pupils' reading using the PiXL testing strategy. This gave staff a detailed analysis of gaps in children's knowledge, allowing teachers to fill the gaps during daily reading sessions. Consequently, children have become more engaged with their learning as they are learning new skills and developing a better understanding of how to read.

Part of the school improvement plan is to obtain higher achievement in reading across the school. In September 2019, the school

introduced AIR (Accountable Independent Reading); this is a system of whole class reading for 30 minutes every day. The aim is that children read books that they ordinarily wouldn't be able to access without support. The teacher focuses their questions on vocabulary, composition or one of the reading strands. Unlike daily reading, children are provided with the definition of key vocabulary before they are reading. The teacher will often stop and discuss the words in context to allow children time to absorb the vocabulary. Understanding the vocabulary prior to reading means children are able to engage in the actual story and have a better understanding of what it is they are reading.

Many children enjoy the book and have said that AIR is their favourite time of the day. Several children have asked teachers for similar books or books by the same author to read at home.

Many members of staff have a working wall where the children are encouraged to use the 'new' words in their own writing. Children are becoming more confident with vocabulary and this is evident in the PiXL Tests. There is also evidence across both key stages of pupils using the AIR vocabulary correctly (in context) in their own writing.

In Year 6, the vocabulary gap between pupils at St Paul's Cray and all of the schools who take the test has reduced. The average for all 447 schools was 3.62% higher than St Paul's Cray in November, and this difference has now reduced to 1.8%.

In many areas of reading, St Paul's Cray was below national expectations on the PiXL tests



in autumn. In September, the national average score for reading was 52.17% (PiXL) and St Paul's Cray was 50.67%. In January, the PiXL average was 55.85% and St Paul's Cray was 59.93%.

### **Monitoring and evaluation:**

Over that last year, we have tracked the progress of two pupil premium children in reading using the new teaching and assessment strategy, Pupil A and Pupil B. Their progress has been tracked using PiXL and test data. At the end of key stage 1, both pupils were at the expected standard for reading.

### **Impact:**

Pupil A is now working towards greater depth in reading. Pupil B is working within the greater depth bracket for reading.

Without the gap analysis, it would not have been possible to conclude what the gaps in learning were/are. Teaching points are now explicitly focused on what the children do not understand.

The school is promoting a culture for a love of reading, which is starting to become evident in the books pupils are selecting to take home.

### **Next steps:**

At St Paul's Cray CE Primary, we will continue to develop AIR and our use of PiXL.

The true impact of the newly implemented teaching strategies will be seen in the 2020 outcomes.

## Context:

Stewart Fleming is a two and a half form entry primary school, based in Anerley. The school is surrounded by home owners, families that rent as well as social housing. We offer a caring and inclusive school community with high expectations of all our children. We provide a unique learning environment, which encourages our children to explore, discover and question through a range of exciting opportunities both indoors and out. Our dedicated and inspirational staff team provides a safe and stimulating learning environment which reflects our vision and culture. We value the support of our parents and carers; we promote mutual respect, whilst nurturing hearts and minds. Together we ensure our children achieve their very best. Stewart Fleming Primary School collaborates with both the local community and our family of schools from across The Pioneer Academy. Strong and effective partnerships are an essential component to enrich our children's experiences.

Most pupils are from White British backgrounds and over half of the remaining pupils are represented by several ethnic groups, mainly Black British with Caribbean or African heritage. The proportion of pupils from minority ethnic backgrounds is above average, but the proportion of pupils who speak English as an additional language is below the national average. The proportion of pupils who have special educational needs is above the national average. The proportion of looked after children is also above the national average.

Stewart Fleming is currently graded 'outstanding' by OFSTED (2016), which is consistently reflected in yearly reviews by academy leaders. The percentage of children leaving KS2 at the expected standard in

reading, writing and mathematics is consistently above the national average.

**Number on roll:** 466

**Percentage of disadvantaged pupils:** 20%

## Enquiry Question:

How can enrichment and nurture improve the wellbeing and attainment of disadvantaged children within our school?

## Actions:

We recognised that accountability for the Pupil Premium starts with meeting pupil needs and not just academic needs. We intended to 'fill the gaps' children might have in relation to well-being, development and enrichment. To begin this journey, we implemented a nurture facility to cater for those children who needed developmental support. The nurture provides a balance of educational and domestic experiences aimed at supporting their personal development as well as growth of the children's relationship with each other and with the staff.



The nurture group is organised around a structured day with predictable routines. The SENCO took the lead on this, recruiting staff, delivering relevant training, visiting other successful nurture provisions and creating a safe, happy home (the nest) for the children. Children were selected based on Boxall Profile assessments which measure their developmental progress. The nurture timetable includes meal times, talking and

sharing activities, group cooking and trips to cafés or the cinema. Children also receive yoga sessions, focusing on mindfulness.

In addition to this, we introduced the Pioneer Passport, school wide for every child, which contains seven experiences to complete by age 7 and 11 experiences to complete by age 11. Children were given a copy of their own passport which includes activities such as zoo visits, den building, picnic, golf lessons, horse riding and theatre experiences. Children are able to date these themselves once completed. We believe these experiences enrich children's lives by providing children with experiences and opportunities they might not have had access to. These experiences allow our pupils to develop social skills, bond with friends, provide opportunities for vocabulary expansion and ideas to stimulate writing but most importantly creating lasting memories.

#### **Monitoring and evaluation:**

Monitoring is key to developing this practice further, along with staff CPD. The nurture provision is monitored within our yearly teaching review by academy heads as well as monitored by the lead academy SENCO annually. SLT conduct frequent observations, with feedback, and planning of activities is monitored frequently. Boxall assessment profiles are updated half termly by nurture staff and teachers to ensure children are making progress in their targeted areas of development.

To ensure Pioneer Passports are being implemented effectively, teachers and SLT draw up a long term plan, providing an overview of activities in each year group. Pupil

questionnaires are carried out on completion of each activity.

#### **Impact:**

The 'enrichment' culture is embedded throughout school and everything that we do stems from this, creating 'extraordinary school days' and experiences for our children.

After children began their 'Pioneer Passport' activities, children stated: "I love my pioneer passport; you can remember what you did and keep it forever" and "When I grow up I will always remember the great adventures I went on with my friends."

The majority of the children in the nurture provision made good progress in their targeted areas after three terms.



#### **Next steps:**

Upon the next assessment period, our next steps are to analyse the impact this enrichment has had on children's attainment and progress, particularly in reading and writing. We are hopeful that the range of experiences children are being exposed to will lead to improved vocabulary and creativity which will be reflective in these assessments.

## Trinity CE Primary School

### Context:

Trinity is a 2 form entry primary academy with a nursery and Additional Resource Provision for 30 children with Speech and language difficulties. School stability decreases year on year and is currently 80.2% (compared to 85.6% NA). The average deprivation indicator is 0.27 (2018) which is higher than NA (0.21). The number of referrals to Social Care is amongst the highest in the Local Authority and all referrals relate to disadvantaged pupils. An average of 43% of all behaviour incidents involve disadvantaged pupils. Whilst we were aware that teaching needed to become more engaging, we felt that some disengagement and behaviours were caused by SEMH and attachment issues that also needed to be addressed. Initiatives recently introduced include:

- New Behaviour and Relationships policy (based on Paul Dix's 'When the Adults Change, Everything Changes')
- Nurture Provision set up (January 2020)
- Soft Start to the day, enabling all children to be greeted positively by SLT and class teacher each morning
- Investment in Talk Boost Interventions (KS1 and KS2)
- Closing the Word Gap Inset and focus on acquisition of vocabulary across curriculum
- Draft whole-class marking policy trialled enabling rapid identification and swift addressing of gaps
- Investment in OPAL (Outdoor Play and Learning) to reduce incidents at lunchtime and enable whole-school learning through play

Attendance at the Closing the Gap project confirmed our beliefs that the best we can do to narrow the disadvantaged gap is to provide

the best quality engaging teaching. Having researched Kagan methods previously, we were delighted to see that they were favoured as a powerful way to close the disadvantaged gap. We opted to observe Kagan Structures in action at Rosendale School; our visit led to our enquiry question.

**Number on roll:** 405

**Percentage of disadvantaged pupils:** 36%

### Enquiry Question:

What is the impact of Kagan Structures carried out daily in Year 2 on the engagement of pupils?

### Actions:

One of our year 2 classes trialled Kagan Structures whilst the other remained unchanged. The Year 2 teacher on the project studied Kagan structures and also observed at Rosendale School. In September, new table positions were introduced to the class, ensuring that children were sat in mixed ability groups with four children per table. Slowly, over the next few months Kagan structures were introduced to the classroom during lessons. Through the term, the Kagan structures were found to be very useful in the logistics of the classroom. Over time, children began to understand how to face a partner, to listen and to take turns. The structures ensure equal participation from each partner. Conversations have become more sustainable over a period of time (up to 1 minute of talk per child on a chosen subject). Disadvantaged pupils have benefited by becoming more confident in talking to a partner and some relish having a go. The different structures make the activities enjoyable and full of

surprise but safe due to the familiar format. For those that prefer to be more active, some of the structures benefit by being dynamic.

**Monitoring and evaluation:**

The structures clearly give equal voice and more fairness in turn taking than other teaching methods. Similar children who struggled to engage were observed in each class before and during the trial. The observations were brief and measured engagement each minute over a brief period. After the Kagan Structures had been introduced, the child in the Kagan classroom was measurably more engaged than the one in the other year 2 class.

**Impact:**

We have seen a marked improvement in fairness when turn taking. Although it is too early to see a measurable impact in writing there is a sense that the practice before writing can only be beneficial to all. One girl said that before the structure she had no words to describe a character; now she has five. There has been a notable increase in talk time per child in contrast to other teaching methods. There is also greater logistical flexibility and more efficient processes within the classroom.

**Next steps:**

We have arranged a whole-school Kagan training day at the beginning of the Autumn Term. We shall then implement some Kagan structures into all classes. Depending on the impact of a whole-school approach, we may organise further training the following year.

What impact does positive feedback have towards children's motivation and attitude to learning?

### Unicorn Primary School Context:

Two-form entry primary school, (three-form bulge class in Y5).

Our school is situated in an area generally of a high socio-economic profile with almost all of our pupils living within half a mile of the school. Unicorn opened to 30 reception aged children in 2003 and through phased development grew to a one form entry primary school. We have now completed the same phased development process to become a two form entry school and have our first year of 2 classes up to, and including Year Six. In July 2014 we were asked by the London Borough of Bromley to take an additional 30 children. Over the last 3 years the number of children from minority ethnic groups has risen steadily and is now almost in line with national. Our school population is generally very stable and pupil mobility is normally below the national average. Unicorn is fortunate to have waiting lists for all year groups and therefore places have been filled quickly.

**Number on roll:** 470 approximately

### Number of disadvantaged pupils:

26 Pupil Premium, 31 SEN, 38 EAL, 9 children in more than one category.

### Actions:

1. Send postcards home e.g. 'caught being good'.
2. Training for TAs and teachers to understand the need to talk more positively.
3. Introduce peer tutoring.
4. Investigate Kagan methodology used in school.
5. Open events for parents every half term.

### Monitoring and evaluation:

1. Weekly Star of the Week postcards were being sent home to celebrate either work or behaviour. Parents attended the assembly where these were given out. Star of the Week children given a certificate, 10 team points (a star) and get to sit on the star of the week table at lunch with a friend and also the child would have their photo on the Star of the Week board in their classrooms.

This is positive award but has its pitfalls. It becomes a tick box exercise, ensuring that all children are star of the week at some point during the year. Finding something positive about a child in a particular week can sometimes mean that the award is really tentatively given.

Parents often seem judgemental towards the teacher if their child hasn't got Star of the Week and some complain when someone gets it twice. It takes away the purpose of the award.

By moving towards providing awards for smaller and immediate behaviours whether it be work or behaviour, like postcards home, may help change the negatives or Star of the Week whilst also still providing the child with something to take home and share/display.

2. Staff training around positive discussions with pupils to be arranged with an SEMBH (social, emotional, mental, behaviour health) slant. Our children who are least likely to make expected levels are those who also have challenging behaviours, some of whom have ADHD and ASD. These children are often the children who are spoken to by the teachers more at the end of the day when behaviour has been challenging, but very infrequently when things are going well.

Training arranged by Bromley Trust Academy Outreach service on De-escalation and restorative techniques.

3. Peer tutoring has been something SLT have discussed in the past but not something we have done as yet. Some younger children (Y2 and 3) would benefit from having a Y5/6 buddy to mentor them. Unicorn use a mentoring service through a charity, Positive Pete, and we have approached their founder to ask if they could arrange any training for our youngsters or point us in the direction of who could help.

We have set up informal peer buddies but this hasn't proved very successful due to no training really taking place.

4. Kagan approach was something unfamiliar to me, but my colleague had used it and come across its theories and practice during teacher training days. Looking more closely at the research and more importantly how other schools use it, we realised that we were doing a lot of this methodology anyway. Particularly through the 'think pair share' techniques. Classes have talk partners. It would be useful to look at the Kagan method in more depth to see whether it would work in its entirety with the other actions we were discussing or whether to continue with what we were already doing and focus more on the positive feedback it gave our students.

5. Open events have always been a strong point for Unicorn, particularly when we were growing as a new school, but they have started to be less frequent as timetable constraints and parents not attending caused them to be less effective. We needed to discuss how we were to make this useful again. Staff meeting time and a parent questionnaire was devised. Discussions were held with the SLT and we decided to look at the termly IPC (International Primary Curriculum) units and see how we could invite parents in at least once a half term. This could be in the form of an assembly, or to share our books or to attend a tea party.

In addition the way we share and communicate information with parents through parent consultations every term, reading meetings, KS1 and KS2 assessment information evenings to name but a few.

#### **Impact:**

The main difference so far must be through the de-escalation training we had. Whether this was refreshing knowledge that was already known or was new, teachers and more importantly teaching assistants are being seen using the methods and understanding why behaviours take place, the fact that children aren't setting out to be 'naughty' (their words) and how the brain works. If the children feel they are getting a fair hearing, behaviour improves which in turn is showing some progress in our low attaining ADHD children who may otherwise have given up on tasks and don't see the point of learning or trying hard as they will always be told to be better.

#### **Next steps:**

There is more training linked to the above de-escalation training which talks about restorative methods. This has been discussed for staff training in summer 2020.

Analysis of parent questionnaires will enable us to plan events that include the parents more and at times that suit them.

Once we have seen more impact from the outcomes, we will be in a better position to look at next steps.



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